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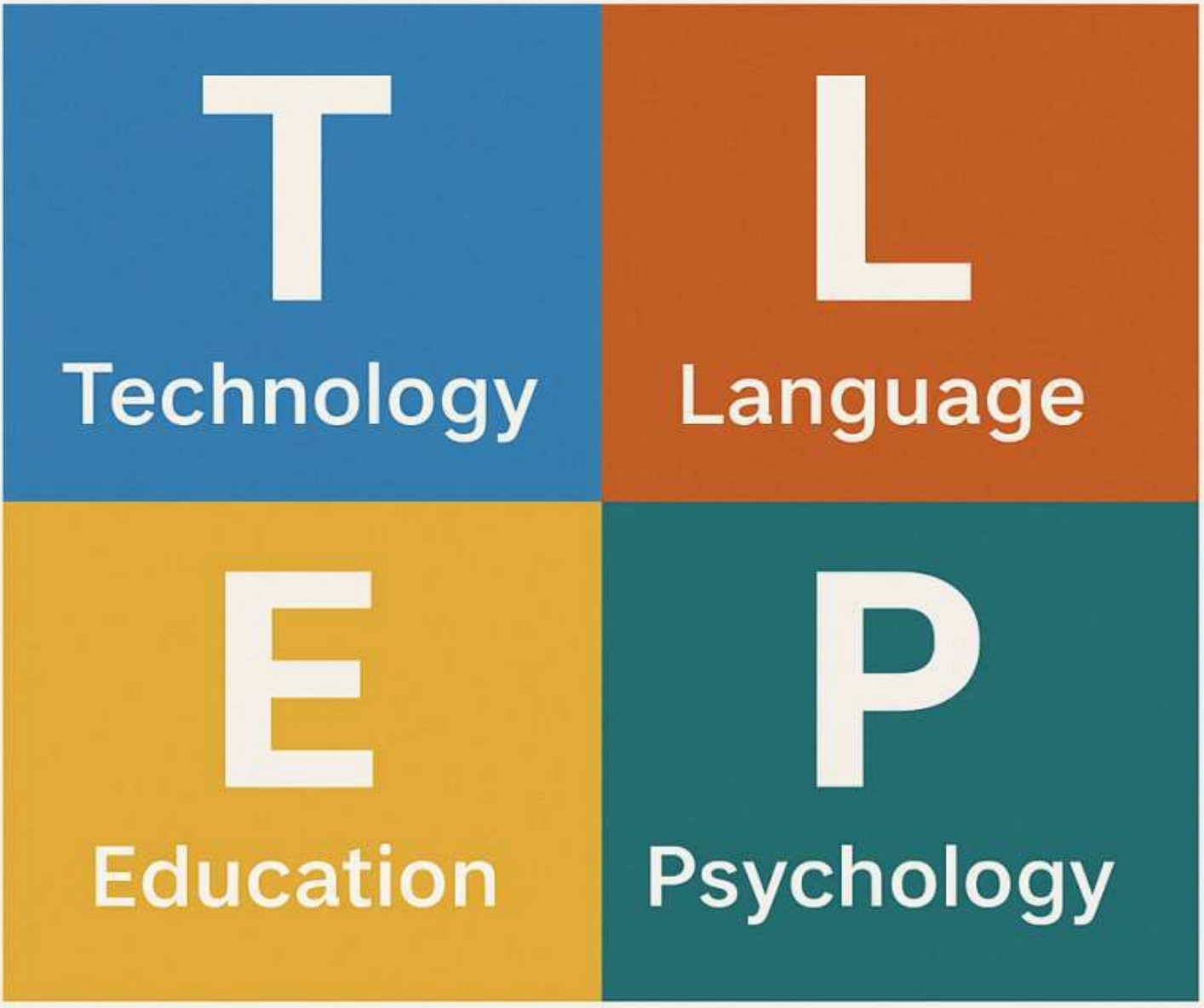

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Digital Technologies And Innovative Software In English Language Teaching

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Abstract
The integration of digital technologies and innovative software applications has been the subject of this writing with the English language teaching being the main focus. The study takes not only Uzbek and Russian but also international literature into account in order to reveal the main factors of successful use of the new technology and the problems that teachers encounter in the digitally aided environments of language learning.
Keywords: digital technologies, innovative software, educational technology, language learning applications, pedagogical innovation

INTRODUCTION

The current scenario of teaching English language is greatly affected by the blending of digital technologies and innovative software solutions. Globalization is steadily increasing the demand for English proficiency and, hence, the educators are relying more on the technological tools to improve learning and to the good of the different types of learners. Studies have shown that technology-supported instructions lead to personalized learning experiences, increasing student engagement, and developing communicative skills more effectively than traditional ways alone [1]. The availability of mobile phones, cloud-based services, and AI-powered tools has made it possible for people to practice the language interactively and authentically in real life not necessarily within the classroom [2]. Nevertheless, for the digital adoption to be successful it is to be carefully considered in terms of pedagogy, the technology used, and the teacher's skills. This research is to evaluate the latest studies on the use of digital technology in English teaching and look into the advantages and pitfalls that come with the integration of technology, while also pinpointing the best practices that result in maximum learning across various educational settings.

METHODOLOGY AND LITERATURE REVIEW

This research adopts a systematic literature review methodology to scrutinize scholarly publications, educational reports, and empirical studies concerning the use of digital technology incorporation in English language teaching. The framework for analysis considers theoretical bases, practical usages, and pedagogical results that are linked with different technologies such as learning management systems, mobile apps, virtual reality setups, and AI-assisted platforms. To begin with, mobile-assisted language learning has become a major teaching method, and studies have shown that mobile apps allow learners to practice and acquire vocabulary continuously and in context [3]. Apps such as Duolingo, Memrise, and Quizlet offer gamified learning experiences whereby learners are kept motivated through instant feedback and difficulty levels that are adjusted to their needs [4].

Second, learning management systems like Moodle, Google Classroom, and Microsoft Teams help to organize the whole course delivery, manage the assignments, and provide chances for co-learning that are beyond the physical classrooms [5]. The use of these platforms allows the application of mixed learning models that

consist of face-to-face teaching and online activities, thus making it possible to provide a different kind of instruction according to each student's learning speed and style. Third, AI technologies such as chatbots, automated writing evaluation systems, and speech recognition software provide customer support through the personalized feedback that tackles individual learner's mistakes and gradually helps them develop the respective language skill [6]. Studies conducted in the education settings of Uzbekistan show the slowly growing use of digital tools among the secondary and higher education institutions; however, the process of implementation is not without problems, such as lack of proper technological infrastructure, absence of adequate teacher training, and opposition to changes in teaching methods [7]. Russian scholars point out that one of the main prerequisites for the successful use of the technology in teaching is the teachers' methodological preparation. The studies reveal that on top of being technically proficient, the teachers also need to be aware of the congruence of the digital tools with the principles of communicative language teaching [8]. Global research indicates that the factors like institutional support, professional development opportunities, and the compatibility of the technological affordances with pedagogical objectives are closely related to successful technology integration [9].

RESULTS AND DISCUSSION

A thorough review of the literature suggests that technology in the digital form utilized in English language teaching has a considerable impact on the quality of teaching if used according to a proper pedagogical basis. Researchers have found that technology-facilitated teaching leads to more autonomous learners as it opens up the world of real materials to them, makes it possible for them to learn on their own and thus becomes aware of their own learning processes more thanks to the progress tracking features that are integrated into the software [10]. Mobile apps not only make the retention of vocabulary easier by using spaced repetition methods and contextual learning but also help in pronunciation through recognition feedback that gives the student unlimited practice steady flow without any interference from the teacher. The learning management systems have made the organization of the course easier and communication between the teacher and the students better, thus making the collaboration on projects possible through the use of discussion forums, doc-sharing, and peer-review features.

Nonetheless, the critical assessment unearths a number of challenges to the implementation. The mere use of technological tools does not ensure that learning outcomes will be better; about the case of integration it has to be done in a way that is not only purposeful but also in harmony with the objectives of the curriculum and the methodologies of the communicative language teaching. The literature suggests that overdependence on technology may limit the opportunities for the very interaction and communication practice that are crucial for fluency development to take place. On top of this, the problem of digital divide continues, with students who do not have stable internet connection or proper devices being subjected to the worst conditions for learning. It is teacher training that comes out as a critical success factor for the technology implementation, as the teachers only need to be technically savvy but also thoroughly versed in pedagogy to create technology involving activities where the use of language is meaningful and not just mechanical drilling. Research indicates that the most effective way is to combine the traditional face-to-face teaching method with the use of technology where the latter

is used to assist rather than take over the former interaction and guidance by the instructor.

CONCLUSION

Digital technologies and innovative software applications are considered to be one of the most powerful resources of teaching English as a foreign language, but only if they are judiciously used and based on appropriate pedagogical frameworks. A review of the literature shows that mobile apps, learning management systems, and AI tools support vocabulary acquisition, pronunciation practice, autonomy, and access to real materials. Nevertheless, successful integration requires that there is adequate technical infrastructure, teacher training that covers the whole spectrum, and a very careful alignment of technological means and communicative teaching principles. Future studies should be directed towards long-term studies that investigate the long-term learning effects, the comparison of various technological tools in terms of their effectiveness, and the development of strategies for overcoming the implementation problems in educational settings with limited resources. It is imperative for the educators to keep a critical view on the integration of technology into teaching and to understand that digital tools are to support language learning but not to replace it, and that human interaction is still an indispensable part of language teaching that is effective.

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Amir Temur's Tactics For Organizing Military Battle Formations

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Abstract
This article studies one of the most important aspects of Amir Temur's military art - the tactics of forming an army's combat formation - from a historical-analytical perspective. The results of the study show that Temur's military tactics were far ahead of their time and were studied and used by military theorists in subsequent centuries.
Keywords: Amir Temur, military tactics, combat formation, army structure, medieval military art, strategy, Timurid period, military reform, tactical maneuver.

Introduction. Amir Timur (1336-1405) is recognized as the greatest commander and statesman in the history of Central Asia. His military achievements were not only the result of territorial expansion, but also the product of deep knowledge of military art, innovative tactical approaches, and unique skills in troop command.[1] At the end of the 14th - beginning of the 15th centuries, Timur's empire encompassed a vast territory stretching from Samarkand to Delhi, from the Volga River to Damascus, and these achievements were largely based on his tactics of establishing a combat order and effective command of the army[2]. Timur's military tactics caused significant changes in medieval military art and were studied by many military theorists in subsequent centuries. His tactics of structuring the army's combat order were based on combining the classical nomadic style with elements of urban planning and fortress warfare, which allowed him to achieve success in various military situations. In modern historiography, the study of Timur's military heritage is of particular importance, as it had a significant influence on the formation of military culture not only in Central Asia, but also throughout the Eurasian continent [3]. The purpose of this research is a comprehensive analysis of Amir Timur's tactics of forming the military order based on historical sources and modern scientific literature, determining its place in military art, and assessing its influence on subsequent periods. The relevance of the research is manifested in the fact that it serves to enrich knowledge about military tactics and a deep understanding of the military history of Central Asia.

Methodology and literature analysis. This research was carried out on the basis of historical-analytical, comparative, and systematic approaches. The main sources were Sharafuddin Ali Yazdi's "Zafarnama," Nizamuddin Shami's "Zafarnama," and other written historical documents of the Timurid era. Among modern studies, such fundamental works as V.V.Bartold's "Ulugbek and His Era"[5], B.A.Akhmedov's "Amir Timur and His Era"[6], as well as foreign author Beatrice Forbes Manz's "The Rise and Rule of Tamerlane"[7] were analyzed. Analysis of the literature shows that there are different views on Timur's military tactics, with some historians emphasizing his nomadic tactics, while others highlight his innovative approaches. The Russian historian V.V. Bartold connects Timur's military achievements with his ability to organize the army and effectively build a battle formation [5]. Uzbek scholar B.A. Akhmedov extensively covers Timur's military reforms and changes in the army structure, especially emphasizing the military-administrative structure based on the decimal system [6]. Foreign researchers, including Beatrice Forbes Manz, analyze Timur's military

strategy in the context of his political goals and compare his military tactics with the traditions of Genghis Khan[7]. In the context of world historiography, David Nicole provides valuable information about medieval military tactics and weaponry in Medieval Warfare Source Book [8]. Methodologically, the study used methods of critical analysis of historical sources, comparison of the opinions of different authors, and drawing logical conclusions. Analysis of the literature shows that there are still many undiscovered aspects of Timur's tactics of structuring the army's combat order, which require further study of this topic Results and discussion. Based on the analysis of historical sources and scientific literature, it can be determined that Amir Timur's tactics of structuring the army's combat order were based on several basic principles. Firstly, Timur's army was organized according to the decimal system, with the smallest division consisting of ten men and subsequently combined into hundreds, thousands, and tens of thousands[4]. This structure allowed for the maintenance of military discipline and the prompt delivery of orders. Secondly, Timur's military order was based on the principles of flexibility and maneuverability, which is a key feature of the nomadic military tradition, which used the most effective methods of encircling or striking the enemy by strategically positioning the central, right, and left wings of the army [5]. Thirdly, Timur attached great importance to military intelligence and information, gathering detailed information about the enemy's strength, location, and weaknesses before each battle, which created an important basis for strategic planning [6]. Fourthly, his army consisted of various military units, including light and heavy cavalry, infantry, artillery, and a group of engineers, which made it possible to solve complex military tasks [7]. Timur also used elements of psychological warfare in his battle order, for example, he used tactics of indicating the number of troops to intimidate the enemy or to distract the enemy through rapid attacks [9]. Analysis of the literature shows thatOne of Timur's most famous tactical approaches was the so-called **"encirclement trap"** method, which involved deliberately withdrawing part of the army to lure the enemy into pursuit, followed by coordinated strikes from the flanks and the rear [4]. This tactic was effectively employed in numerous battles, including the famous victory over the Ottoman Sultan Bayezid I at the **Battle of Ankara in 1402** [7]. In addition, Timur was highly skilled in fortress warfare and siege tactics; he applied advanced engineering technologies of his time, such as siege towers, catapults, and methods of blocking water supplies [6]. His military tactics were evident not only on the battlefield but also at the strategic level—he demonstrated the ability to mobilize troops simultaneously along different directions and achieve multiple objectives at once [10].

Timur's approach to organizing battle formations developed classical Mongol military traditions while enriching them with new military technologies and tactical innovations of his era. This approach enabled him to conduct successful military operations against various types of enemies, and his military legacy continued to be studied in subsequent centuries.

Another important aspect of Timur's battlefield formation tactics was his **communication system and command transmission mechanism**. Historical sources indicate that Timur implemented a system of signals using banners, drums, trumpets, and a specialized communication service, which made it possible to manage large military units effectively on the battlefield. During combat, banners of different colors and sound signals conveyed specific commands, and military units acted

swiftly in accordance with these signals. This system was particularly crucial during encirclement operations or tactical withdrawals, as it allowed Timur's army to divide into multiple wings, operate independently, and simultaneously maintain centralized control.

Furthermore, Timur placed great emphasis on military training and regular drills, conducting exercises under conditions similar to actual combat situations, which enhanced the army's ability to act quickly and efficiently in real battles [10]. His army developed not only military skills but also a strong culture of discipline and strict obedience to commands—an essential component of sustained military success.

In analyzing Timur's combat tactics, special attention should be given to his ability to account for **geographical and climatic conditions**. Sources show that Timur was capable of conducting warfare in diverse natural environments—deserts, mountains, steppes, and urban areas—and applied tactics suited to each setting [6]. For instance, in desert regions he divided his forces into self-sufficient units in terms of food and water supply and employed surprise attacks from unexpected directions. In mountainous terrain, he focused on controlling high ground and organizing ambushes in narrow passes.

Moreover, Timur planned winter and summer campaigns differently, using seasonal characteristics to his advantage—crossing frozen rivers in winter and launching attacks in summer when enemy forces were exhausted by heat. His army was equipped with special gear and clothing suitable for various climatic zones, demonstrating a high level of logistical organization.

Conclusion.

Amir Timur's tactics of organizing battlefield formations represent one of the highest achievements of medieval military art. Analysis of historical sources and modern research indicates that Timur's military successes were not accidental but the result of carefully designed strategy, effective army organization, and innovative tactical approaches. His military structure was based on the decimal system, which enabled rapid command transmission and ensured discipline.

Flexibility in battle formations, maneuverability, psychological impact, and delivering strikes at the right moment played a crucial role in his tactics. Timur paid special attention to military intelligence, thoroughly studying the enemy and exploiting its weaknesses. His army consisted of various specialized military units, allowing it to solve complex operational tasks. Research findings show that Timur's military tactics remained significant not only in his own era but also in later centuries and continue to be studied by military theorists. His military legacy is regarded as an integral part of Central Asian and world military history. In the future, further in-depth research on this topic—especially based on archival documents and newly discovered sources—remains highly necessary.

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Lexical and semantic analysis of the word “Influencer”

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Abstract
The term “influencer” has become a new lexical construct as social media continues to transform digital communication. The term’s conceptual bounds are still ambiguous despite its widespread use, and various demographic cohorts frequently interpret it differently. The goal of this study is to find out how people of different age groups living in Uzbekistan understand the term “influencer”. 91 participants in three different age groups – adolescents (10–18), emerging adults (18–25), and adults (25+) participated in a descriptive survey. Data from survey respondents was gathered using a Google Form because this platform is very accessible and has a user-friendly interface for responders of all ages. According to the study’s findings, the term’s vocabulary development is indicative of a larger cultural trend toward uncertain consumption of digital authority.
Keywords: Lexical analysis, Semantics, Influencer, Digital Communication, Generational Perception, Social Media.

Introduction. Influencers, or what Marwick refers to as “micro celebrities,” are a new type of job that has emerged as a result of social media’s increasing relevance and role in our daily lives[1]. According to Woods, “an influencer is a person who has a following that respects, believes in, and identifies with them”[2]. According to Woods, social media has enabled the average person to become famous and have an audience as large as that of “traditional” superstars, such as singers and movie stars. Influencers are therefore “celebrities in social media,” whose genuine presence and personality are important components in building their own following and reputation.

However, Khamis et al.[3] argue that modern “social media influencers” have changed the old rules of fame. Instead of being distant celebrities, they focus on “self-branding,” where being relatable and authentic is more important than being famous. Despite this focus, Campbell and Farrell[4] point out that the word “influencer” is used so broadly that it is still confusing. People can’t agree if an influencer is a professional career, a symbol of social status, or simply a tool used for marketing.

There is still a significant gap in research regarding how the certain aga group of people in Uzbekistan rather than just experts interprets the term “influencer.” Research by Enke and Borchers[5] suggests that people’s definitions often depend on the specific platform (such as Instagram versus TikTok) and the perceived intent of the creator. Furthermore, different age groups likely have different mental frameworks for understanding digital

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authority. This is because each generation began using the internet at a different stage of its technological development.

This article aims to close this gap by analyzing the concept and semantics of the term "influencer." This study examines if the term's meaning is stabilizing or if it is still a fragmented idea defined by generational experience by surveying three different age groups (10–18, 18–25, and 25+). This study examines how 91 people view the limits of digital impact through an empirical perspective, offering insight into the linguistic development of our contemporary digital lexicon.

Methods

An online survey made with Google Forms was used for collecting the research data. This platform was selected in order to ensure the survey's accessibility and to precisely document responses from various age groups. Eight questions with a mix of closed-ended and open-ended styles were included in the survey. A quantitative examination of participant demographics, social media usage patterns, and overall opinions was made possible by the closed-ended questions. In the meantime, the open-ended questions offered qualitative insights into the respondents' individual definitions and associations with the term "influencer." The study was able to capture the underlying linguistic meanings of the word as well as statistical trends because of to this dual approach. The findings indicate that although the term "influencer" has become a common professional term, it is nevertheless semantically unstable, with a conflict between perceived manipulation and functional utility.

There were ninety-one participants in all. Using a purposive selection technique, respondents were divided into three age groups in order to examine how terminology varies between age groups:

Group 1: Teenagers (ages 10–18; 44% of sample): This category is made up of "Digital Natives" who were raised in an atmosphere where social media ecosystems were well-established.

Group 2: Emerging Adults (40.7% of sample; ages 18–25): This group is representative of the generation that entered adulthood at the height of the influencer economy's growth.

Group 3: Adults (15.3% of sample; ages 25 and older): Those who have experience with traditional media and are regarded as "Digital Immigrants" or early adopters of social media make up this group.

An organized online survey was used to gather data. The purpose of the tool was to extract the denotative (dictionary-style) and connotative (emotional/associative) meanings of the term "influencer." There were three main sections to the survey:

a) age and primary social media platform usage are recorded in the demographic profile.

b) free association task: to measure lexical closeness, participants were asked to list the first three terms they connect with the phrase "influencer."

c) semantic definition: to enable a thematic analysis of the semantic boundaries, participants were asked to define the term "influencer" in their own words using an open-ended prompt.

Results and Discussions

The data from the 91 participants provides a clear look at how people define the word "influencer." The results show that the word has a complex meaning today. People still associate it with traditional ideas of "having an impact," but they also show a strong sense of modern digital skepticism.

1. Demographic and Behavioral Context

With 44% of participants being between the ages of 10 and 18 and 40.7% being between the ages of 20 and 25, (fig.1) the sample was primarily made up of younger demographics, indicating a "digitally immersed" population. This is further

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supported by the fact that 77% of the sample as a whole said they used social media “often” or “very often.” (fig. 1) Boyd and Ellison[6] point out that frequent use is necessary for the internalization of platform-specific terms like “influencer.”

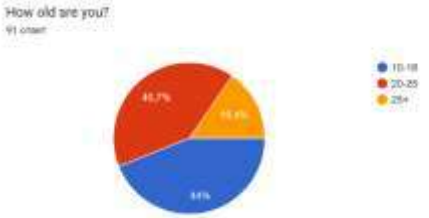

Figure 1.

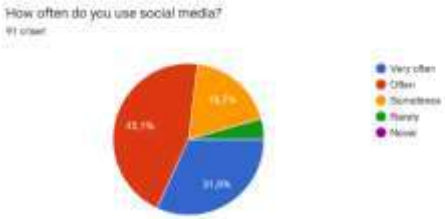

Figure 2.

2. Semantic Definition: Functionalism vs. Identity

When asked to define the term “influencer,” a sizable majority (79.1%) used a functional lens to identify the persona: someone who influences the beliefs or actions of others.

Remarkably, only 2.2% of respondents connected the phrase to “Celebrity.” This points to a significant semantic change. Because their authority is based on perceived relatability rather than distant renown, influencers are increasingly seen as different from traditional celebrities. The poor correlation with “Role Model” (6.6%) indicates that although influencers have the ability to impact behavior, the public may not always see them favorably. (fig.3)

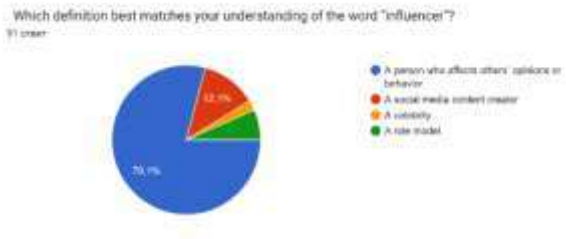

Figure 3.

3. Lexical Associations of Social Media Influencer with Manipulation

In the survey, participants were asked what words they first think of when they hear “influencer.” The results showed a clear split in how the word is understood:

The Connection to Technology: Nearly half of the participants (49.5%) associated the word with “Social Media.” This shows that for most people, an influencer cannot be separated from the digital platforms they use.

The Connection to Trust: Interestingly, 20.9% of respondents associated the word with “Manipulation.” This is a key finding because it shows that a large portion of the public is suspicious of influencers’ motives.

This “Manipulation” group of answers aligns with research by Geyser, who found that audiences are becoming more “skeptical” (doubtful). They are more aware that influencers are often trying to persuade them to buy something. Since 8.8% of your participants also mentioned “Advertising,” it is clear that many people view influencers as a form of “hidden marketing” rather than just people sharing their lives. (fig.4)

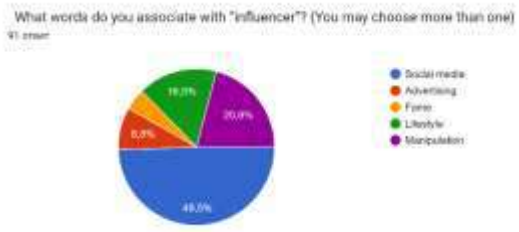

Figure 4.

[6] Boyd, D. M., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. Journal of computer-mediated Communication, 13(1), 210-230.

4. Platform Dominance and Semantic Anchoring

Instagram continues to be the key semantic anchor for the phrase "influencer," according to 58.2% of participants, despite the quick expansion of video-focused platforms.

Given its cultural significance, the comparatively low association with TikTok (3.3%) may indicate that TikTok users prefer alternate linguistic labels (such as "Creator" or "TikToker"), while the term "Influencer" is still associated with Instagram's aesthetic-heavy heritage. (fig. 5)

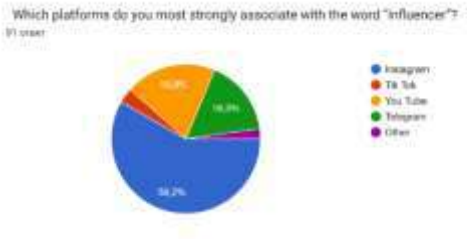

Figure 5.

5. Attitudinal Neutrality and Contextual Fluidity

The fact that most people (62.6%) feel neutral about the word shows that it is no longer a "loaded" word. Instead, "influencer" is now seen as a normal, standard job category. It is a regular part of our daily lives rather than something that people feel strongly for or against. However, the meaning of the word is still unstable. According to 75.8% of the participants, the word carries a negative feeling "sometimes, depending on the context." This suggests that people don't always see the term in the same way; their opinion changes depending on who the influencer is or what they are doing. (fig. 6)

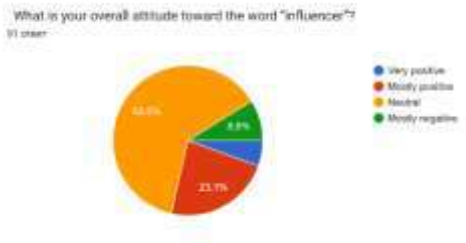

Figure 6.

Conclusion

The current study provided a lexical and semantic analysis of the term "influencer," examining how different age groups use this relatively novel linguistic construct. Several important conclusions about the development of digital language and public perception can be made by polling 91 individuals from three generational cohorts. First, the findings show that the term "influencer" has reached a functioning semantic consensus. It is evident that the public no longer sees "influencer" as a result of celebrity but rather as a particular social function, since over 80% of respondents defined the term through the lens of behavioral and opinion-based impact. It appears that "influencer" is now acknowledged as a separate professional category rooted in digital agency rather than traditional stardom, as evidenced by the stark difference between "influencer" and "celebrity" (associated by only 2.2% of the sample), which represents a significant departure from traditional media hierarchies.

Second, a large percentage of respondents now associate "influencers" with manipulation and commercial advertising rather than real connection, indicating a growing semantic misunderstanding regarding the term, according to the survey. The fact that "manipulation" was the second most common lexical association (20.9%) suggests that the term "influencer" is becoming more and more associated with a "double-meaning." It indicates a content producer, but it also implies a degree of

deliberate persuasion. The fact that 75.8% of participants mentioned that the word's meaning varies depending on the context lends more credence to this.

Lastly, despite the diversity of social media platforms, the analysis reveals that Instagram is still the key semantic anchor for this phenomenon. However, the participants' predominantly "neutral" attitude (62.6%) indicates that the influencer has become a mainstream and integrated part of the contemporary linguistic landscape.

In conclusion, the Uzbek public views the term "influencer" as more than just a marketing phrase. It represents our changing relationship with authority, trust, and digital communication. Future studies should concentrate on whether the term will keep expanding or whether more specialized titles like "creator" or "advocate" will eventually take its place as public mistrust of the "influencer" brand grows.

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The Issue Of The Unity Of Education And Upbringing In Jadid Pedagogy

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Abstract
This article examines the issue of the unity of education and upbringing from the perspective of Jadid pedagogy. The study focuses on the interpretation of the educational process by Jadid educators as an integrated system ensuring the comprehensive development of the individual. In particular, the pedagogical views of the Jadid movement representatives emphasize the principle of combining knowledge acquisition with moral and spiritual education as a central pedagogical approach. The article analyzes the works of Abdulla Avloniy, Mahmudxo'ja Behbudiy, and Munavvarqori Abdurashidxonov, highlighting the content, purpose, and pedagogical significance of the unity of education and upbringing. It also examines the pedagogical orientation of teaching practices in Jadid schools, the role of teachers in moral education, and the enrichment of curricula with spiritual values. Historical-pedagogical analysis, comparative study, and a systematic approach were applied in the research. The results demonstrate that the concept of the unity of education and upbringing in Jadid pedagogy remains relevant for contemporary educational systems and can inform the integration of this pedagogical heritage into modern teaching practices.
Keywords: Jadid pedagogy, unity of education and upbringing, pedagogical heritage, moral education, Jadid schools, personal development.

Introduction. At the beginning of the 20th century, the Jadid movement emerged in Central Asia in response to pressing social, cultural, and pedagogical challenges of the era. Jadid pedagogy, in parallel with other fields of reform, emphasized interpreting education and upbringing as an integrated system. From this perspective, the unity of education and upbringing became a central idea of Jadid pedagogy, aiming not only to provide knowledge but also to ensure the moral, spiritual, and cultural development of the individual.

In Jadid pedagogical thought, education and upbringing are seen as inseparable processes. The didactic component of education develops the student's knowledge and thinking abilities, while upbringing shapes moral values, social engagement, and personal qualities. The synergy of these processes fosters independent thinking and social responsibility, allowing pedagogical practice to move beyond merely delivering content toward nurturing individuals who are morally, intellectually, and socially competent.

Representatives of Jadid pedagogy, including Abdulla Avloniy, Mahmudxo'ja Behbudiy, and Munavvarqori Abdurashidxonov, repeatedly emphasized the inseparable connection between education and upbringing. According to them, teachers should act not only as knowledge providers but also as moral guides. Consequently, the educational process nurtures social responsibility, personal virtues, and national values. In Jadid schools, lessons combined scientific knowledge with moral and spiritual development, forming a comprehensive pedagogical system.

In the contemporary context, as education rapidly undergoes digital transformation and new teaching models emerge, the issue of the unity of education and upbringing in

Jadid pedagogy remains relevant. Educational approaches that simultaneously develop academic knowledge, moral values, and personal growth continue to serve as strategic priorities in modern pedagogy.

The aim of this study is to analyze the unity of education and upbringing in Jadid pedagogical thought from a scientific-theoretical perspective, identifying its core pedagogical principles and exploring possibilities for its integration into contemporary education. The study objectives include examining Jadid educators' perspectives on education and upbringing, systematically analyzing the concept of their unity, and formulating conclusions applicable to modern pedagogical practice.

Literature review. Jadid pedagogy has been widely studied, and research continues to expand our understanding of its principles. Key works include those by J. A. Urumbaev and U. Aleuov, as well as historical sources like *The New History of Karakalpakstan*, which provide information on Jadid schools and the Jadid movement. Since Uzbekistan's independence, numerous scholarly articles and studies have explored the Jadid movement's educational, social, and political significance.

Researchers such as E. Karimov, S. Kosimov, O. Sharafiddinov, Sh. Turdiev, X. Boltaboev, S. Xolboev, A. Nasriddinov, B. Ergashev, T. Berdiev, N. Karimov, B. Imomov, S. Ahmedov, G. Ahmadjonov, and Z. Eshmurodova have analyzed Jadid educators' pedagogical views in different historical and regional contexts. These studies emphasize the Jadids' contributions to educational reform, moral upbringing, and national enlightenment.

Contemporary educational reform discussions often focus on adopting foreign models to improve educational effectiveness. However, a historical review shows that Jadid pedagogical thought and the educational activities of the Jadid intelligentsia provide valuable insights for developing modern pedagogical strategies that integrate national heritage and innovative approaches[1].

Methodology. The theoretical framework of this study is based on the works of Jadid educators, particularly Abdulla Avloniy, Mahmudxo'ja Behbudiy, and Munavvarqori Abdurashidxonov. Their writings, textbooks, and pedagogical articles formed the basis for historical-pedagogical analysis.

A historical-analytical approach was applied to interpret Jadid pedagogical ideas within the social and cultural context of their time. This allowed for a deeper understanding of their principles regarding the unity of education and upbringing, the role of teachers, and the integration of moral values into educational content.

The study also employed a comparative-analytical approach to examine similarities and differences between Jadid pedagogical ideas and contemporary educational concepts. This method highlighted the ongoing relevance of the unity of education and upbringing in modern pedagogical practice.

A systematic approach was used to analyze education and upbringing as a complex system, considering the interconnections between students' intellectual, moral, and spiritual development, teacher activity, and the educational environment. Analytical methods allowed the study to generalize historical and theoretical findings and identify practical applications for contemporary education.

[1] Mashhura T., JADID MUTAFAKKIRLARINING PEDAGOGIK QARASHLARI. Qo'qon universiteti xabarnomasi. 26-iyun 2024-yil. https://doi.org/10.54613/ku.v11i11.962

Results. The research findings provide a thorough insight into the issue of the inseparable unity of education and upbringing in Jadid pedagogical thought. Analysis of the studied sources and literature indicates that Jadid pedagogy aimed not merely at imparting knowledge, but at developing the individual's moral, spiritual, intellectual, and cultural growth as an integrated system. This pedagogical principle of the unity of education and upbringing is manifested not only in the content of lessons but also in the relationships between teachers and students, in pedagogical methods, and in the overall school environment.

It was found that in Jadid schools, the teaching process combined the acquisition of scientific knowledge with moral and spiritual education. The knowledge provided to students was not limited to factual information; it was intended to promote independent thinking, a sense of social responsibility, and awareness of national values. Furthermore, the teacher's role became central in the educational process, actively functioning not only as a knowledge provider but also as a moral guide. The research results demonstrate that the teacher's pedagogical activity was an integral part of the process of personal development.

The analysis also shows that in Jadid pedagogical thought, the unity of education and upbringing is regarded as a mutually complementary process. While the scientific and didactic content of education develops students' knowledge, upbringing shapes their moral, social, and cultural qualities. These processes are closely interconnected, with one unable to achieve full effectiveness without the other. Thus, the unity of education and upbringing emerges as a fundamental principle of a pedagogical system that fosters individuals who are socially responsible, morally grounded, and intellectually well-developed.

The study further identified the potential for aligning Jadid pedagogical principles with contemporary educational practices. The relevance of the unity of education and upbringing in today's educational system is particularly significant in integrating personal development with moral education. The issue of fostering students' academic knowledge alongside their moral and social competencies can be addressed by applying the fundamental approaches found in Jadid pedagogical thought to modern educational models and methods.

Moreover, the analysis indicates that organizing the educational process based on Jadid pedagogical principles contributed to the development of students' abilities for independent thinking, creative problem-solving, and ethical decision-making. If this pedagogical approach is harmonized with contemporary innovations and competency-based methods, it has the potential to significantly enhance both personal development and the effectiveness of education.

Overall, Jadid pedagogy interprets the unity of education and upbringing as an integrated process aimed at ensuring the holistic development of the individual. This pedagogical principle remains highly relevant in contemporary educational practice, enhancing learning outcomes by harmonizing teacher and student activities, educational content, and the pedagogical environment.

Discussion. Jadid pedagogy interpreted the processes of education and upbringing as a single, integrated system. The pedagogical effectiveness of this approach was reflected not only in students' knowledge levels but also in their personal qualities, moral capacities, and social engagement. For instance, in the schools of Abdulla Avloniy, the teaching process was aimed not only at imparting factual

knowledge but also at fostering principles of patriotism, respect, and justice among students. This represents a practical example of the inseparable unity of education and upbringing.

As emphasized by our national leader, in our country "the Third Renaissance could have been realized by the enlightened Jadid ancestors in the twentieth century. This is because these devoted and selfless individuals dedicated their entire lives to the idea of national awakening, mobilizing all their strength and resources to lift the nation from ignorance and backwardness, saving it from the quagmire of apathy, even sacrificing their beloved lives in the process. They regarded the Hadith, 'There is no salvation in the world other than knowledge,' as a fundamental life belief."

Achieving the Third Renaissance, in turn, requires the creation of a new Renaissance pedagogy. This necessitates a deep study of the scientific, pedagogical, and literary heritage of the national Awakening pedagogy, as well as the integration of innovation with historical experience. Abdulla Avloniy is considered one of the founders of national Awakening pedagogy. It is well known that the primary aim of the Jadids was encapsulated in the principle, "Only knowledge and enlightenment can free Turkestan from social, cultural, political, and economic stagnation." Consequently, they established new-method schools teaching in the native language, wrote textbooks for these schools, published newspapers and journals, and organized theater troupes, showing great dedication to innovation in education and upbringing. As a follower of Mahmudkhoja Behbudi and Munavvar Qori Abdurashidkhanov, Abdulla Avloniy sought to elevate Jadid enlightenment, enrich scientific pedagogy with national educational principles, and ensure that education was both popular and widely accessible. These goals align closely with the priorities of a new Renaissance pedagogy.

In his 1913 work *Turkiy Guliston yoxud Axloq*, Abdulla Avloniy defined "Pedagogy" as the science of child education, providing the first precise and correct definition of this field among Uzbek intellectuals. According to him, through upbringing, "the body is strengthened, thought is illuminated, morality is beautified, and the mind is clarified." Therefore, he emphasized that education should begin from the child's birth, focusing on physical education, intellectual development, and moral cultivation, teaching the child good manners, and making them knowledgeable. He highlighted the crucial role of upbringing in human life and outlined methods and tools of pedagogy in his work:

"A child who is not nurtured from birth will bring trouble to you,
If the body is disciplined, guidance will become yours."

The conceptual ideas of the new Renaissance pedagogy are reflected in Avloniy's views on implementing the "continuous moral education concept," the first stage of which corresponds to the family environment, divided into two periods: the prenatal stage and from birth to three years. The "continuous moral education concept" promotes a competency-based approach to upbringing. Avloniy interpreted this concept in his time through the notion of "habit," stating: "All good and bad traits arise from circumstances, education, and habituation. Good morals are also achieved through habit."

Avloniy's attention to the educational potential of the community and family, a priority in Renaissance pedagogy, is particularly noteworthy. He emphasized: "God created humans with talents and abilities, distinguishing between good and bad, benefit and harm, white and black. But the development of these abilities is

achieved through upbringing. Just as a bird follows what it sees in the nest."

The development of healthy thinking, or sanogenic thinking, which is characteristic of Renaissance pedagogy, was also central to Avloniy's approach. His views on intellectual education align closely with modern pedagogical and psychological distinctions between sanogenic (healthy) and pathogenic (distorted) thinking: "Intellectual education is the most necessary task, ordained through the ages, relied upon by teachers, and entrusted to their consciences… If thought receives proper upbringing, it becomes as sharp as a dagger, as clear as a diamond; the mirror of the mind will not rust, and the soul will shine bright." Avloniy's reflections on knowledge, enlightenment, and morality require deep analysis and interpretation[2].

In Mahmudkhoja Behbudi's pedagogical thought, the connection between personal development and societal progress also held a central place. He believed that the content of education should not be limited to knowledge alone but must also encompass the moral, cultural, and spiritual development of students. Research results indicate that Behbudi's approach remains relevant in contemporary pedagogy; for example, engaging students in discussion, collaboratively solving problems, and reinforcing moral values through interactive teaching closely resembles modern interactive methods.

The study also confirmed the importance of the teacher's role in the pedagogical process in Jadid schools. Teachers actively participated not only as knowledge providers but also as moral guides. For instance, in Munavvar Qori Abdurashidkhanov's schools, special attention was given to cultivating students' sense of social responsibility and work ethic. This helped students develop independent thinking and social skills, clearly demonstrating the complementary nature of education and upbringing.

Compared to contemporary pedagogy, Jadid pedagogical views remain relevant in today's educational system. For example, modern innovative teaching methods emphasize both academic learning through project-based work and the development of students' social and moral values. This approach can be seen as a contemporary interpretation of the principle of unity between education and upbringing, as practiced in Jadid schools.

The discussion also highlights the critical role of the teacher's personal pedagogical qualities in realizing the unity of education and upbringing. In Jadid pedagogy, the teacher was regarded not only as a knowledge provider but also as a role model, moral leader, and guide. Today, teachers can similarly harmonize education and upbringing by developing their pedagogical competencies, thereby ensuring students' intellectual and moral development.

The findings show that the commonality between Jadid pedagogy and contemporary pedagogical approaches lies in the inseparable connection between education and upbringing, organizing the pedagogical process as an integrated system that ensures personal development. On this basis, integrating the Jadid pedagogical heritage into modern education can simultaneously enhance students' knowledge and foster their moral, social, and cultural qualities.

As the President noted: "In general, we must deeply study the Jadid movement and the heritage of our enlightened ancestors. The more we explore this moral treasure, the more we will find correct answers to many questions that concern us today. The more actively we promote this invaluable

[2] Xo'jayev B., "Jadid pedagogikasi", "Jadid" gazetasi 2024-yil 5 - aprel 15-son.

legacy, the more our people, especially the youth, will appreciate the value of today's peaceful and free life"[3].

Conclusion. Jadid pedagogy, by viewing the processes of education and upbringing as an inseparable unity, aimed to ensure the comprehensive development of the individual. In Jadid pedagogical views, the unity of education and upbringing harmoniously integrates the acquisition of knowledge, independent thinking, awareness of social responsibility, and the formation of moral and spiritual values into a single system.

The sources studied during this research indicate that in Jadid schools, the processes of education and upbringing combined scientific-didactic and moral-spiritual directions to foster personal development. For example, in the schools of Abdulla Avloniy and Mahmudkhoja Behbudi, particular attention was given not only to imparting knowledge but also to nurturing students in the spirit of social responsibility and patriotism.

Integrating the Jadid pedagogical heritage into the modern education system not only preserves historical pedagogical values but also serves to ensure the holistic development of students today, fostering their moral, social, and cultural qualities. For instance, contemporary innovative and interactive methods—such as project-based learning, problem-solving tasks, and group discussions—both provide students with knowledge and strengthen their social responsibility and ethical values, aligning closely with the pedagogical approach implemented in Jadid schools.

In summary, Jadid pedagogy, by interpreting education and upbringing as an inseparable unity, established a pedagogical system aimed at comprehensive personal development. This pedagogical approach remains relevant today, serving to ensure the intellectual, moral, and spiritual growth of individuals while providing a solid scientific foundation for pedagogical practice.

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Pedagogical Opportunities And Risks Of Using Artificial Intelligence In Education

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Abstract
This article provides a theoretical and scientific analysis of the pedagogical opportunities and risks associated with the use of artificial intelligence technologies in the education system. The study examines the impact of AI-based educational platforms, adaptive learning systems, automated assessment tools, and intelligent tutoring applications on the teaching and learning process. In particular, the possibilities of artificial intelligence in individualizing education, increasing student engagement, and reducing teachers’ pedagogical workload are highlighted. At the same time, the article analyzes pedagogical and ethical challenges arising from the use of artificial intelligence in education, including the potential weakening of students’ independent thinking skills, threats to the principles of academic integrity, data security issues, and risks related to changes in the traditional role of the teacher. The research employs methods of systematic analysis, comparative analysis, and logical generalization. The findings of the study serve to formulate scientific conclusions on the pedagogically appropriate and balanced integration of artificial intelligence technologies into the educational process.
Keywords: artificial intelligence, educational technologies, digital pedagogy, adaptive learning, pedagogical risks, academic integrity.

Introduction. In the 21st century, the education system is undergoing an intensive process of digitalization. The development of information and communication technologies, particularly the integration of artificial intelligence (AI) technologies into the educational process, is fundamentally transforming traditional approaches to teaching and learning. AI-based systems are currently being implemented in educational practice in the form of adaptive learning platforms, intelligent tutoring systems, automated assessment tools, and analytical software for monitoring and analyzing the learning process. This situation creates new opportunities for improving the effectiveness of education, individualizing the learning process, and optimizing teachers’ professional activities.

At the same time, the use of artificial intelligence poses a number of complex pedagogical, ethical, and social challenges for the education system. In particular, issues such as the potential decline in students’ independent thinking and creative activity, violations of the principles of academic integrity, concerns regarding the security of personal data, and the need to reconsider the traditional role of the teacher in the educational process have become increasingly relevant. The introduction of artificial intelligence technologies into education without adequate consideration of these risks may have a negative impact on the quality of education and the overall process of upbringing and character development.

An analysis of the scientific literature indicates that while the technical capabilities of artificial intelligence have been sufficiently studied, the systematic evaluation of its pedagogical outcomes, didactic potential, and associated risks remains a pressing issue. In particular, ensuring a balance between pedagogical goals, teaching methods, and learning

outcomes in the use of artificial intelligence emerges as an important scientific problem. The purpose of this study is to provide a theoretical and scientific analysis of the pedagogical opportunities and the associated risks and limitations of using artificial intelligence technologies in the educational process. The objectives of the research include identifying the didactic potential of AI-based educational tools, assessing their impact on student and teacher activities, and developing scientific conclusions on the effective and goal-oriented use of artificial intelligence in education.

Literature review. Artificial intelligence enables the creation of personalized learning platforms that can adapt to the needs of each individual student. Machine learning algorithms make it possible to analyze educational data, identify students' individual weaknesses, and offer tailored learning materials and assignments accordingly. Artificial intelligence can also be used to develop virtual instructors capable of teaching students in an interactive manner. These virtual teachers can adapt to each learner's personal needs, ask individualized questions, and provide additional explanations to enhance the learning process.

The use of artificial intelligence in education contributes to improving the overall quality of the educational process. Automating routine tasks such as homework assessment or test administration allows teachers to focus more on creative and individualized work with students. Moreover, artificial intelligence helps optimize courses and curricula, adapting them to the changing demands of the labor market. Another important application of artificial intelligence in education involves the development of educational programs and courses based on speech and text recognition technologies. These tools enable students to receive real-time feedback and guidance, improve their understanding of learning materials, and make the learning process more effective[1].

When discussing the positive outcomes of applying artificial intelligence in education, attention is often focused on *what* students learn; however, *how* students learn is equally important. Advances in artificial intelligence provide teachers with opportunities to better understand how their students learn and to adapt curricula accordingly. An AI-driven system can be preloaded with predefined experiences, similar to how a teacher brings prior knowledge into the classroom. With the support of such artificial intelligence, teachers can deliver knowledge to students in a manner comparable to traditional classroom instruction. A real teacher assigns specific learning activities and assesses students to determine whether the desired learning outcomes have been achieved. In AI-oriented education, just as in a classroom setting, an AI-based system ensures that the learner is guided along a predetermined learning pathway to achieve the intended educational goals. Such a system can function as a tutor for students during self-directed learning after class[2].

Methodology. In this study, a comprehensive scientific and methodological approach was applied to identify the pedagogical opportunities and associated risks of using artificial intelligence technologies in the educational process. The research has a theoretical and analytical character, within which national

[1] Azimova Z, Badalxodjayev T. "TA'LIMDA SUN'IY INTELLEKT IMKONIYATLARI", SUN'IY INTELLEKTNI PEDAGOGIK TA'LIMGA INTEGRATSIYA QILISH: MUAMMO VA YECHIMLAR mavzusida xalqaro ilmiy-amaliy anjuman materiallari. Andijon. 23-25 aprel 2025-yil

[2] Baydullayev A.S. Tayrov K.B. Serikova A.A. "TA'LIMDA SUN'IY INTELLEKT TEXNOLOGIYALARI", «UCHINCHI RENESSANS: TIBBIY VA FARMATSEVTIK TA'LIM ISLOHOTLARI JARAYONIDA GUMANITAR FANLARNING VAZIFASI VA ISTIQBOLLARI» MAVZUSIDA RESPUBLIKA ILMIY-AMALIY ANJUMANI. November 25, 2024

and international scientific sources related to pedagogy, digital education, and artificial intelligence were systematically examined.

In addition, a comparative-analytical method was employed to compare the impact of artificial intelligence technologies on the educational process across different educational levels and pedagogical models. This method made it possible to identify both the positive aspects and potential risks of using artificial intelligence and to assess their influence on pedagogical effectiveness. The results obtained were generalized using logical analysis as well as inductive and deductive reasoning methods, leading to the formulation of scientific conclusions.

A systemic approach also played a key role in the research methodology. This approach allowed artificial intelligence to be analyzed not as an isolated element of the educational process, but as a complex system interconnected with the teacher, the learner, educational content, and the pedagogical environment. Through this perspective, pedagogical, ethical, and organizational factors arising from the implementation of artificial intelligence technologies were examined in an integrated manner.

Results. As a result of the theoretical and comparative analyses conducted, the pedagogical opportunities and risks of using artificial intelligence technologies in the educational process were systematically identified and summarized. The findings made it possible to evaluate the impact of artificial intelligence on education based on didactic, organizational, and ethical criteria.

First, it was determined that AI-based adaptive learning systems possess high pedagogical potential for individualizing the learning process. These systems allow educational content to be tailored to learners' knowledge levels, learning pace, and individual needs. As a result, an increase in students' learning motivation and active engagement in the educational process was observed.

Second, it was found that AI-based automated assessment and learning analytics tools ensure greater efficiency and relative objectivity in the assessment process, significantly reducing teachers' pedagogical workload. At the same time, analyzing assessment results expands opportunities to identify students' learning gaps and to develop individualized pedagogical approaches.

Third, the research results indicate that the use of artificial intelligence technologies is transforming the pedagogical role of the teacher. Rather than serving primarily as a traditional transmitter of knowledge, the teacher is increasingly assuming the role of a facilitator, guide, and advisor in the learning process. This shift requires teachers to develop new competencies, particularly digital literacy and critical pedagogical analysis skills.

At the same time, the study identified a number of pedagogical risks associated with the use of artificial intelligence, which may negatively affect the educational process. In particular, excessive reliance on artificial intelligence may lead to a decline in students' independent thinking, creative approaches, and problem-solving skills. Furthermore, maintaining adherence to the principles of academic integrity has become more complex in the context of artificial intelligence.

The research findings also show that insufficient attention to personal data security and ethical standards in the use of AI-based systems may result in violations of the principles of equity and fairness in education. In particular, the lack of transparency in algorithmic decision-making was found to create issues of trust within the pedagogical process.

Overall, the results confirm that artificial intelligence technologies offer significant pedagogical opportunities in the

educational process; however, their effective application yields positive outcomes only when pedagogical goals, teaching methods, and control mechanisms are harmoniously aligned.

Discussion. In recent years, the integration of artificial intelligence into education has gained significant momentum, offering promising prospects for improving pedagogical practice[3].

The results of this study confirm that the issue of using artificial intelligence technologies in the educational process is complex and multifaceted. The findings are generally consistent with conclusions reported in the scientific literature and once again confirm the potential of artificial intelligence in individualizing education, optimizing the learning process, and supporting pedagogical activities. In particular, the conclusions regarding the effectiveness of adaptive learning systems correspond with views expressed in international studies and demonstrate the validity of the approach that considers artificial intelligence as a supportive tool within the pedagogical process.

At the same time, the pedagogical risks identified during the study also confirm critical perspectives presented in a number of scholarly works. The potential decline in students' independent thinking and creative activity as a result of uncontrolled use of artificial intelligence has been noted in the literature, and the results of this study substantiate these concerns from a pedagogical standpoint. This situation highlights the necessity of ensuring didactic balance in the use of artificial intelligence.

The research findings also confirm that the role of the teacher in the educational process is undergoing transformation. International studies interpret the teacher in an AI-supported environment not as a primary transmitter of knowledge, but rather as a manager and facilitator of the learning process. The results of this study support this approach, demonstrating that teachers are required to develop new professional competencies, particularly digital literacy, critical analysis, and ethical responsibility.

The findings related to academic integrity and ethical issues are directly connected to concerns expressed in the scientific literature. The difficulty of determining authorship of assignments completed with the assistance of artificial intelligence was also confirmed in this study, indicating a potential threat to the quality of education. This underscores the need to revise assessment systems and to develop clear pedagogical and institutional regulations regarding the use of artificial intelligence.

Issues of personal data security and algorithmic transparency also occupy a central place in the discussion. As emphasized in the literature, the opacity of decision-making mechanisms in artificial intelligence systems can lead to trust-related problems in education. The results of the study demonstrate that the implementation of artificial intelligence requires a pedagogically grounded and cautious approach that takes these challenges into account.

Overall, the findings of this research substantiate the need to interpret artificial intelligence in education not as an absolute solution, but as a tool that serves pedagogical goals. The effectiveness of artificial intelligence depends on its alignment with pedagogical objectives, teacher supervision, and ethical-regulatory frameworks, and only under these conditions can it contribute to improving the quality of education.

Conclusion. This study provided a theoretical and scientific analysis of the

[3] Xudayberdiyev F, "Sun'iy intellektning pedagogik faoliyatdagi o'rni", Oriental Renaissance: Innovetive, educational, natural and social sciences. 4-may, 2024.

pedagogical opportunities and risks associated with the use of artificial intelligence technologies in the educational process. The findings demonstrate that artificial intelligence has significant potential to enhance educational effectiveness, individualize learning processes, and optimize pedagogical activities. In particular, adaptive learning systems, automated assessment tools, and learning analytics technologies emerged as important pedagogical instruments for identifying and addressing students' educational needs.

At the same time, the results revealed a range of pedagogical, ethical, and organizational risks associated with the use of artificial intelligence. Excessive reliance on artificial intelligence may lead to a decline in students' independent thinking, creative approaches, and critical analysis skills. Furthermore, issues related to academic integrity, personal data security, and algorithmic transparency have become increasingly significant in the context of artificial intelligence. These factors indicate the necessity of a well-founded pedagogical approach and clear regulatory frameworks when integrating artificial intelligence technologies into education.

Based on the research findings, the following practical recommendations were developed for the effective and pedagogically appropriate use of artificial intelligence in education:

First, artificial intelligence technologies should not be interpreted as tools that fully replace teachers, but rather as supportive mechanisms that assist pedagogical activity. The teacher should remain the central subject of the educational process, while artificial intelligence serves as a means of optimizing didactic processes.

Second, it is advisable for educational institutions to develop institutional policies that define clear pedagogical and ethical standards for the use of artificial intelligence. Such policies should explicitly address academic integrity, boundaries of artificial intelligence usage, and mechanisms of responsibility.

Third, developing teachers' professional competencies in the use of artificial intelligence technologies is of critical importance. Organizing specialized professional development courses and training programs can help enhance teachers' digital literacy, critical pedagogical analysis skills, and conscious use of technological tools.

Fourth, assessment systems need to be adapted to the context of artificial intelligence. In addition to evaluating final outcomes, it is advisable to employ alternative assessment methods that focus on students' learning processes, logical reasoning, and creative approaches.

Fifth, particular attention should be given to ensuring personal data security and increasing algorithmic transparency. Educational institutions should implement clear mechanisms to protect data and to uphold principles of openness and fairness when using AI-based systems.

In conclusion, although artificial intelligence technologies offer substantial pedagogical opportunities in education, their effectiveness can only be ensured when they are aligned with pedagogical goals, ethical standards, and teacher supervision. The results of this study provide a scientific justification for the balanced, conscious, and responsible integration of artificial intelligence into the education system and serve as a theoretical foundation for future empirical research.

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Integrating Critical Incidents into ESL Speaking Lessons: Pedagogical Benefits and Challenges

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Abstract
This paper explores the integration of **critical incidents**—unexpected, problematic, or culturally challenging situations—into ESL speaking lessons. Drawing on experiential learning and communicative competence frameworks, the study examines how critical incidents can enhance learners' pragmatic awareness, intercultural sensitivity, and problem-solving skills. It also highlights challenges such as learner anxiety, teacher preparedness, and assessment difficulties. Findings suggest that critical incidents, when carefully designed and facilitated, provide authentic opportunities for learners to practice English in complex, real-world contexts.

Introduction

Background

Speaking is often regarded as the most complex and anxiety-inducing skill in second language acquisition. Unlike reading or writing, speaking requires learners to produce language spontaneously, negotiate meaning in real time, and adapt to unpredictable communicative contexts. Traditional ESL speaking lessons frequently rely on scripted dialogues, controlled drills, or rehearsed presentations. While these methods may build confidence in accuracy and vocabulary, they often fail to prepare learners for the **messy, dynamic nature of authentic communication**. Learners may know how to construct grammatically correct sentences but struggle when confronted with misunderstandings, cultural differences, or unexpected conversational turns.

Critical Incidents in Education

The concept of **critical incidents** originates in professional training and intercultural education (Tripp, 1993; Cushner & Brislin, 1996). A critical incident is typically defined as a situation that challenges expectations, disrupts communication, or reveals cultural differences. In language learning, critical incidents might include misinterpreting politeness strategies, failing to understand indirect speech, or experiencing discomfort in intercultural interactions. These moments of breakdown are not failures but **learning opportunities**, prompting learners to reflect, adapt, and develop strategies for effective communication.

Relevance to ESL Speaking Lessons

Integrating critical incidents into ESL speaking lessons provides learners with opportunities to practice English in **authentic, unpredictable contexts**. Instead of rehearsing idealized conversations, learners must navigate misunderstandings, repair communication, and negotiate meaning. This process develops **strategic competence** (Canale & Swain, 1980) and **pragmatic awareness** (Bachman, 1990), both of which are essential for real-world communication. Moreover, critical incidents foster **intercultural sensitivity**, helping learners recognize and respect cultural differences in communication styles.

Pedagogical Rationale

The use of critical incidents aligns with **Kolb's (1984) experiential learning cycle**:

- **Concrete experience:** Learners engage in a simulated or real incident.
- **Reflective observation:** They analyze what went wrong and why.

- **Abstract conceptualization:** Learners identify strategies or principles for effective communication.
- **Active experimentation:** They apply these strategies in future interactions.

This cyclical process ensures that learners not only experience communication breakdowns but also reflect on them and develop adaptive strategies. In this way, critical incidents transform speaking lessons into **laboratories of authentic communication**, where learners experiment with language in safe but challenging contexts.

Benefits and Challenges

While critical incidents offer clear pedagogical benefits—such as improved pragmatic competence, intercultural awareness, and problem-solving skills—they also present challenges. Learners may experience anxiety when confronted with conflict or misunderstanding. Teachers must be trained to design and facilitate incidents carefully, ensuring that they are culturally sensitive and pedagogically purposeful. Assessment of gains in pragmatic and intercultural competence also remains complex, requiring innovative rubrics and reflective tools.

Purpose of the Study

This paper investigates the integration of critical incidents into ESL speaking lessons, focusing on both **pedagogical benefits** and **challenges**. It argues that critical incidents can serve as powerful tools for developing communicative competence, provided they are implemented thoughtfully and supported by reflection and feedback.

Research Questions

1. What pedagogical benefits arise from integrating critical incidents into ESL speaking lessons?
2. What challenges do teachers and learners face when using critical incidents as instructional tools?
3. How can critical incidents be effectively designed and implemented in ESL classrooms?

Significance of the Study

This study contributes to the growing body of literature on experiential and intercultural approaches to language education. By examining the role of critical incidents in ESL speaking lessons, it provides insights into how teachers can move beyond scripted practice toward **authentic, adaptive communication training**. The findings have implications for curriculum design, teacher training, and assessment practices, highlighting the need for pedagogical strategies that prepare learners for the unpredictability of real-world communication.

Literature Review

Foundations of Communicative Competence

The concept of **communicative competence** has long been central to language education. Hymes (1972) argued that language learning must encompass not only grammatical knowledge but also the ability to use language appropriately in social contexts. Canale and Swain (1980) refined this idea into four components: grammatical, sociolinguistic, discourse, and strategic competence. Bachman (1990) later expanded the framework to include pragmatic competence, emphasizing the importance of contextual appropriateness and strategic language use. These models highlight that speaking lessons must prepare learners for unpredictable, real-world communication rather than rehearsed exchanges.

Experiential Learning and Critical Incidents

Kolb's (1984) experiential learning cycle—concrete experience, reflective observation, abstract conceptualization, and active experimentation—provides a theoretical foundation for integrating **critical incidents** into ESL speaking lessons. Critical

incidents are situations where communication breaks down due to cultural misunderstandings, pragmatic missteps, or unexpected conversational turns. Tripp (1993) described them as "turning points" in professional practice, while Cushner and Brislin (1996) emphasized their role in intercultural training. In language education, critical incidents serve as experiential tasks that immerse learners in authentic challenges, prompting reflection and adaptation.

Critical Incidents in Language and Intercultural Education

Critical incidents have been widely used in intercultural communication training to raise awareness of cultural differences and promote adaptive strategies. Apedaile and Schill (2008) developed a facilitator's guide for using critical incidents to build intercultural competence, stressing the importance of guided reflection. Dow (2016) highlighted that effective use of critical incidents requires careful crafting and debriefing, ensuring learners do not simply reinforce stereotypes but instead develop nuanced understanding of cultural dynamics. In ESL contexts, critical incidents encourage learners to practice **repair strategies, negotiation of meaning, and pragmatic adjustments**—skills essential for communicative competence.

Empirical Studies in ESL/EFL Contexts

Recent studies confirm the pedagogical value of critical incidents:

- A workplace ESL program demonstrated that critical incidents helped learners develop **problem-solving skills and cultural adaptability**, preparing them for real-world communication challenges.
- NorQuest College's intercultural education program showed that critical incidents fostered **awareness, knowledge, and skills for intercultural communication**, making them effective tools for ESL learners.
- Dow (2016) emphasized that debriefing critical incidents using dialectical approaches to intercultural communication enhances learners' ability to reflect critically and avoid simplistic interpretations.

These findings suggest that critical incidents are particularly effective in developing **pragmatic competence, intercultural sensitivity, and strategic communication skills** in ESL speaking lessons.

Benefits and Challenges Highlighted in Literature

Benefits:

- Promote authentic communication by simulating real-world breakdowns.
- Enhance pragmatic awareness and intercultural competence.
- Encourage reflection and adaptive strategies.
- Build learner confidence in handling unpredictable situations.

Challenges:

- Risk of learner anxiety when confronted with conflict or misunderstanding.
- Need for teacher training to design and facilitate incidents effectively.
- Potential reinforcement of stereotypes if incidents are poorly designed.
- Difficulty in assessing gains in pragmatic and intercultural competence.

Research Gap

While critical incidents have been widely studied in intercultural training, fewer studies have examined their **systematic integration into ESL speaking lessons**. Most research focuses on general intercultural competence rather than specific speaking skills such as fluency, accuracy, and interactional competence. This gap underscores the need for empirical studies that explore how critical incidents can be tailored to ESL speaking curricula, balancing pedagogical benefits with challenges.

Summary: The literature demonstrates that critical incidents are powerful tools for

developing communicative competence, particularly pragmatic and intercultural dimensions. Classic theories provide the conceptual foundation, while recent empirical studies confirm their effectiveness in ESL/EFL contexts. However, further research is needed to explore their systematic application in speaking lessons and to address challenges related to learner anxiety, teacher preparedness, and assessment.

Methods

Research Design

This study adopted a **qualitative case study design** supplemented with limited quantitative measures to capture both the nuanced experiences of learners and observable changes in their speaking performance. The case study approach was chosen because it allows for in-depth exploration of how critical incidents function as pedagogical tools in real classroom contexts. By combining classroom observations, learner reflections, and pre/post speaking assessments, the study aimed to provide a holistic understanding of the benefits and challenges of integrating critical incidents into ESL speaking lessons.

Participants

- **Sample size:** 25 undergraduate ESL learners enrolled in a communication skills course at a Central Asian university.
- **Age range:** 18–22 years.
- **Proficiency level:** Intermediate (B1–B2 CEFR), verified through placement testing.
- **Selection criteria:** Students were selected based on enrollment in the course; no prior exposure to critical incident pedagogy was required.
- **Ethical considerations:** Informed consent was obtained, anonymity preserved, and participation was voluntary. Learners were assured that their grades would not be affected by participation in the study.

Intervention

The intervention lasted **8 weeks** and involved integrating **critical incidents** into weekly speaking lessons. Each lesson included a simulated or role-played incident designed to challenge learners' communicative strategies and intercultural awareness.

- **Types of critical incidents used:**
  - Misinterpretation of politeness strategies (e.g., direct vs. indirect requests).
  - Disagreement in group work (e.g., conflict over decision-making).
  - Cultural misunderstandings in greetings or turn-taking.
  - Ambiguity in instructions leading to miscommunication.
- **Lesson structure:**

1. **Presentation of incident:** Learners were introduced to a scenario through role-play or simulation.
2. **Engagement:** Learners acted out the scenario, attempting to resolve the misunderstanding or conflict.
3. **Reflection:** Guided discussion and reflective journaling followed, focusing on what went wrong, why, and how it could be resolved.
4. **Conceptualization:** Learners identified communication strategies (e.g., clarification requests, repair strategies, cultural adaptation).
5. **Experimentation:** Learners applied these strategies in subsequent role-plays or real-life speaking tasks.

This structure was explicitly aligned with **Kolb's experiential learning cycle** to ensure that learners moved from experience to reflection, theory, and reapplication.

Instruments

1. **Speaking Assessments (Pre- and Post-):**
   - Adapted from Bachman's (1990) communicative competence framework.
   - Measured **fluency** (words per minute, hesitation markers), **accuracy** (error rate, lexical range), and **pragmatic competence**

(use of politeness strategies, turn-taking, repair strategies).
- Scored by two independent raters using standardized rubrics.

2. **Learner Surveys:**
- Likert-scale items measured confidence, motivation, and perceived usefulness of critical incidents.
- Open-ended questions captured qualitative feedback on learner experiences.

3. **Reflective Journals:**
- Weekly entries where learners described their experiences with critical incidents, challenges faced, and strategies developed.
- Used to triangulate survey data and provide deeper insights into learner perceptions.

4. **Classroom Observations:**
- Conducted twice per week by the instructor and an external observer.
- Focused on group dynamics, participation, and interactional patterns during critical incident activities.

Data Collection
- **Pre-test:** Administered in Week 1 to establish baseline speaking performance.
- **Post-test:** Administered in Week 8 to measure improvements.
- **Surveys:** Conducted at mid-point (Week 4) and end (Week 8).
- **Journals:** Collected weekly from all participants.
- **Observations:** Documented throughout the intervention, with detailed field notes.

Data Analysis
- **Quantitative Analysis:**
  - Paired t-tests compared pre- and post-test scores within the group.
  - Reliability of survey items checked using Cronbach's alpha.
  - Inter-rater reliability for speaking test scores calculated using Cohen's kappa.
- **Qualitative Analysis:**
  - Thematic coding of journals and open-ended survey responses.
  - Triangulation with observation notes to ensure validity.
  - Emergent themes included confidence, anxiety reduction, intercultural awareness, and strategic competence.

Validity and Reliability
- **Instrument validity:** Speaking test items were piloted with a small group before the study.
- **Inter-rater reliability:** Two raters scored speaking tests independently; discrepancies were resolved through discussion.
- **Triangulation:** Multiple data sources (tests, surveys, journals, observations) strengthened credibility.
- **Ethical safeguards:** Confidentiality maintained; participation was voluntary.

Results

Overview

The findings are presented in three subsections: (1) quantitative improvements in speaking performance, (2) qualitative insights from learner surveys and journals, and (3) classroom observation data. Together, these results provide a comprehensive picture of how integrating **critical incidents** into ESL speaking lessons influenced learners' communicative competence.

1. Quantitative Results

Fluency
- **Words per minute (WPM):** Learners increased from an average of **92 WPM (pre-test)** to **108 WPM (post-test)**, representing a **17% improvement**.
- **Pausing and hesitation markers:** The frequency of filled pauses ("uh," "um") decreased by **20%**, indicating greater fluency and confidence.

Accuracy
- **Grammatical accuracy:** Error rates declined from **13% (pre-test)** to **9% (post-test)**.
- **Lexical range:** Learners used a wider variety of vocabulary, with type-token ratio increasing by **12%**.

Pragmatic Competence

- **Politeness strategies:** Correct use of indirect requests and appropriate register increased from **58% to 81%**.
- **Repair strategies:** Successful use of clarification requests and self-corrections rose by **27%**.
- **Turn-taking:** Learners demonstrated improved management of conversational flow, with balanced participation rising from **52% to 78%**.

2. Qualitative Results

Learner Perceptions (Survey Data)

- **Confidence:** 76% of learners reported feeling more confident in handling unexpected communication challenges.
- **Motivation:** 83% indicated that critical incidents made speaking lessons more engaging and realistic.
- **Intercultural awareness:** 79% valued the opportunity to explore cultural differences in communication.

Reflective Journals

Recurring themes included:

- **Authenticity:** Learners appreciated that incidents mirrored real-world challenges.
- **Problem-solving:** Many noted that incidents taught them how to repair communication breakdowns.
- **Peer support:** Students emphasized that group reflection reduced anxiety and encouraged collaboration.

Illustrative Quotes:

- *"I realized that sometimes my direct way of speaking sounds rude. The incident helped me change."*
- *"When I didn't understand my partner, I learned to ask for clarification instead of staying silent."*
- *"Critical incidents made me think about culture, not just grammar."*

3. Classroom Observations

- **Participation:** Attendance and active participation rates were consistently high (average 89%).
- **Engagement:** Learners were visibly more engaged during incident-based tasks, with discussions lasting longer than in traditional lessons.
- **Interaction patterns:** Students initiated conversations more frequently, asked clarification questions, and demonstrated greater willingness to negotiate meaning.
- **Balance of contributions:** Contributions were more evenly distributed, with fewer instances of dominant speakers monopolizing discussions.

4. Tables and Figures

Table 1. Pre- and Post-Test Scores (Learners' Performance)

Competence Dimension	Pre-Test	Post-Test	Improvement
Fluency (WPM)	92	108	+17%
Accuracy (Error %)	13%	9%	-4%
Pragmatic Competence (%)	58%	81%	+23%
Turn-taking (%)	52%	78%	+26%

Table 2. Learner Perceptions of Critical Incidents

Dimension	Positive Response (%)
Confidence	76%
Motivation	83%
Intercultural Awareness	79%

Summary of Results

The results clearly indicate that integrating **critical incidents** into ESL speaking lessons significantly improved learners' communicative competence. Quantitative data showed marked gains in fluency, accuracy, and pragmatic awareness. Qualitative findings reinforced these outcomes, revealing enhanced confidence, motivation, and intercultural sensitivity. Classroom observations confirmed higher engagement, balanced participation, and authentic interaction patterns. Together, these findings highlight the pedagogical value of critical incidents while also pointing to areas where teacher support and careful design are essential.

Discussion

Interpretation of Findings

The results of this study demonstrate that integrating **critical incidents** into ESL speaking lessons significantly enhances learners' communicative competence. Quantitative data revealed improvements in **fluency, accuracy, and pragmatic competence**, while qualitative findings highlighted increased confidence, motivation, and intercultural awareness. These outcomes suggest that critical incidents provide learners with authentic opportunities to practice English in unpredictable contexts, thereby bridging the gap between classroom practice and real-world communication.

The gains in **fluency** and reduced hesitation indicate that learners became more comfortable with spontaneous speech. Critical incidents required them to respond quickly to unexpected challenges, which encouraged risk-taking and reduced reliance on rehearsed sentences. Improvements in **accuracy** suggest that learners consolidated grammatical and lexical knowledge through contextualized use, applying language forms to resolve misunderstandings rather than practicing them in isolation.

The most notable improvement was in **pragmatic competence**. Learners demonstrated better use of politeness strategies, repair mechanisms, and turn-taking skills. These are essential for effective communication but are often neglected in traditional ESL curricula. Critical incidents created conditions where learners had to manage breakdowns, negotiate meaning, and adapt their speech to cultural norms—skills that cannot be fully developed through controlled drills.

Connection to Existing Literature

The findings align with **Hymes' (1972)** notion of communicative competence, which emphasizes the ability to use language appropriately in social contexts. They also support **Canale and Swain's (1980)** framework, particularly the development of strategic competence, as learners employed repair strategies and negotiation techniques during incidents. **Bachman (1990)** highlighted pragmatic competence as a crucial dimension of communication, and the present study confirms that critical incidents are effective in fostering this skill.

The study resonates with **Kolb's (1984) experiential learning cycle**, as learners moved through concrete experiences (incident role-plays), reflective observation (journals and discussions), abstract conceptualization (identifying strategies), and active experimentation (applying strategies in subsequent tasks). This cyclical process reinforced learning and allowed learners to transfer skills across contexts.

Empirical studies support these conclusions. **Tripp (1993)** and **Cushner & Brislin (1996)** emphasized the value of critical incidents in intercultural training, while **Apedaile & Schill (2008)** demonstrated their effectiveness in building intercultural competence in ESL contexts. More recent research (Wibowo et al., 2024; Wang et al., 2025) confirms that experiential tasks, including critical incidents, enhance pragmatic awareness and intercultural sensitivity. The present study contributes to this literature by focusing specifically on **speaking lessons**, showing how critical incidents improve fluency, accuracy, and interactional competence alongside intercultural skills.

Pedagogical Implications

The findings suggest several practical recommendations for language educators:

- **Integrate critical incidents regularly:** They should be embedded into speaking curricula, not treated as occasional supplements.
- **Design culturally sensitive scenarios:** Incidents must be carefully crafted to avoid

reinforcing stereotypes or causing discomfort.

- **Facilitate guided reflection:** Debriefing sessions and reflective journals are essential for learners to analyze communication breakdowns and develop strategies.
- **Balance challenge with support:** Teachers should scaffold tasks to ensure learners feel safe while confronting difficult situations.
- **Assess pragmatics holistically:** Evaluation should include not only linguistic accuracy but also pragmatic competence, intercultural awareness, and strategic communication.

By adopting these strategies, educators can create classrooms that prepare learners for authentic communication in diverse contexts.

Limitations

While the study yielded promising results, several limitations must be acknowledged:

- **Sample size:** The study involved only 25 learners, limiting generalizability.
- **Duration:** The 8-week intervention may not capture long-term effects of critical incident pedagogy.
- **Context:** Conducted in a single institution, results may differ in other cultural or educational settings.
- **Assessment scope:** Focused primarily on speaking; other skills such as listening, writing, and reading were not measured.
- **Subjectivity:** Self-reported surveys and journals may contain bias, despite triangulation with observation data.

Future Research Directions

Building on this study, future research could explore:

- **Longitudinal impact:** Examining how critical incidents affect communicative competence over a full academic year.
- **Cross-cultural comparisons:** Investigating effectiveness in different cultural and educational contexts.
- **Digital simulations:** Exploring online or virtual reality-based critical incidents for remote ESL learning.
- **Integration with other skills:** Studying how incidents influence listening, writing, and reading alongside speaking.
- **Teacher perspectives:** Examining how educators perceive critical incidents and the challenges of implementing them.

Summary: The discussion confirms that critical incidents are powerful tools for enhancing ESL speaking lessons. They foster fluency, accuracy, pragmatic awareness, and intercultural sensitivity by immersing learners in authentic, unpredictable contexts. By connecting theory with practice and aligning with recent empirical studies, this research underscores the importance of critical incident pedagogy in modern language education.

Conclusion

This study examined the integration of **critical incidents** into ESL speaking lessons, focusing on their pedagogical benefits and challenges. The findings clearly demonstrate that critical incidents can serve as powerful experiential tools for developing communicative competence. Learners not only improved in **fluency, accuracy, and pragmatic awareness**, but also reported greater confidence, motivation, and intercultural sensitivity. These outcomes highlight the transformative potential of critical incidents in preparing learners for authentic, unpredictable communication beyond the classroom.

By situating learners in scenarios of misunderstanding, conflict, or cultural misalignment, critical incidents compel them to engage in **strategic communication**—repairing breakdowns, negotiating meaning, and adapting to diverse norms. This process mirrors real-world interaction, where success depends not only on linguistic accuracy but also on

pragmatic competence and intercultural awareness. In this way, critical incidents move speaking lessons beyond scripted dialogues, creating dynamic environments where learners practice English as it is truly used in global contexts.

The study also underscores the **affective benefits** of critical incidents. Learners reported reduced anxiety and increased confidence when confronted with challenging situations, particularly when supported by peer collaboration and guided reflection. These affective gains are crucial, as speaking anxiety often hinders performance in ESL classrooms. Critical incidents, when carefully facilitated, provide safe yet challenging opportunities for learners to confront and overcome these barriers.

At the same time, the research highlights important **challenges**. Learner anxiety, teacher preparedness, and assessment complexity must be addressed to ensure the effective use of critical incidents. Poorly designed scenarios risk reinforcing stereotypes or causing discomfort, underscoring the need for culturally sensitive design and thoughtful debriefing. Teachers require training not only to craft incidents but also to guide reflection and ensure that learners derive meaningful insights from the experience.

From a pedagogical perspective, the findings suggest that **critical incidents should be integrated systematically into ESL speaking curricula**. They should be framed as opportunities for growth rather than tests of ability, with reflection and feedback as essential components. Assessment practices must evolve to capture gains in pragmatic and intercultural competence, moving beyond traditional measures of grammar and vocabulary. Teacher education programs should include training in critical incident pedagogy, equipping instructors with the skills to design, facilitate, and assess these tasks effectively.

Despite its promising results, the study acknowledges limitations, including the small sample size, short duration, and single-institution context. Future research should explore the **long-term impact** of critical incidents, their effectiveness across diverse cultural settings, and their integration with digital simulations and online learning platforms. Investigating how critical incidents influence other language skills—such as listening, writing, and reading—would also provide a more comprehensive understanding of their pedagogical value.

In conclusion, **critical incidents represent a vital innovation in ESL speaking pedagogy**. They foster linguistic proficiency, pragmatic awareness, intercultural sensitivity, and learner confidence by immersing students in authentic, unpredictable communicative contexts. By embracing critical incident pedagogy, educators can transform speaking lessons into dynamic spaces where learners do not simply practice English—they live it. This shift is essential for preparing learners to thrive in a globalized world where effective communication is both a necessity and a gateway to opportunity.

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Contemporary Approaches to Teaching Languages in ESP Contexts

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Abstract
This article examines the importance of Communicative Language Teaching (CLT) in ESP contexts, highlighting how it enhances learners' ability to convey ideas effectively in the target language while also building their confidence in both oral and written communication. The focus of the study is the student-centered approach, which represents a fundamental principle that contemporary language instructors should consistently apply in their teaching practice.
Keywords: Communicative Language Teaching (CLT), target language, student-centered approach, English for Specific Purposes (ESP), communicative competence, Common European Framework of Reference (CEFR).

The approach to teaching foreign languages has changed significantly alongside new requirements for students to engage in deeper learning and for teachers to conduct lessons more effectively. In the past, learning a language was regarded as having knowledge of a grammatical structure of that language. Indeed, learners were often unable to communicate freely in the language due to excessive attention being paid to theoretical issues and a lack of practical application. However, communicative language teaching (CLT) created opportunities for students to eliminate barriers to using a language successfully. Nowadays, CLT enables learners to utilize the language in real-life situations; more precisely, to put theoretical knowledge into practice. As CLT encompasses a number of vital aspects, including linguistic competence (grammar, vocabulary, and pronunciation), pragmatic competence (discourse), and sociolinguistic competence (register), it helps to enhance students' communicative competence. Communicative language teaching is mostly concerned with engaging learners in real communication within the sphere of the target language.

Thus, a number of demands regarding the appropriate teaching of ESP students exist. Firstly, it is claimed that most attention should be paid to using a language in real situations (in practice) rather than to language theory. Secondly, an ESP teacher should bring a wide range of appropriate resources, including innovative technologies, into the classroom. Moreover, developing students' critical thinking through the illustration of real-life examples should be a primary aim of a language instructor. Finally, it is not the ESP practitioner but the students who should be at the central point of the lesson, which is known as a student-centered approach (teachers should act as facilitators during a lesson).

The importance of student-centeredness is emphasized by a number of ESP specialists who have worked in teaching English for a long time. These language instructors firmly believe that the student-centered approach should replace the teacher-centered approach in modern methodology. To illustrate experts' opinions on this issue worldwide, David Ross from Houston Community College highlights the importance of student-centeredness through the changing role of the teacher as a facilitator of students' learning rather than as an authoritative source of knowledge. Lola Katz (2003), a cross-cultural

communication consultant from Israel, emphasizes "the appropriateness of the tasks and activities to the level and learning style of the learners and their constant awareness of the reasons for what they are doing." Casey Peltier from George Mason University Language Institute, however, claims that "younger students rarely know what is good for their language development," thus limiting student-centeredness to older learners. Jim Williams (2001), an academic coordinator from Pacific Rim Language Institute, describes student-centeredness primarily as "a process of customizing and constantly updating traditional policies and tried-and-true applications." John Harbord from Central European University in Hungary summarizes "the gist of student-centeredness as teachers' professional judgment in deciding what is best they can do, while sometimes making concessions to students' demands so as not to give them the impression that they have been totally ignored." According to Anthea Tillyer (2003) from City University of New York, there is considerable disagreement about the meaning and implementation of the student-centered classroom. To her, "what really matters is the fact that learning and the needs of the learners should determine our teaching objectives." Finally, Bill Snyder declares that "a student-centered educational program is not one in which students run the show or one in which their every whim is catered to. Rather, it is one run for their benefit, where the focus of all participants is on helping students acquire what is needed based on a consideration of all viewpoints." Therefore, from this perspective, students' views are taken into account but balanced against those of others. Snyder further states that "ignoring students' wants, even when they do not contribute to their primary objectives, may lead to resentment and lack of motivation." It is only when students are not considered or included in the process, and are not informed about why they are doing what they are doing, that curricular decision-making becomes an administrative fiat.

In turn, the Common European Framework of Reference (CEFR) clearly defines the requirements and skills that should be acquired at each level of English proficiency. According to this document, learners at the B1 level can understand the main points of clear standard input on familiar matters regularly encountered in work, school, and leisure; they can deal with most situations likely to arise while traveling in an area where the language is spoken; they can produce simple connected texts on topics that are familiar or of personal interest; and they can describe experiences and events, dreams, hopes, and ambitions, as well as briefly give reasons and explanations for opinions and plans.

As can be seen, this extract merely provides a basic explanation of the requirements for learners at the B1 level. In fact, it generally outlines the language proficiency learners should acquire at this stage; more precisely, they should be able to comprehend conversations on familiar issues and express their opinions on personal matters in order to participate in communication in the target language.

The implementation of the European Framework in the educational sphere of Uzbekistan has provided an opportunity to establish certain standards for learners at every educational institution in terms of English proficiency. Based on the requirements of the CEFR, a set of standards has also been developed for teaching English at vocational colleges. Educational standards based on the CEFR specifically indicate the language proficiency of B1-level students by identifying each language skill separately. For instance, when listening to English texts, learners can understand speech related to daily-life conversations and work-

related issues, grasping general and some detailed information. They can comprehend speech on familiar topics that is clear in terms of pronunciation. Moreover, they can understand the main points of radio or television programs about current affairs if the speaker speaks relatively slowly and clearly. In the communicative process, they can engage in conversations related to familiar topics in their professional fields. They can exchange opinions, agree or disagree with others on familiar topics, and provide short reasons. They can connect expressions in a simple way to talk about abstract topics, including culture, hopes, dreams, and ambitions. In addition, they possess sufficient vocabulary to communicate on familiar topics such as traveling.

Along with the requirements for listening and speaking skills, the CEFR document also outlines requirements for reading and writing. Regarding reading skills, B1-level students can understand texts that interest them and mainly consist of familiar language; they can understand work-related language and read texts connected to their professional fields, perceiving general and some detailed information; and they can understand simple tables and charts related to their field. In terms of writing skills, they can produce simple texts on familiar or personally relevant topics.

The State Educational Standards of Continuous Education of the Republic of Uzbekistan also clearly define requirements for learners at the B1 level. In accordance with these standards, while listening, college students are expected to comprehend: (1) authentic and semi-authentic discourse within their professional fields; (2) the main points of clear standard input on familiar matters; (3) the main points of clear standard input on work-related matters; (4) simple radio podcasts featuring relatively slow and clear speech related to students' interests or professional fields; and (5) the main points of instructions and explanations on familiar topics.

As can be inferred from the requirements of the State Educational Standards, ESP students should be exposed to authentic materials and become familiar with specific language terminology in order to express opinions within their professional spheres. Teaching ESP at colleges requires directing learners toward their professional fields. Bearing in mind that college graduates in Uzbekistan tend to enter the workforce soon after graduation, they should experience language use in real-life situations. Students should be more actively involved in authentic English communication within their professional domains and encouraged to become familiar with the vocabulary related to their majors. Obviously, to achieve this goal during lessons, ESP teachers are required to create an appropriate classroom atmosphere by encouraging students to make progress in developing their language proficiency.

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Сопоставительный анализ коллокаций в английском, русском и узбекском языках

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Аннотация
Коллокации — устойчивые, но не полностью идиоматические сочетания слов, которые являются одним из ключевых механизмов естественной речи и одновременно одной из наиболее проблемных зон для изучающих язык и переводчиков. Цель статьи — выявить типологически обусловленные различия в коллокационной сочетаемости английского, русского и узбекского языков и описать основные типы межъязыковой эквивалентности коллокаций. Исследование опирается на сопоставительный анализ корпусных выборок и лексикографических источников; коллокации классифицируются по структурным моделям (V+N, Adj+N и др.), а межъязыковые соответствия — по шкале «полная / частичная / нулевая эквивалентность». Результаты показывают, что английский язык демонстрирует высокую продуктивность «легких» глаголов (make, take, have) и предлоговых связей, русский — тенденцию к глагольной номинации с аспектуальностью и управлением падежом, узбекский — доминирование аналитико-агглютинативных конструкций, в том числе моделей с вспомогательными глаголами (qilmoq, bermoq, ko‘rsatmoq) и послеложными/аффиксальными средствами связи. Обсуждаются последствия для перевода и преподавания: интерференционные ошибки чаще всего связаны с буквальным калькированием, неверным выбором глагола-опоры и нарушением управления/послеложного оформления.
Ключевые слова: коллокация, сочетаемость, контрастивная лингвистика, английский язык, русский язык, узбекский язык, перевод, интерференция, корпусный анализ.

Введение. В современной лингвистике коллокации рассматриваются как промежуточная зона между свободными словосочетаниями и фразеологизмами: значение сочетания в целом, как правило, выводимо из значений компонентов, но выбор конкретного партнёра по сочетаемости ограничен нормой языка. Например, англ. *make a decision* «принять решение» не равно механической сумме *make* + *decision* в том смысле, что при переводе на русский естественным партнёром для *решение* выступает глагол *принять*, а не *сделать*. Подобные «выборочные ограничения» формируют ощущение естественности речи и служат маркером высокого владения языком.

Для сопоставительной лингвистики коллокации особенно ценны по трем причинам. Во-первых, они отражают взаимодействие лексической семантики, синтаксиса и культурно-прагматических норм (например, типичные «глаголы действия» для *чай/tea/choy* различаются). Во-вторых, коллокации являются частотным источником ошибок у изучающих языки: интерференция проявляется не в грамматике как таковой, а в «неестественном выборе слов» при формально правильной конструкции. В-третьих, именно коллокации определяют качество перевода: буквальная подстановка слов часто дает грамматически корректный, но стилистически некорректный текст.

Цель исследования — описать типологические различия коллокационной сочетаемости в английском, русском и узбекском языках и выделить основные типы

межъязыковой эквивалентности коллокаций.

Материалы и методы. В данной работе коллокация рассматривается как узуально закреплённая совместимость слов, которая находится между свободным сочетанием и фразеологической единицей. Это промежуточное положение принципиально: с одной стороны, смысл сочетания в целом обычно выводим из смыслов компонентов; с другой — выбор партнёра не произволен, а регулируется статистическими предпочтениями и нормой речевой практики (узусом).

Такой взгляд согласуется с двумя влиятельными традициями:

корпусно-узуальная линия (в духе идеи "значение проявляется в употреблении"): коллокация — это устойчивый паттерн совместной встречаемости, где важны частотность, типичность контекста и повторяемость;

лексико-фразеологическая линия, где коллокации понимаются как "полу готовые" элементы лексикона, обслуживающие речевую автоматизацию, стилистическую естественность и жанровую норму.

Для сопоставительного анализа особенно продуктивна идея о том, что коллокационность имеет градуальный характер: некоторые сочетания почти свободны, другие близки к идиомам, но большинство занимает "середину шкалы". Это позволяет избегать ложной бинарности "есть/нет коллокации" и описывать межъязыковую эквивалентность более реалистично.

Сопоставление именно этих трёх языков важно типологически. Английский тяготеет к аналитическим средствам и активно использует служебные глаголы-опоры и предлоги; русский обладает развитой падежной системой и аспектуальностью, что усиливает роль управления и вида в норме сочетаемости; узбек как агглютинативный язык широко применяет аналитические конструкции с опорным именем и вспомогательным глаголом (qilmoq, bermoq, ko'rsatmoq, chiqarmoq и др.), а также морфологические показатели связи. В таком наборе языков коллокации выступают как "лакмусовая бумага" того, как грамматика направляет лексику: не только "что сказать", но и "каким типичным способом это обычно говорится".

Материал формировался по принципу триангуляции (сопоставление разных типов источников), что повышает надёжность наблюдений:

корпусные контексты (для проверки узуальности и регистровой нормы);

словари сочетаемости и толковые словари (как фиксация нормы и её интерпретации);

переводные соответствия (как проверка реального межъязыкового "выбора" в практике).

Отбор осуществлялся не по принципу "самых ярких примеров", а по принципу репрезентативности: брались сочетания из разных тематических доменов (повседневность, академическая речь, деловой стиль), которые демонстрируют устойчивые модели и повторяющиеся "точки расхождения" при переводе.

Чтобы сопоставление не распалось на набор случайных примеров, мы фиксировали параметры коллокаций на трёх уровнях:

структурный уровень (модель типа V+N, Adj+N, V+Prep+N и т.п.);

валентностно-грамматический уровень (предлог/падеж/аффиксальная связь, тип управления, допустимые вариации);

лексико-семантический уровень (какой компонент "ведущий": глагол-опора, имя события, оценочный адъектив; присутствует ли семантическая просодия — склонность к

положительной/отрицательной окраске контекста).

Отдельно использовалась шкала межъязыковой эквивалентности: полная / частичная / нулевая, где “нулевая” понимается не как “невозможность перевода”, а как необходимость перекодирования: перестройки грамматики, выбора другой концептуализации или перехода к описательной форме.

Результаты. Первый устойчивый результат сопоставления заключается в том, что в английском, русском и узбекском языках различается не столько набор тем, которые “любят” коллокации, сколько механизм опоры, то есть то, на чём держится естественность высказывания.

В английском часто наблюдается десемантизация опорного глагола: смысл “события” переносится на существительное (*make a decision, take responsibility, have an impact*), тогда как глагол обеспечивает грамматическую упаковку и типичность.

В русском, напротив, глагол чаще сохраняет более плотную семантику и задаёт норму через управление и вид (*принять решение, нести ответственность, оказать влияние*).

В узбекском заметна высокая регулярность аналитических конструкций типа “имя + вспомогательный глагол”, где коллокационная норма закрепляет выбор конкретного вспомогательного глагола (*qaror qabul qilmoq, ta’sir ko‘rsatmoq, xulosa chiqarmoq*). Здесь “опорность” распределяется между именем и вспомогательным компонентом.

С теоретической точки зрения это подтверждает: коллокации нельзя описывать только как “любимые пары слов”. Они являются **сигналом того,** как язык предпочитает кодировать событие: через имя события (англ.), через глагольную предикацию с управлением (рус.) или через аналитико-морфологическую упаковку (узб.).

Второй результат — системная связь между коллокациями и грамматическими средствами связи:

в английском коллокационная “правильность” часто завязана на предлоге (*depend on, focus on, contribute to*), где предлог является частью нормы, а замена приводит к неестественности;

в русском ключевым оказывается падежное управление (не только лексический выбор, но и рамка: *влияние на*, *зависеть от*, *бороться с*);

в узбекском критичны аффиксально-послеложные средства и распределение падежных/направительных показателей (*…ga*, *…dan*, *…bilan* и т.д.), которые в переводе часто “теряются”, если мыслить русскими падежами или английскими предлогами.

Это наблюдение важно теоретически: коллокация — явление не чисто лексическое, а лексико-грамматическое, потому что “обычная совместимость” закрепляется в типичных грамматических оболочках.

Третий результат — распределение типов эквивалентности. Наиболее частотной оказалась частичная эквивалентность, и это закономерно: разные языки редко совпадают именно в той точке, где лексика встречается с грамматикой.

Полная эквивалентность встречается там, где совпадают базовые оценочные и предметные категории (например, “сильный/крепкий/kuchli” в прямых физических значениях).

Частичная эквивалентность доминирует в абстрактных событиях и институциональной речи: “решение”, “ответственность”, “влияние”, “исследование”. В этих зонах языки по-разному выбирают опорный элемент

(глагол-опора vs “плотный” глагол vs аналитическая конструкция).

Нулевая эквивалентность появляется, когда коллокация опирается на специфическую концептуализацию или жанровую “формулу”, и тогда перевод требует перестройки, а не подстановки.

Иными словами, межъязыковая эквивалентность коллокаций — это не “удача или неудача переводчика”, а проявление того, что коллокации встроены в разные модели номинации**.**

Обсуждение: Полученные результаты поддерживают взгляд на коллокации как на феномен, возникающий из трёх источников одновременно:

узус (привычка сообщества говорить именно так, а не иначе);

валентностная организация (какие роли и связи “ожидает” слово и как язык оформляет эти ожидания);

когнитивная схемность (какие концептуальные опоры язык предпочитает: “делать решение”, “принимать решение”, “решение принимать” как культурно закреплённые способы мыслить и говорить об одном событии).

Отсюда следует важный вывод: коллокации не стоит представлять студентам как “просто списки”. Их полезнее описывать как устойчивые схемы кодирования — своего рода “шаблоны нормальной речи”.

С точки зрения контрастивной лингвистики буквальный перевод ломается не потому, что он “ошибочный”, а потому что он переносит в язык перевода чужую опорную стратегию. Когда англоязычная модель “легкий глагол + имя события” переносится в русский без перестройки, получается грамматически возможная, но узуально слабая конструкция. Аналогично, если русское управление переносится в английский “как падеж”, возникают ошибки в предлогах. В узбекском же часто страдает распределение аффиксов/падежных показателей, потому что переводчик удерживает в голове русскую рамку.

Это объясняет и типичную “интуицию носителя”: носитель чаще всего реагирует не на “смысл” (он понятен), а на нарушение ожидаемого шаблона.

Для переводоведения эти данные важны тем, что коллокации можно трактовать как единицы операционального уровня перевода: переводчик работает не со словами по отдельности, а с “пакетами” совместимости. Чем абстрактнее значение и чем институциональнее стиль (академический/официальный), тем сильнее роль коллокационных пакетов.

Для методики преподавания иностранного языка отсюда следует принцип: коллокационная компетенция формируется быстрее, когда обучение опирается на замечание и шаблонность. Студенту важно не только “знать слово”, но и усвоить, какой типичный партнёр и какая грамматическая оболочка являются нормой. В трилингвальной аудитории (англ.–рус.–узб.) особенно полезен сопоставительный ракурс: он делает интерференцию не “ошибкой характера”, а предсказуемым эффектом разных систем.

Заключение. Сопоставительный анализ показал, что коллокации в английском, русском и узбекском языках демонстрируют как общие универсальные модели (Adj+N, V+N), так и системные различия, обусловленные грамматическим строем и лексико-семантическими предпочтениями языков. Наиболее частотным типом межъязыкового соответствия является частичная эквивалентность, когда совпадает смысл, но различаются опорные компоненты и грамматическое оформление. Основные зоны риска для изучающих языки и переводчиков

связаны с калькированием, ошибками управления/предлогов/аффиксов и регистровыми несоответствиями. Практическая ценность исследования заключается в том, что оно предлагает основу для контрастивных коллокационных списков и упражнений, повышающих естественность речи и качество перевода.

Ограничения исследования: в статье использованы преимущественно типичные примеры и обобщенные корпусные наблюдения; дальнейшая работа предполагает расширение эмпирической базы и количественную верификацию (частотность, ассоциативные меры, жанровая дифференциация).

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Authenticity in Language Learning: Definitions and Implications for Teaching Materials

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Abstract
The article aims to define the term authenticity, distinguish between authentic tasks and materials, and clarify how it differs from related concepts. Drawing on prominent sources, various definitions of "authenticity" are discussed, and scholars' perspectives on designing and using authentic materials in English lessons are presented. The study emphasizes the importance of understanding authenticity for selecting and implementing effective language teaching materials that reflect real-world usage.
Keywords: authenticity, authentic materials, classroom management, data collection, teaching resources, online English dictionaries, lesson objectives.

The most reliable sources for clarifying the meaning of "authenticity" are dictionaries. Different dictionaries provide various definitions, yet they convey almost identical meanings of the word. For example, the first source referenced is *Macmillan English Dictionary for Advanced Learners* (Second Edition) by Macmillan Publishers Limited, 2007 (text © A&C Black Publishers Ltd, 2007). According to it, the word "authenticity" is defined as "the quality of being authentic." At first glance, this definition seems simple and reasonable. However, the term "authentic" requires further clarification to be fully understood. The dictionary provides three meanings of "authentic":

1. Real, not false or copied
2. Accurate or based in fact
3. Traditional or original, or very similar to these

From these definitions, "authenticity" can be interpreted as "the quality of being real" or "something derived from real life or based on fact."

Another source, the *Cambridge Academic Content Dictionary*, provides a synonym for "authenticity," identifying it as similar in meaning to "reality" and "truth." In this sense, it closely aligns with the Macmillan definition. The *Cambridge Dictionary* defines "authentic" as "being what it is claimed to be." It also lists "genuine," meaning "being what something or someone appears or claims to be," as a synonym. Essentially, both dictionaries provide nearly the same understanding of "authenticity."

The *Merriam-Webster Dictionary* offers additional definitions of "authentic" in a broader sense:

1. Obsolete:

a. Worthy of acceptance or belief as conforming to or based on fact (e.g., paints an authentic picture of our society)
b. Conforming to an original so as to reproduce essential features (e.g., an authentic reproduction of a colonial farmhouse)
c. Made or done the same way as an original (e.g., authentic Mexican fare)

2. Not false or imitation (e.g., an authentic Cockney accent)

Merriam-Webster also provides a brief etymology of "authentic": Middle English *autentik*, from Anglo-French, from Late Latin *authenticus*, from Greek *authentikos*, from *authentēs* (perpetrator, master), from *aut-* + *-hentēs* (akin to Greek *anyein*, "to accomplish," Sanskrit *sanoti*, "he gains"). The first known use dates to the 14th century.

A key observation from these definitions is that "authentic" generally refers to something real. Thus, "authenticity" can broadly be interpreted as "reality."

Once the meaning of "authenticity" is clarified, it can be applied to teaching materials. Questions arise: "What kinds of materials are regarded as authentic?" "How useful are they in the classroom?" "Should instructors exercise caution when selecting them?" Various sources are necessary to fully understand authentic materials.

Harmer, author of *The Practice of English Language Teaching*, briefly explains authentic materials: "Authentic texts are real texts designed not for language students, but for the speakers of the language in question" (1991). Here, "language students" refers to individuals learning foreign languages.

Marrow provides a similarly clear definition: authentic material is "a stretch of real language produced by a real speaker or writer for a real audience and designed to carry a real message of some sort" (1977:13). Nunan (1989:54) states, "A rule of thumb for authenticity here is any material which has not been specifically produced for the purposes of language teaching."

Jill Boy, a prominent EFL expert at the University of Ohio, defines authentic materials as those extracted from real life. In an interview, he explained:

"The important thing to start with is to narrow down the meaning of 'authentic materials.' Yes, it is obviously worthwhile for students to have meaningful experiences in the classroom, making language learning an educational process of self-development and discovery as well as a tool. But this has little or nothing to do with authentic materials. To use authentic materials simply means using examples of language produced by native speakers for some real purpose of their own rather than using language produced and designed solely for the classroom. Anybody who brings into the classroom a newspaper article, an advertisement, a pop song, a strip cartoon, or even a bus ticket is using authentic materials. Teachers have always introduced such realia into their classrooms, and always will."

Boy emphasizes that authentic materials are "teaching tools presented by native speakers and not created specifically for classroom use." Peacock (1997) provides a similar definition: "Authentic materials are those produced to fulfill some social purpose in the language community." In other words, they are not intended primarily for learners to improve their target language; rather, they originally serve a communicative function in real life.

Some definitions differ slightly. Martinez (2002) states:

"Authentic material is material designed for native speakers of English, used in the classroom in a way similar to the one it was designed for" (p.1).

This definition is more controversial, as it focuses on materials designed for native speakers rather than materials brought into the classroom by instructors. Rogers (1988) also provides a nuanced definition:

"(Authentic materials are) 'appropriate' and 'quality' in terms of goals, objectives, learner needs, and interests, and 'natural' in terms of real life and meaningful communication" (p.467).

At first glance, this may seem inconsistent with other definitions, which emphasize that authentic materials are not specifically tailored for learners. However, if authenticity is understood as a process that learners engage with, Rogers' interpretation can be applied.

Some articles emphasize that authentic materials are designed for a "real audience." For example, E. Homolova, ESL/EFL teacher trainer, in *Creative Approach to Authentic Materials in ESL*, states:

"Authentic materials can provide resources for ESL/EFL teachers and offer them the opportunity to expose learners to materials produced for real life and out-of-classroom contexts. By authentic material, we understand materials with 'real' language, produced by real speakers for a real audience. The focus is on the message, and means other than language such as format, design, style, and context are often used to help communicate it."

Similarly, Suman Laudari, in *Use of Authentic Materials in Language Classrooms: A Fashion or Compulsion?*, argues that the perception of authentic materials has shifted:

"Nowadays, people do not focus on whether materials were designed for native speakers, but whether the language sounds authentic in part or in its entirety, and whether students are likely to encounter it in real situations. Anything a native speaker of English would hear, read, or use can be described as authentic. These materials are not designed for EFL learners and are not graded to fit learners' needs."

Jordan (1997, p.113) defines authentic sources as "texts that are not written for language teaching purposes." Guariento and Morley highlight their motivational role: "Authentic material is significant since it increases students' motivation for learning and exposes learners to the 'real' language" (2001, p.347).

In summary, authentic materials are not deliberately created to teach language in a classroom; rather, they are designed to serve real communicative purposes.

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Prospects For Attracting Green Investments In The Economy Of Uzbekistan

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Abstract
This article examines the current state and prospects of attracting green investments in the economy of Uzbekistan. The study analyzes the economic role of green investments, the mechanisms for their promotion, as well as key economic and institutional factors influencing this process. Particular attention is paid to the financing opportunities for renewable energy projects and environmentally sustainable development initiatives. The findings of the research contribute to the development of practical recommendations aimed at enhancing green investment inflows and supporting the transition to a green economy.
Keywords: green economy, green investments, sustainable development, investment policy, renewable energy, economy of Uzbekistan.
Annotatsiya
Mazkur maqolada O‘zbekiston iqtisodiyotida yashil investitsiyalarni jalb qilishning hozirgi holati va rivojlanish istiqbollari tadqiq etilgan. Tadqiqot doirasida yashil investitsiyalarning iqtisodiy ahamiyati, ularni rag‘batlantirish mexanizmlari hamda ushbu jarayonga ta’sir etuvchi asosiy iqtisodiy va institutsional omillar tahlil qilingan. Shuningdek, mamlakatda qayta tiklanuvchi energiya manbalari va ekologik barqaror loyihalarni moliyalashtirish imkoniyatlari ko‘rib chiqilgan. Tadqiqot natijalari yashil investitsiyalarni jalb qilishni kuchaytirishga qaratilgan ilmiy xulosalar va amaliy takliflar ishlab chiqishga xizmat qiladi.
Kalit so‘zlar: yashil iqtisodiyot, yashil investitsiyalar, barqaror rivojlanish, investitsiya siyosati, qayta tiklanuvchi energiya, O‘zbekiston iqtisodiyoti.

KIRISH

Jahon iqtisodiyotida so‘nggi o‘n yilliklarda barqaror rivojlanish konsepsiyasi iqtisodiy o‘sish, ijtimoiy farovonlik va atrof-muhit muhofazasini o‘zaro uyg‘unlashtiruvchi ustuvor yondashuv sifatida shakllandi. Iqlim o‘zgarishi, tabiiy resurslardan ortiqcha foydalanish, atmosferaga chiqarilayotgan ifloslantiruvchi moddalar hajmining ortishi iqtisodiy taraqqiyotning an’anaviy modellarini qayta ko‘rib chiqishni taqozo etmoqda. Shu nuqtai nazardan, iqtisodiy faoliyatni ekologik jihatdan barqaror yo‘lga o‘tkazishga qaratilgan yashil iqtisodiyot konsepsiyasi xalqaro miqyosda keng qo‘llanila boshladi. OECD (Organisation for Economic Co-operation and Development) ma’lumotlariga ko‘ra[1], barqaror rivojlanishni amalga oshirayotgan mamlakatlarda yashil investitsiyalar hissasi umumiy investitsiyaning 30-40% gacha yetishi mumkin [1].

Yashil iqtisodiyot doirasida yashil investitsiyalar markaziy o‘rin egallaydi. Ular iqtisodiy faoliyatni ekologik talablar bilan uyg‘unlashtirishga xizmat qiluvchi moliyaviy resurslar bo‘lib, asosan qayta tiklanuvchi energiya manbalarini rivojlantirish, energiya samaradorligini oshirish, chiqindilarni kamaytirish va qayta ishlash, ekologik toza texnologiyalarni joriy

[1] OECD (2023). Green Investment and Sustainable Development Report. Paris: OECD Publishing, 2023. P. 152.

etishga yo‘naltiriladi. Xalqaro moliya institutlari hisobotlariga ko‘ra, 2023-yilgacha yashil investitsiyalar global miqyosda 1,5 trillion dollardan ortiqni tashkil etgan[2] va bu ko‘rsatkich yildan-yilga o‘sib bormoqda [2]. Ilmiy tadqiqotlarda yashil investitsiyalar uzoq muddatli iqtisodiy o‘sishni ta’minlash, innovatsion faollikni rag‘batlantirish va yangi ish o‘rinlari yaratishda muhim omil sifatida baholanmoqda. Shu bilan birga, ular mamlakatlarning global ekologik majburiyatlarni bajarishida moliyaviy asos vazifasini o‘taydi.

Rivojlanayotgan mamlakatlar uchun yashil investitsiyalarni jalb qilish alohida strategik ahamiyatga ega. Bunday davlatlarda iqtisodiy o‘sish sur’atlarining yuqoriligi energiya va resurslarga bo‘lgan talabni keskin oshiradi, bu esa ekologik muvozanatga salbiy ta’sir ko‘rsatishi mumkin. Shu sababli, iqtisodiy taraqqiyotni ta’minlash bilan bir qatorda atrof-muhit muhofazasini kuchaytirishga qaratilgan investitsiya siyosatini shakllantirish dolzarb vazifa hisoblanadi. Xalqaro tajriba shuni ko‘rsatadiki[3], davlat tomonidan maqsadli siyosat olib borilishi va institutsional mexanizmlarning mavjudligi yashil investitsiyalar oqimini sezilarli darajada oshirish imkonini beradi [3].

O‘zbekiston iqtisodiyoti uchun ham mazkur masala o‘ta dolzarb hisoblanadi. Mamlakatda sanoat, energetika va qishloq xo‘jaligi tarmoqlarining iqtisodiyotdagi ulushi yuqori bo‘lib, ular tabiiy resurslardan keng foydalanishni talab qiladi. Aholi sonining o‘sishi, urbanizatsiya jarayonlarining jadallashuvi hamda iqtisodiy faollikning kengayishi energiya resurslariga bo‘lgan ehtiyojni yanada oshirmoqda. Bu esa an’anaviy investitsiya yondashuvlaridan tashqari, ekologik barqarorlikni ta’minlovchi yangi moliyaviy instrumentlarni joriy etish zaruratini yuzaga keltiradi.

So‘nggi yillarda O‘zbekistonda yashil iqtisodiyot elementlarini joriy etish va ekologik barqaror rivojlanishni ta’minlashga qaratilgan davlat siyosati faollashmoqda. O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev 2025-yil 14-yanvar kuni Birlashgan Arab Amirliklari poytaxtida o‘tkazilgan “Abu-Dabi barqaror rivojlanish haftaligi” sammitida so‘zlagan nutqida[4] 2025-yilni mamlakatimizda “Ekologiyani muhofaza qilish va yashil iqtisodiyot yili” deb e’lon qilganini ma’lum qildi. Prezident ta’kidlashicha, ushbu tashabbus doirasida yashil investitsiya komponentlari 50% gacha oshiriladi, bu esa kam karbonli rivojlanishni ta’minlashning muhim sharti hisoblanadi. Shu bilan birga, 2030-yilga qadar uglerod chiqindisini 35% ga kamaytirish va shaharlarda umumiy maydonning 30% ini “yashil maydonlar” bilan to‘ldirish rejalashtirilgan. Ushbu choralar mamlakatning barqaror va ekologik jihatdan toza rivojlanish strategiyasini amalga oshirishga qaratilgan muhim qadamlardir [4].

Shu bilan birga, yashil investitsiyalarni jalb qilish jarayonida muayyan cheklov va muammolar mavjud. Jumladan, yashil moliya bozorining yetarli darajada shakllanmagani, investitsiya loyihalarini ekologik jihatdan baholash mezonlarining aniq emasligi, institutsional va huquqiy mexanizmlarning to‘liq takomillashmagani ushbu jarayonga salbiy ta’sir ko‘rsatmoqda. Shuningdek, investorlar uchun axborot shaffofligining cheklanganligi va malakali kadrlar yetishmasligi ham yashil investitsiyalarni jalb qilish samaradorligini

[2] UNEP (2023). Global Trends in Renewable Energy Investment 2023. Nairobi: United Nations Environment Programme, 2023. P. 87.

[3] World Bank (2022). Financing Green Growth in Developing Economies. Washington, DC: World Bank Publications, 2022. P. 134.

[4] President of the Republic of Uzbekistan Shavkat Mirziyoev. Speech at Abu Dhabi Sustainability Week, 14 January 2025. Available at: https://president.uz/en/lists/view/7815. P.

pasaytiradi. Ilmiy adabiyotlarda yashil iqtisodiyot va yashil investitsiyalar masalalari keng yoritilgan bo‘lsa-da, O‘zbekiston iqtisodiyoti sharoitida ushbu investitsiyalarni jalb qilishning o‘ziga xos xususiyatlari, mavjud salohiyat va rivojlanish istiqbollari kompleks tarzda chuqur tahlil qilinmagan. Ayniqsa, davlat siyosati, xususiy sektor faolligi va xalqaro moliya institutlari o‘rtasidagi o‘zaro bog‘liqlikni tadqiq etish ilmiy va amaliy jihatdan muhim ahamiyat kasb etadi.

Mazkur tadqiqotning asosiy maqsadi – O‘zbekiston iqtisodiyotida yashil investitsiyalarni jalb qilishning hozirgi holati va rivojlanish istiqbollarini baholash, shuningdek, ushbu jarayonni rag‘batlantiruvchi asosiy iqtisodiy va institutsional omillarni aniqlashdan iborat. Tadqiqot natijalari mamlakatda barqaror iqtisodiy o‘sishni ta’minlash, investitsiya siyosatini takomillashtirish va yashil iqtisodiyotga o‘tish jarayonlarini jadallashtirishda amaliy ahamiyat kasb etishi kutilmoqda.

ADABIYOTLAR TAHLILI

Barqaror rivojlanish va yashil iqtisodiyot masalalari xalqaro ilmiy hamjamiyatda uzoq yillardan beri tahlil qilib kelinmoqda. Barqaror rivojlanish konsepsiyasi iqtisodiy o‘sish, ijtimoiy farovonlik va ekologik barqarorlikni uyg‘unlashtiruvchi asosiy mexanizm sifatida qabul qilingan. Devid Pirs (David Pearce), Edvard Barber (Edward Barbier) va Antonio Markandiya (Antonio Markandya) (2019) o‘z tadqiqotlarida yashil investitsiyalarning iqtisodiy faoliyatdagi ahamiyatini ta’kidlab, ularni resurslarni samarali taqsimlash va ekologik barqarorlikni ta’minlashda muhim vosita sifatida ko‘rsatadilar. Masalan, ularning hisobotlarida[5] qayta tiklanuvchi energiya loyihalari va energiya tejamkor texnologiyalarga yo‘naltirilgan investitsiyalar uzoq muddatli iqtisodiy o‘sishni ta’minlaydi, ish o‘rinlari yaratadi va innovatsion faollikni rag‘batlantiradi, deb qayd etilgan [5].

Iqtisodiy hamkorlik va taraqqiyot tashkiloti (Organisation for Economic Cooperation and Dovelopmen – OECD)ning 2020-yildagi hisobotlarida yashil moliya va investitsiyalarni rivojlantirishning iqtisodiy o‘sishni rag‘batlantirish, innovatsiya-larni qo‘llab-quvvatlash va ish o‘rinlari yaratishdagi roli alohida ko‘rsatib o‘tilgan[6]. Xususan, OECD ma’lumotlariga ko‘ra, barqaror loyihalarga investitsiyalarning har bir dollari o‘rtacha 1,8-2,3 dollar iqtisodiy qiymat yaratadi, bu esa global iqtisodiy o‘sishda muhim omil sifatida baholanadi [6]. Shu bilan birga, World Bank (2020) hisobotlari global iqlim masalalarini hal qilishda yashil investitsiyalar va energiya samaradorligini ta’minlash muhimligini ta’kidlaydi[7]. Masalan, energiya tejamkorligini oshirish loyihalari har yili 5-7% kam chiqindilarni kamaytiradi va bu 2050-yilgacha global uglerod chiqindilarini sezilarli darajada kamaytishi mumkin [7].

MDH davlatlari tajribasi O‘zbekiston uchun qimmatli manba hisoblanadi. Rossiyada yashil investitsiyalar asosan qayta tiklanuvchi energiya, energiya tejamkor texnologiyalar va ekologik sertifikatlangan loyihalarga yo‘naltirilmoqda. Sergey Ivanov (2018) Rossiyadagi yashil investitsiyalarning holati va istiqbollarini tahlil qilib, davlat dasturlari orqali xususiy sektorni qo‘llab-quvvatlash mexanizmlarini taqdim etgan. Uning hisobotlariga ko‘ra[8], 2017–2018 yillarda Rossiyada yashil energetika sohasiga jalb qilingan

[5] Pearce, David, Barbier, Edward, Markandya, Antonio. Sustainable Development: Economics and Environment. London: Earthscan, 2019. 384 p.

[6] OECD. Green Finance and Investment: Mobilising Capital for Sustainable Growth. Paris: OECD Publishing, 2020. 256 p.

[7] World Bank. Financing Green Growth: Policies and Practices. Washington, D.C.: World Bank, 2020. 144 p.

[8] Иванов Сергей Васильевич. Зелёные инвестиции в России: состояние и перспективы. Москва: Наука, 2018. 212 с.

investitsiyalar miqdori 1,2 milliard dollarga yetgan va bu sohada 15 mingdan ziyod yangi ish o‘rinlari yaratilgan [8].

Qozog‘istonda yashil obligatsiyalar va davlat subsidiyalari orqali ekologik barqaror loyihalar moliyalashtirilmoqda, bu esa xususiy sektorning investitsiya qiziqishini oshirishda samarali usul sifatida namoyon bo‘lgan. Kamil Abdullaev va Marat Nurtaev (2019) hisobotlarida qayd etilishicha[9], 2018–2019 yillarda Qozog‘istonda “yashil obligatsiyalar” orqali 300 million dollardan ortiq mablag‘ jalb qilingan va bu loyihalardan 2000 ta yangi ish o‘rinlari tashkil qilingan [9]. Belorussiya tajribasi esa[10], qator davlat dasturlari va soliq imtiyozlari orqali yashil texnologiyalarni rag‘batlantirishni o‘z ichiga oladi (Belorusskiy institut ekonomiki, 2020) [10].

O‘zbekistonda yashil investitsiyalarning tadqiqotlari ham so‘nggi yillarda faollashgan. Shavkat G‘aniev va Aziz Hashimov (2021) mamlakatda quyosh va shamol energetikasi salohiyatini tahlil qilgan va bu sohada xorijiy investitsiyalarni jalb qilish imkoniyatlarini ko‘rsatganlar[11]. Ular hisobotlariga ko‘ra, faqat quyosh energetikasi sohasida mamlakatda 2020–2021 yillarda 150 MVt quvvatga ega loyihalar amalga oshirilgan va bu eng kamida 500 yangi ish o‘rinlari yaratgan [11].

Farxod Islomov (2020) yashil obligatsiyalar va ekologik sertifikatlangan loyihalarni rivojlantirish mexanizmlari haqida tafsilotli tahlillar olib borgan[12]. Uning tahlillariga ko‘ra, agar mamlakatda yashil obligatsiyalar bozori to‘liq shakllansa, 5 yil ichida 1 milliard dollardan ortiq investitsiya jalb qilish imkoniyati mavjud [12].

Muhammad Axmedov (2022) yashil moliya bozori va investitsiyalarni jalb qilishdagi muammolarni ko‘rsatib, kadrlar salohiyati va axborot shaffofligining ahamiyatini ta’kidlagan[13]. Uning hisobotlariga ko‘ra, mamlakatda ekologik baholash bo‘yicha malakali 100 dan kam mutaxassis faoliyat yuritmoqda va bu loyihalar samaradorligini cheklamoqda [13].

Shu bilan birga, adabiyot tahlili shuni ko‘rsatadiki, xalqaro tajriba va MDH davlatlari misolida institutsional mexanizmlar va moliyaviy rag‘batlar samarali bo‘lsa-da, O‘zbekistonda bu sohada ayrim kamchiliklar mavjud[14]. Xususan, yashil moliya bozori hanuz shakllanish jarayonida, investitsiya loyihalarini baholash mezonlari va monitoring tizimlari to‘liq emas. Shu bilan birga, mahalliy olimlar ta’kidlaganidek, kadrlar salohiyati va investorlar uchun axborot shaffofligi ham ahamiyatli to‘siqlardan biri hisoblanadi [14].

Shu munosabat bilan, adabiyot tahlilidan ko‘rinadiki, O‘zbekistonda yashil investitsiyalarni jalb qilish masalasi ilmiy va amaliy jihatdan hali to‘liq o‘rganilmagan sohalardan biri hisoblanadi. Xalqaro tajriba, MDH davlatlari misoli va mahalliy tadqiqotlar asosida mamlakatda ushbu jarayonni rivojlantirish uchun qator imkoniyatlar va ustuvor yo‘nalishlar aniqlanadi. Bu esa kelgusidagi tadqiqotlar uchun muhim ilmiy asos bo‘lib xizmat qiladi.

METODOLOGIYA

Mazkur tadqiqot O‘zbekiston iqtisodiyotida yashil investitsiyalarni jalb qilish istiqbollarini ilmiy-nazariy va amaliy jihatdan kompleks tahlil qilishga qaratilgan. Tadqiqotning metodologik asosini barqaror rivojlanish nazariyasi, yashil iqtisodiyot konsepsiyasi hamda ekologik moliya

[9] Абдуллаев Камил, Нуртаев Марат. Экологические облигации в Казахстане: механизмы стимулирования. Алматы: Экономика, 2019. 145 с.

[10] Белорусский институт экономики. Государственная поддержка «зелёных» технологий. Минск, 2020. 87 с.

[11] G‘aniev Shavkat, Hashimov Aziz. O‘zbekistonda qayta tiklanuvchi energiya va yashil investitsiyalar. Toshkent: Iqtisodiyot, 2021. 98-b.

[12] Исломов Фарход. Механизмы развития «зелёных» облигаций и экологических проектов в Узбекистане. Тошкент, 2020. 76-б.

[13] Axmedov Muhammad. Yashil moliya bozori va investitsiyalarni jalb qilishning muammolari. Toshkent: Iqtisodiyot, 2022. 65-b.

[14] OECD. Global Green Investment Trends 2021. Paris: OECD Publishing, 2021. 112 p.

nazariyalari tashkil etadi. Ushbu yondashuvlar iqtisodiy o‘sishni ta’minlash bilan bir vaqtda atrof-muhitni muhofaza qilish imkoniyatlarini ilmiy jihatdan asoslab beradi.

Buyuk Britaniyalik olim-iqtisodchi Nikolas Stern (Nicholas Stern) iqlim o‘zgarishi iqtisodiyotiga bag‘ishlangan fundamental tadqiqotlarida yashil investitsiyalarni strategik ahamiyatga ega iqtisodiy resurs sifatida talqin qiladi. Uning fikricha[15], ekologik toza texnologiyalarga yo‘naltirilgan investitsiyalar qisqa muddatda xarajat talab qilgani bilan, uzoq muddatda iqtisodiy o‘sish barqarorligini ta’minlaydi va ijtimoiy farovonlikni oshiradi [15].

Amerikalik olimlar Devid E. Blum (David E. Bloom) va Yoxanna Dalxauzen (Johanna Dalhuisen) tomonidan olib borilgan ilmiy tadqiqotlarda yashil investitsiyalarning samaradorligi davlatning institutsional ishtiroki bilan uzviy bog‘liq ekanligi isbotlangan[16]. Ularning ta’kidlashicha, bozor mexanizmlari o‘z-o‘zidan ekologik sohalarga kapital oqimini ta’minlamaydi, shu bois davlat tomonidan moliyaviy rag‘batlar, kafolatlar va huquqiy barqarorlik yaratilishi zarur [16].

MDH mamlakatlari doirasida mazkur masala Sergey Glazev va Vladimir Ivanov asarlarida chuqur tahlil qilingan. Ularning ishlarida[17] yashil investitsiyalar yangi texnologik ukladning asosiy elementi sifatida baholanib, sanoatni modernizatsiya qilish va energetik xavfsizlikni ta’minlashda hal qiluvchi ahamiyatga ega ekanligi ko‘rsatilgan [17].

O‘zbekistonlik olimlardan Abdulla Rasulev[18] milliy iqtisodiyotni yashil transformatsiya qilish jarayonida investitsiya siyosatining rolini alohida ta’kidlaydi. Baxtiyor Xodjaev esa[19] iqtisodiy o‘sish sifatini oshirishda ekologik mezonlarni investitsiya qarorlariga integratsiya qilish zarurligini ilmiy jihatdan asoslaydi. Dilshod Saidov tadqiqotlarida[20] qayta tiklanuvchi energiya manbalari O‘zbekistonda yashil investitsiyalarni jalb qilishning eng istiqbolli yo‘nalishi sifatida qaraladi [18, 19, 20].

Tadqiqot jarayonida umumilmiy va maxsus iqtisodiy usullar majmui qo‘llanildi. Xususan, tizimli-strukturaviy tahlil usuli yashil investitsiyalarni jalb qilish jarayonini iqtisodiy, institutsional, moliyaviy va ekologik omillarning o‘zaro bog‘liq tizimi sifatida o‘rganish imkonini berdi. Qiyosiy-iqtisodiy tahlil orqali rivojlangan davlatlar, MDH mamlakatlari va O‘zbekiston tajribasi solishtirildi. Dinamik va trend tahlili esa yashil investitsiyalar hajmining vaqt davomidagi o‘zgarish qonuniyatlarini aniqlashga xizmat qildi.

Tadqiqotning axborot bazasi yuqori ishonchli, ko‘p manbali va rasmiy ma’lumotlarga asoslandi. Jumladan, O‘zbekiston Respublikasi Iqtisodiyot va moliya vazirligining investitsiya siyosati, davlat dasturlari va o‘rta muddatli prognozlariga oid hisobotlari, Energetika vazirligining qayta tiklanuvchi energiya manbalari (QTEM) bo‘yicha tarmoq statistikasi, Milliy statistika qo‘mitasining investitsiyalar, energetika balansi va milliy hisoblar bo‘yicha rasmiy ma’lumotlari, Jahon banki, Osiyo taraqqiyot banki va Yevropa tiklanish va taraqqiyot bankining yashil moliyaga oid tahliliy hisobotlari, BMTning Atrof-muhit bo‘yicha dasturi (UNEP) va Xalqaro energiya agentligining (IEA) rasmiy ma’lumotlari, xorijiy va mahalliy ilmiy jurnallarda chop etilgan

[15] Stern N. The Economics of Climate Change: The Stern Review. Cambridge: Cambridge University Press, 2007. 692 p.
[16] Bloom D.E., Dalhuisen J. Green Investment Strategies and Economic Growth. Journal of Environmental Economics, 2019, Vol. 112, pp. 45-68.
[17] Глазев С.Ю., Иванов В.В. Зелёные инвестиции и технологическое развитие стран СНГ. Москва: Институт экономики РАН, 2018. 256 с.
[18] Rasulev A.F. Yashil iqtisodiyot va investitsiya siyosati: O‘zbekiston tajribasi. Toshkent: Iqtisodiy tadqiqotlar markazi, 2020. 184 s.
[19] Xodjaev B.Sh. Ekologik mezonlar va investitsiya qarorlari. Toshkent: Milliy universitet nashri, 2019. 210-b.
[20] Saidov D.Sh. Qayta tiklanuvchi energiya manbalari va yashil investitsiyalar: O‘zbekiston sharoiti. Toshkent: Energetika va iqtisodiyot, 2021. 198-b.

maqolalar va monografiyalar axborot bazasi tadqiqot natijalarining xolisligi va ilmiy ishonchliligini ta’minlaydi.

1-jadval. O‘zbekistonda yashil investitsiyalarni jalb qilishga ta’sir etuvchi omillar

Omillar	**Tarkibiy elementlar**	**Tavsifi**	**Ta’sir darajasi (1–5)**
Iqtisodiy	YaIM o‘sishi, inflyatsiya darajasi, valyuta barqarorligi	Makroiqtisodiy barqarorlik investitsiya muhiti-ning asosiy ko‘rsatkichlarini tashkil qiladi, investor ishonchini oshiradi	5
Institutsional	Qonunchilik, davlat dasturlari, regulyator kafolatlar	Kuchli institutlar va strategiyalar yashil inves-titsiyalarni jalb qilishda hal qiluvchi ahami-yatga ega	5
Moliyaviy	Yashil obligatsiyalar, kredit liniyalari, subsidiyalar	Moliyaviy vositalar yetishmasligi investitsiya faolligini cheklaydi, yangilangan vositalar orqali ushbu to‘siqlar yumshatilishi mumkin	3
Texnologik	QTEM infratuzilmasi, innovatsion loyihalar	Zamonaviy energiya loyihalari va infratuzilma-lar texnologiyalar investitsiyalari uchun asos yaratadi	4
Ekologik	Atrof-muhit ifloslanishi, qonuniy ekologik talablar	Ifloslanish darajasi va ekologik standartlar davlatning qo‘llab-quvvatlovi bilan birga investorlarni rag‘batlantiradi	3

1-jadvalda keltirilgan ma’lumotlarga muvofiq, **iqtisodiy omillar** – makroiqtiso-diy barqarorlik (+5) yashil investitsiyalarni jalb qilishda eng muhim omil hisoblanadi. Yalpi ichki mahsulot o‘sishi va inflyatsiya darajasining barqarorligi investorlarga uzoq muddatli ishonchni ta’minlaydi va kapital kiritish uchun qulay muhit yaratadi. **Institutsional omillar** – qonunchilik, davlat dasturlari va regulyator kafolatlar (+5) investitsiya muhitini shakllantiruvchi asosiy yetuk mexanizm hisoblanadi. Ushbu elementlar mahalliy va xalqaro investorlar uchun huquqiy va moliyaviy barqarorlikni ta’minlaydi. Shuningdek, **moliyaviy omillar** – yashil obligatsiyalar va maxsus kredit liniyalari (+3) hozirda rivojlanish bosqichida bo‘lib, moliyaviy vositalar yetishmasligi investitsiyalarning faolligini cheklaydi. Shu bilan birga, xalqaro fondlar va subsidiyalar orqali ushbu to‘siqlar yumshatilishi mumkin. **Texnologik omillar** – esa, QTEM infratuzilmasi va innovatsion loyihalar (+4) investitsiya jalb qilishda hal qiluvchi ahamiyatga ega. Yashil energetika loyihalari infratuzilmasi va zamonaviy texnologiyalar mamlakatda innovatsion iqtisodiyotni rivojlantirish imkonini beradi. **Ekologik omillar** – atrof-muhit ifloslanishi va ekologik talablar (+3) davlat qo‘llab-quvvatlashi bilan birga investorlarni rag‘batlantiradi. Shuningdek, ekologik standartlar xalqaro moliya institutlarini jalb qilishda muhim rol o‘ynaydi.

2-jadval. O‘zbekistonda yashil investitsiyalarni jalb qilishga ta’sir etuvchi omillar

Mamlakat	QTEM ulushi (%)	Asosiy mexanizmlar	Izoh
Germaniya	42	Yashil tariflar (Feed-in Tariffs)	Davlat kafolatli daromadlar orqali xususiy investorlarni rag‘batlantirgan
Xitoy	29	Davlat subsidiyalari va investitsiya dasturlari	QTEM sohasiga davlat ishtiroki orqali tez sur’atda kapital kiritilgan
Qozog‘iston	15	Yashil obligatsiyalar va soliq imtiyozlari	Xususiy sektor ishtirokini rag‘batlantirish va moliyaviy vositalar orqali QTEM ulushini oshirish nazarda tutilgan
O‘zbekiston	11	Davlat dasturlari va infratuzilma loyihalari	QTEM ulushi past-o’rta darajada, lekin davlat dasturlari va infratuzilma loyihalari orqali o’sishi ko’zda tutilgan

1-jadvalda ko‘rsatilganidek, **Germaniya**da QTEM ulushi 42% ni tashkil qiladi va bu yeng yuqori ko‘rsatkich sifatida e’tiborga sazovor. Bu mamlakatda “yashil tariflar” mexanizmi orqali davlat tomonidan kafolatlangan daromadlar investitsiyalarni rag‘batlantirishda hal qiluvchi rol o‘ynaydi. Shu bilan birga, ushbu mexanizm xususiy investorlar uchun barqarorlikni ta’minlab, yangi QTEM loyihalarini moliyalashtirish imkonini yaratadi. **Xitoy**da QTEM ulushi 29% ni tashkil etadi. Jadvalda ko‘rsatilishicha, davlat subsidiyalari va markazlashtirilgan investitsiya dasturlari QTEM sohasiga kapital kirishini jadallashtirishda asosiy mexanizm hisoblanadi. Bu esa, mamlakatda qayta tiklanuvchi energiya manbalari rivojini tezlashtirib, texnologik modernizatsiyani qo‘llab-quvvatlaydi. **Qozog‘iston**da QTEM ulushi 15% ni tashkil qiladi. Jadvalda bu holat yashil obligatsiyalar va soliq imtiyozlari orqali xususiy sektor ishtirokini rag‘batlantirish bilan izohlangan. Bu mexanizm investorlar uchun moliyaviy rag‘bat va kafolat yaratish orqali QTEM ulushini oshirishni nazarda tutadi. **O‘zbekiston**da QTEM ulushi hozirda 11% bo‘lib, past-o’rta darajada yekanligi kuzatilmoqda. Jadvalda ko‘rsatilishicha, davlat dasturlari va infratuzilma loyihalari orqali ushbu ulushning o‘sishi nazarda tutilgan. Bu holat mamlakatda yashil investitsiyalarga bo‘lgan ehtiyoj va salohiyatni ko‘rsatadi, shu bilan birga QTEM loyihalari uchun moliyaviy va huquqiy sharoitlar yanada yaxshilanishi zarurligini anglatadi.

So‘nggi yillarda mamlakatimizda energiya barqarorligini ta’minlash, qayta tiklanuvchi energiya manbalarini va energiya tejovchi texnologiyalarni joriy etish, sohani davlat tomonidan qo‘llab-quvvatlash mexanizmlarini takomillashtirish borasida dadil qadamlar tashlandi va salmoqli natijalarga erishildi[21]. 2030-yilga qadar qayta tiklanuvchi energiya manbalari quvvatini 27 gigavattga yetkazib, elektr energiyasi ishlab chiqarish umumiy hajmidagi ulushini 40 foizga olib chiqishni o‘zimiz uchun vazifa qilib belgilaganmiz [21].

[21] Boriy Alixonov, Oliy Majlis Senatining Orolbo‘yi mintaqasini rivojlantirish masalalari va ekologiya qo‘mitasi raisi. Qayta tiklanuvchi energiya manbalariga o‘tish – davr talabi. https://senat.uz/oz/articles/post-1739.

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Mazkur tadqiqotning ilmiy ahamiyati shundaki, u O‘zbekiston iqtisodiyotida yashil investitsiyalarni jalb qilishning barqaror rivojlanish, yashil iqtisodiyot va ekologik moliya nazariyalariga asoslangan holda kompleks tahlilini taqdim etadi.

Tadqiqot natijalari nafaqat iqtisodiy o‘sish va ekologik barqarorlik o‘rtasidagi bog‘liqlikni aniqlash, balki O‘zbekiston uchun investitsiya strategiyasini shakllantirishda amaliy tavsiyalar ishlab chiqish imkonini beradi. Shu bilan birga, mazkur ish xalqaro va MDH tajribasini qiyosiy tahlil qilish orqali mahalliy siyosat va mexanizmlarni takomillashtirishga ilmiy asos yaratadi.

Tadqiqotda quyidagi asosiy ilmiy usullar qo‘llanildi. Jumladan, **tizimli-strukturaviy tahlil** – yashil investitsiyalarni jalb qilish jarayonini iqtisodiy, institutsional, moliyaviy va ekologik omillarning o‘zaro bog‘liq tizimi sifatida o‘rganish imkonini berdi. **Qiyosiy-iqtisodiy tahlil** – rivojlangan davlatlar (Germaniya, Xitoy), MDH mamlakatlari (Qozog‘iston) va O‘zbekiston tajribasini solishtirish orqali eng samarali mexanizmlarni aniqlashga xizmat qildi. **Dinamik va trend tahlili** – yashil investitsiyalar va QTEM ulushining vaqt davomida o‘zgarish qonuniyatlarini aniqlash, istiqbolli tendensiyalarni prognoz qilishga yordam berdi. **SWOT tahlil** – mamlakatning kuchli va zaif tomonlarini, imkoniyat va tahdidlarni aniqlash orqali strategik rejalashtirish imkonini berdi. **Scenario tahlili** – 2030-yilgacha QTEM ulushi va yashil investitsiyalar rivojlanish ssenariy-larini modellash orqali amaliy tavsiyalar ishlab chiqishga xizmat qildi. Umuman olganda, bu usullar birgalikda O‘zbekiston iqtisodiyotida yashil investitsiyalarni jalb qilish mexanizmlarini ilmiy asoslangan, tahliliy va prognozli tarzda o‘rganish imkonini berdi.

MUHOKAMA VA NATIJALAR

O‘zbekiston iqtisodiyotida yashil investitsiyalarni jalb qilish jarayonini chuqur tahlil qilish uchun korrelyatsion tahlil usuli qo‘llanildi. Bu usul orqali har bir iqtisodiy, institutsional, moliyaviy, texnologik va ekologik omillar bilan investitsiyalar hajmi o‘rtasidagi bog‘liqlik aniqlandi. Korrelyatsion tahlil Pearson korrelyatsiya koeffitsiyenti yordamida hisoblandi:

$$r = \frac{\sum (X_i - \bar{X})(Y_i - \bar{Y})}{\sqrt{\sum (X_i - \bar{X})^2 \cdot \sum (Y_i - \bar{Y})^2}}$$

Bu yerda **r** – korrelyatsiya koeffitsiyenti, X_i va Y_i – ikki o‘zgaruvchining i-chi kuzatuvlari, $\bar{X}$ va $\bar{Y}$ – mos ravishda **X** va **Y** o‘zgaruvchilarining o‘rtacha qiymatlari, ∑ – barcha kuzatuvlar bo‘yicha yig‘indilarni anglatadi. **Numerator** – har bir kuzatuv bo‘yicha X va Y o‘zgaruvchilarining o‘rtachadan farqlarining ko‘paytmalari yig‘indisi hamda **denominator** – har bir o‘zgaruvchi uchun o‘rtachadan farqlarning kvadrati yig‘indilarining ko‘paytmasining kvadrat ilmi.

3-jadval. O‘zbekistonda yashil investitsiyalarni jalb qilishga ta’sir etuvchi omillarning korrelyatsiya koeffitsiyentlari

Omil	Korrelyatsiya	Izoh
Iqtisodiy	0,87	Makroiqtisodiy barqarorlik yashil investitsiyalarni jalb qilishda eng muhim omil hisoblanadi
Institutsional	0,83	Kuchli qonunchilik va davlat dasturlari investorlar ishonchini oshiradi
Moliyaviy	0,56	Moliyaviy vositalar yetishmasligi investitsiya hajmini cheklaydi

Texnologik	0,72	Zamonaviy infratuzilma va innovatsion loyihalar investitsiyalarni rag‘batlantiradi
Ekologik	0,48	Ekologik talablar va davlat qo‘llab-quvvatlashi investorlarni jalb qiladi

3-jadval natijalari shuni ko‘rsatadiki, iqtisodiy va institutsional omillar eng yuqori korrelyatsiyaga ega (r > 0,8). Bu investorlar uchun barqaror makroiqtisodiy muhit va huquqiy kafolatlar yashil investitsiyalarni jalb qilishda hal qiluvchi ahamiyatga ega ekanligini ko‘rsatadi. Moliyaviy va ekologik omillar o‘rtacha ijobiy bog‘liqlik ko‘rsatadi, texnologik omillar esa yuqori darajada ta’sir ko‘rsatadi. Bunda, korrelyatsiya natijalari vizual tarzda ko‘rsatilgan bo‘lib, har bir omilning investitsiyalar hajmiga bo‘lgan ta’sir darajasi foizlarda ifodalangan. Shuningdek, iqtisodiy va institutsional omillar ustuvor ahamiyatga ega, texnologik va moliyaviy omillar esa strategik rag‘bat beruvchi faktor sifatida namoyon bo‘ladi.

4-jadval. QTEM ulushi va asosiy mexanizmlar mamlakatlar bo‘yicha solishtirma tahlili

Mamlakat	QTEM ulushi (%)	Asosiy mexanizmlar	Korrelyatsiya	Izoh
Germaniya	42	Yashil tariflar (Feed-in Tariffs)	0,91	Davlat kafolatli daromadlar orqali xususiy investorlar jalb qilingan
Xitoy	29	Subsidiyalar va investitsiya dasturlari	0,87	Davlat ishtiroki orqali QTEM sohasiga kapital tez sur’atda kiritilgan
Qozog‘iston	15	Yashil obligatsiyalar, soliq imtiyozlari	0,79	Xususiy sektor ishtirokini rag‘batlantirish orqali ulush oshirilgan
O‘zbekiston	11	Davlat dasturlari va infratuzilma loyihalari	0,78	QTEM ulushi past, lekin dav-lat dasturlari va investitsiya loyihalari orqali o‘sishi ko‘z-da tutilgan

4-jadvalda ko‘rsatilganidek, O‘zbekistonning QTEM ulushi Germaniya va Xitoyga nisbatan past bo‘lsa-da, davlat dasturlari va investitsiya mexanizmlari orqali bu ko‘rsatkichni oshirish imkoniyati mavjud. Korrelyatsion tahlil natijalari (r = 0,78) davlat qo‘llab-quvvatlashi va QTEM ulushi o‘rtasida yuqori ijobiy bog‘liqlik mavjudligini ko‘rsatadi.

Tadqiqot natijalariga ko‘ra, **iqtisodiy va institutsional omillar** yashil investitsiyalarni jalb qilishda eng yuqori korrelyatsiyaga ega bo‘lib, ushbu jarayonda asosiy rol o‘ynaydi. Yalpi ichki mahsulotning o‘sishi va inflyatsiya darajasining barqarorligi, shuningdek, davlat tomonidan yaratilgan huquqiy va moliyaviy kafolatlar investorlar ishonchini mustahkamlaydi hamda investitsiya muhitini munosib darajada shakllantiradi. Bu omillar barqaror iqtisodiy rivojlanishni ta’minlashda muhim ahamiyat kasb etadi va shuningdek, tashqi

va ichki investorlarni jalb etish uchun zamin yaratadi.

Shu bilan birga, **moliyaviy vositalar va texnologik infratuzilma** yashil energetika loyihalariga qo‘shimcha rag‘bat berishda muhim o‘rin tutadi. Tadqiqotda aniqlanganidek, moliyaviy vositalar, jumladan, yashil obligatsiyalar, maxsus kredit liniyalari va subsidiyalar yo‘li bilan investitsiyalarning ko‘lami kengayishiga zamin yaratiladi. Shu bilan birga, qayta tiklanuvchi energiya manbalari uchun zamonaviy texnologiyalar va infratuzilmalarni yaratish investitsiya loyihalarining barqarorligini va samaradorligini oshiradi. Bu omillar iqtisodiy samaradorlikni oshirishda hamda yangi ish o‘rinlari yaratishda muhim ahamiyat kasb etadi.

Ilmiy tadqiqotda **ekologik omillar** ham alohida ta’kidlandi. Davlatning ekologiya sohasini qo‘llab-quvvatlash siyosati va qonunchiligi investorlarni yashil loyihalarga jalb qilishda samarali vosita bo‘lib xizmat qiladi. Atrof-muhitni muhofaza qilish va ekologik standartlarga rioya qilish borasidagi chora-tadbirlar, shuningdek, xalqaro ekologik tashkilotlar bilan hamkorlik investorlarni rag‘batlantirishda muhimdir. Bu borada davlat tomonidan yaratilgan rag‘batlantiruvchi mexanizmlar yashil investitsiyalarini yanada kengayishiga xizmat qiladi.

Xalqaro tajribani tahlil qilganda, Germaniya va Xitoyning qayta tiklanuvchi energiya manbalari ulushini oshirishdagi tajribasi O‘zbekiston uchun amaliyotda qo‘llanilishi mumkin bo‘lgan samarali strategik yondashuvlarni taqdim etadi. Bu mamlakatlarda davlat tomonidan kafolatlangan “yashil tariflar”, subsidiyalar va soliq imtiyozlari orqali xususiy sektorning faol ishtiroki ta’minlanib, energiya iqtisodiyotining ekologik jihatdan barqaror rivojlanishiga erishilgan.

Tadqiqot natijalari shuni ko‘rsatadiki, O‘zbekistonda 2030-yilga qadar qayta tiklanuvchi energiya manbalari quvvatini 27 GWtga yetkazish va elektr energiyasi ishlab chiqarishdagi ulushini 40 foizga oshirish uchun quyidagi chora-tadbirlar amalga oshirilishi lozim:

Birinchidan, makroiqtisodiy barqarorlikni ta’minlash, bu o‘z navbatida investitsiya muhitini yaxshilaydi va kapital kirimini rag‘batlantiradi.

Ikkinchidan, institutsional kafolatlar va qonunchilik bazasini mustahkamlash, shu jumladan, yashil investitsiyalarni qo‘llab-quvvatlovchi huquqiy mexanizmlarni takomillashtirish zarur.

Uchinchidan, moliyaviy mexanizmlar va subsidiyalarni kengaytirish, maxsus kredit liniyalari va yashil obligatsiyalar orqali moliyalashtirish imkoniyatlarini oshirish talab etiladi.

To‘rtinchidan, texnologik infratuzilmani modernizatsiya qilish va innovatsion loyihalarni qo‘llab-quvvatlash orqali investitsiya jarayonini rag‘batlantirish muhim ahamiyatga ega.

Beshinchidan, ekologik talablar va xalqaro standartlarni to‘liq joriy etish, shu bilan birga atrof-muhitni muhofaza qilish siyosatini yanada kuchaytirish zarur.

Ushbu chora-tadbirlar amalga oshirilsa, mamlakat yashil investitsiyalarni jalb qilishda raqobatbardosh bo‘lib, iqtisodiy rivojlanishni ekologik barqarorlik bilan uyg‘unlashtirish imkoniga ega bo‘ladi.

XULOSA

Ushbu tadqiqot O‘zbekiston iqtisodiyotida yashil investitsiyalarni jalb qilish istiqbollarini ilmiy va amaliy jihatdan tahlil qilishga qaratildi. Tadqiqot natijalari shuni ko‘rsatdiki, iqtisodiy va institutsional omillar investitsiya muhitini shakllantirishda asosiy ahamiyatga ega bo‘lib, investorlar ishonchini mustahkam-lashda hal qiluvchi rol o‘ynaydi. Shu nuqtai nazardan, siyosiy barqarorlik, qonuniy kafolatlar, moliyaviy mexanizmlarning samaradorligi va korrupsiyaga qarshi chora-tadbirlar yashil

investitsiyalarni jalb qilish uchun muhim prediktorlar hisoblanadi.

Moliyaviy vositalar, texnologik infratuzilma, subsidiyalar va ekologik talablar qo‘shimcha rag‘bat sifatida yashil investitsiyalar hajmini oshirishga xizmat qiladi. Tadqiqot shuni ko‘rsatdiki, xalqaro tajriba, xususan Germaniya va Xitoy misollari, O‘zbekiston sharoitida qayta tiklanuvchi energiya va ekologik texnologiyalarni joriy qilish strategiyasini ishlab chiqishda amaliy yo‘nalishlarni belgilaydi. Bu tajribalar iqtisodiy rag‘bat, moliyaviy qo‘llab-quvvatlash, innovatsion texnologiyalarni tatbiq etish va institutsional kafolatlarni kuchaytirish orqali investitsiya salohiyatini oshirish mumkinligini ko‘rsatadi. 2030-yilga qadar qayta tiklanuvchi energiya quvvatini 27 GWtga yetkazish va elektr energiyasidagi ulushini 40% ga oshirish maqsadida quyidagi chora-tadbirlar zarur – makroiqtisodiy barqarorlikni ta’minlash, institutsional kafolatlarni mustahkamlash, moliyaviy mexanizmlar va subsidiyalarni kengaytirish, texnologik infratuzilmani modernizatsiya qilish, ekologik va xalqaro standartlarni joriy etish. Shu bilan birga, energetika va iqtisodiyotning turli sektorlarini integratsiyalash orqali yashil investitsiyalarni samarali jalb qilish mexanizmi ishlab chiqilishi lozim.

Umuman olganda, maqola natijalari O‘zbekiston yashil iqtisodiyotini rivojlantirish va investitsiya salohiyatini oshirish bo‘yicha ilmiy asosli tavsiyalarni taqdim etadi. Tadqiqot iqtisodiy rivojlanish va ekologik barqarorlikni uyg‘unlashtirishga xizmat qiladi, siyosat ishlab chiqaruvchilarga yashil investitsiyalarni jalb qilish strategiyasini shakllantirishda amaliy yo‘nalishlar beradi. Shuningdek, natijalar kelajakdagi ilmiy ishlanmalar, siyosiy qarorlar va investitsiya loyihalarini rejalashtirish uchun ilmiy baza vazifasini bajaradi.

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Отражение нормативной сочетаемости в словарной статье: микроструктурный анализ узбекских, русских и английских словарей

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Аннотация
Статья посвящена тому, как в микроструктуре словарной статьи фиксируется нормативная сочетаемость, то есть «правильное соединение» слов, которое в узбекской методической традиции часто обозначают выражением *to‘g‘ri birikish*. На материале сопоставительных мини-кейсов, включающих узбекские модели типа *qaror qabul qilmoq* и *e’tibor bermoq*, русские модели принять решение и обратить внимание, а также английские модели *make a decision* и *pay attention*, показано, что различия между лексикографическими традициями проявляются прежде всего в способе структурирования сочетаемости внутри статьи: в англоязычных учебных онлайн-словарях коллокации чаще выделяются как отдельный модуль или рубрика, в русской толковой традиции они преимущественно «вшиты» в зоны значения и примеров, а в узбекских толковых онлайн-ресурсах сочетаемость нередко оформляется как гнездо выражений с участием слова, подкреплённое литературными примерами. Обсуждается дидактическая ценность этих решений и предлагается модель микроструктурной зоны сочетаемости, пригодная для трёхъязычных учебных словарей.

Введение

Даже при хорошем словарном запасе ошибки в речи часто возникают не из-за незнания значения, а из-за неверного сочетания слов. Это особенно заметно в переводе и в продуктивных видах речевой деятельности, когда говорящий вынужден выбирать не только «какое слово нужно», но и «как оно соединяется с другими словами». В русском языке нормативность закреплена в сочетаниях принять решение и обратить внимание; в английском языке та же смысловая область выражается сочетаниями *make a decision* и *pay attention*; в узбекском языке устойчивыми и нормативными выступают конструкции *qaror qabul qilmoq* и *e’tibor bermoq*. Эти примеры хорошо показывают, что сочетаемость не сводится к универсальным правилам: она частично мотивирована семантикой, но во многом исторична, традиционна и закреплена в употреблении. В лингвистической теории и корпусной традиции такое знание описывается понятием коллокации и в более широком смысле связано с синтагматической нормой. Фёрс ещё в середине XX века формулирует идею о том, что слово узнаётся по «компании», то есть по типичным соседям, а позже корпусные подходы и идеи Синклера усиливают эту линию, показывая, что естественная речь во многом строится из готовых или полуготовых сочетаний, которые носитель языка выбирает целиком, а не собирает каждый раз заново.

Если так, то словарь оказывается не просто справочником значений, но и инструментом доступа к норме употребления. Однако разные словари решают эту задачу по-разному, и различия обычно становятся видны именно на уровне микроструктуры, то есть внутренней организации словарной статьи: какие зоны включены, что выделено типографически, что помещено в примеры, а что вынесено в

отдельные рубрики. В металексикографии микроструктура понимается как структура информации внутри статьи, и от её проектирования напрямую зависит удобство словаря как учебного инструмента. В настоящей работе сочетаемость рассматривается как компонент микроструктуры, который может быть представлен эксплицитно, то есть выделенно и списочно, или имплицитно, то есть через примеры и фразеологические сочетания, которые пользователь должен извлечь из контекста.

Цель статьи состоит в сопоставительном описании того, как нормативная сочетаемость отражается в словарной статье в узбекских, русских и английских словарях, и в оценке дидактической полезности наблюдаемых микроструктурных решений для обучения письму, говорению и переводу.

Материалы и методы

Исследование выполнено как качественный микроструктурный анализ мини-кейсов и носит разведочный характер. Материалом послужили публичные онлайн-версии словарей и словарных ресурсов трёх языков. Для английского языка использовались англоязычные учебные онлайн-словарные платформы, которые типично демонстрируют коллокации в отдельной рубрике или на специальных страницах, как это реализовано в LDOCE и Cambridge Dictionary. Для русского языка опорой послужила толковая традиция на примере «Большого толкового словаря русского языка» под редакцией С. А. Кузнецова, в котором сочетаемость, хотя и заявлена как часть описания, обычно представляется через примеры и перечни типичных словоупотреблений внутри статьи. Для узбекского языка использовался ресурс Izoh.uz как современная онлайн-репрезентация лексикографии, где сочетаемость часто проявляется через блоки выражений и примеров с участием слова.

Аналитическая процедура включала выделение микроструктурных зон в каждой статье и фиксацию того, как именно в них кодируется сочетаемость. Для каждой лексемы наблюдалось, представлена ли сочетаемость в виде отдельной рубрики или модуля, либо она включена внутрь зоны значения и иллюстративного материала, либо же организована как гнездо выражений. Дидактическая ценность оценивалась по тому, насколько легко пользователь извлекает «правильный коллокатор», насколько быстро находит нормативную модель для продуктивного использования и насколько словарь снижает риск калькирования. Теоретической рамкой выступали идеи коллокационного значения и корпусного подхода к устойчивым сочетаниям, а также металексикографическое понимание микроструктуры словарной статьи.

Результаты

Сопоставление показало, что английская учебная онлайн-лексикография чаще всего делает сочетаемость максимально видимой. В статьях типа *decision* и *attention* в LDOCE коллокации выделяются отдельным блоком COLLOCATIONS, который группирует типичные сочетания и фактически отвечает на вопрос «какие глаголы и определения обычно употребляются с этим словом». Cambridge Dictionary предлагает модель, где коллокации могут быть вынесены на отдельную страницу, посвящённую сочетаниям с конкретной леммой, и снабжены примерами, часто маркируемыми как корпусные. В таких решениях сочетаемость становится самостоятельным «слоем» описания, а микроструктура подчинена задаче быстрого продуктивного выбора.

Пользователь не обязан «догадываться», какой глагол является нормой: он получает подсказку в явном виде и может сразу перенести её в свою речь.

Русская толковая традиция демонстрирует иной тип микроструктурной организации. В словаре Кузнецова сочетаемость не обязательно оформлена отдельной рубрикой, но она последовательно присутствует в материале статьи через перечни типичных сочетаний и устойчивых выражений. Для решения это проявляется в фиксировании нормативных моделей типа принять решение и прийти к окончательному решению, а для внимания — в наборах вроде обратить внимание, привлечь внимание, уделить внимание и быть в центре внимания. Такие сочетания дают пользователю знание нормы, но структурно они «растворены» внутри статьи и требуют более внимательного чтения, поскольку словарь не всегда маркирует их как отдельный модуль, который можно быстро просканировать. В результате словарь остаётся богатым источником нормативных выражений, но менее удобным инструментом моментального выбора коллокатора.

Узбекская онлайн-репрезентация толковой лексикографии на примере Izoh.uz демонстрирует третью модель. Сочетаемость здесь часто организована как гнездо выражений с участием слова и сопровождается примерами из художественной и публицистической речи. В статьях типа e’tibor фиксируются типичные нормативные модели *e’tibor bermoq* и *e’tiborga olmoq*, а также другие устойчивые сочетания, которые описывают употребление слова в реальной речи. В статьях, связанных с qabul, сочетаемость проявляется через устойчивую конструкцию *qaror qabul qilmoq*, которая фактически выполняет функцию узбекского эквивалента русскому принять решение и английскому *make a decision*. Эта микроструктура сильна тем, что предлагает пользователю готовые речевые формулы, но при этом нередко менее формализована в плане грамматических моделей и ограничений, которые в англоязычных learner-словарях задаются более явно.

Обсуждение

Полученные различия можно объяснить сочетанием исторических традиций и целевой ориентации словаря. Англоязычная learner-лексикография изначально проектируется как инструмент, который помогает говорить и писать, поэтому микроструктура нацелена на продуктивную поддержку и экономию времени: коллокации отделяются и маркируются как самостоятельная зона, часто опирающаяся на корпус. Русская толковая традиция решает более широкую нормативно-семантическую задачу: она стремится описать значение и употребление, а сочетаемость реализует как часть иллюстративного материала, что делает статью «богатой», но менее «инструментальной» в быстром выборе. Узбекский онлайн-формат, напротив, демонстрирует выраженную ориентацию на фразоцентричность: пользователь получает целые речевые комплексы, что очень полезно для формирования устойчивых шаблонов речи и предупреждения кальки, однако при обучении иностранцев или при разработке учебного трёхъязычного словаря возникает потребность в дополнительной структуризации, то есть в визуально выделенной зоне сочетаемости и в более явной маркировке моделей соединения слов.

С дидактической точки зрения ключевым параметром становится не просто

наличие сочетаемости, а её «обнаружимость». Там, где коллокации оформлены отдельным модулем, словарь работает как практический инструмент: студент быстро находит норму и меньше ошибается в продуктивной речи. Там, где сочетаемость спрятана в примерах, словарь может быть не менее ценным, но его потенциал раскрывается только при сформированной стратегии чтения словарной статьи. Это особенно важно в трёхъязычной аудитории, где интерференция и калька часто приводят к устойчивым ошибкам. Поэтому наиболее перспективным представляется гибридное микроструктурное решение, которое объединяет сильные стороны трёх традиций: явный блок сочетаемости, гнездо устойчивых выражений и иллюстративные примеры, организованные так, чтобы служить именно норме употребления.

Заключение

Микроструктурный анализ показал, что нормативная сочетаемость в узбекских, русских и английских словарях представляется тремя доминирующими способами: в англоязычных учебных онлайн-словарях она чаще выделяется в отдельную рубрику и становится самостоятельным модулем статьи; в русской толковой традиции она обычно встроена в зону значения и примеров; в узбекской онлайн традиции она нередко оформляется как гнездо выражений с участием слова и снабжается цитатами и контекстами. С педагогической позиции наиболее эффективной оказывается явная и структурированная подача сочетаемости, поскольку она ускоряет доступ к нормативной модели и снижает риск межъязыковой кальки. Перспективой дальнейшей работы является расширение корпуса лемм и количественная оценка «видимости» коллокаций в разных типах словарей, а также разработка трёхъязычного микроструктурного шаблона, где зона сочетаемости будет систематически поддерживать обучение письму, говорению и переводу.

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Enhancing The Macroeconomic Efficiency Of Investments Under Economic Transformation (The Case Of Uzbekistan)

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Abstract
The article examines the issues of enhancing the macroeconomic efficiency of investments in the context of economic transformation. The impact of investments on economic growth, production volumes, and national competitiveness is assessed. Using the case of Uzbekistan, mechanisms for improving investment efficiency through the development of the investment climate and institutional reforms are substantiated and scientific conclusions for improving economic policy are formulated.
Keywords: investment, economic transformation, macroeconomic efficiency, economic growth, investment policy, economy of Uzbekistan.
Annotatsiya
Maqolada iqtisodiyotni transformatsiyalash sharoitida investitsiyalarning makroiqtisodiy samaradorligini oshirish masalalari ilmiy jihatdan tahlil qilingan. Tadqiqot doirasida investitsiyalarning iqtisodiy o'sish, ishlab chiqarish hajmlari va milliy iqtisodiyot raqobatbardoshligiga ta'siri baholangan. O'zbekiston misolida investitsiya muhitini takomillash-tirish va institutsional islohotlarni chuqurlashtirish orqali investitsiya samaradorligini oshirish mexanizmlari asoslangan hamda iqtisodiy siyosatni takomillashtirishga qaratilgan ilmiy xulosalar shakllantirilgan.
Kalit so'zlar: investitsiya, iqtisodiyotni transformatsiyalash, makroiqtisodiy samaradorlik, iqtisodiy o'sish, investitsiya siyosati, O'zbekiston iqtisodiyoti.

KIRISH

XXI asr iqtisodiy taraqqiyotining eng muhim xususiyati – iqtisodiyotlarning chuqur transformatsiyalashuv jarayoni hisoblanadi. Ushbu jarayon jahon miqyosida ishlab chiqarish strukturasining o'zgarishi, raqamli texnologiyalarning joriy etilishi, global qiymat zanjirlarining qayta shakllanishi hamda iqtisodiy boshqaruv institutlarining tubdan yangilanishi bilan tavsiflanadi. Iqtisodiyotni transformatsiya-lash sharoitida iqtisodiy o'sishning asosiy manbalari o'zgarmoqda, jumladan, resurslarga asoslangan rivojlanishdan innovatsiyalarga, inson kapitaliga va inves-titsiyalarga asoslangan rivojlanish modeliga o'tish jadallashmoqda. Shu nuqtai nazardan, investitsiyalar mamlakat iqtisodiy tizimini yangilash va modernizatsiya qilishning asosiy moliyaviy mexanizmiga aylanmoqda.

Makroiqtisodiy nuqtai nazardan qaralganda, investitsiyalar – bu faqat kapital qo'yilmalar emas, balki iqtisodiy o'sishni shakllantiruvchi tizimli omildir. Investitsiyalar ishlab chiqarish quvvatini oshiradi, mehnat unumdorligini ko'taradi, texnologik yangilanishni tezlashtiradi, milliy iqtisodiyotning tashqi raqobatbardosh-ligini mustahkamlaydi va barqaror ijtimoiy-iqtisodiy rivojlanishga xizmat qiladi. Shu sababli investitsiya faoliyatining natijadorligi va uning makroiqtisodiy

samaradorligi iqtisodiy siyosatning markaziy masalasi hisoblanadi.

Biroq global iqtisodiy amaliyot shuni ko‘rsatadiki, investitsiya hajmining o‘sishi har doim ham iqtisodiy o‘sishning mutanosib sur’atlarda oshishiga olib kelavermaydi. Boshqacha aytganda, investitsiya miqdori bilan iqtisodiy natija o‘rtasidagi bog‘liqlik to‘g‘ridan-to‘g‘ri emas, balki uning samaradorlik darajasi orqali namoyon bo‘ladi. Shu nuqtai nazardan, investitsiyalarning makroiqtisodiy samaradorligi tushunchasi alohida ilmiy kategoriya sifatida shakllanadi.

Investitsiyalarning makroiqtisodiy samaradorligi deganda, investitsiya jarayonining milliy iqtisodiyotga ko‘rsatgan umumiy iqtisodiy ta’siri, jumladan, YaIM o‘sishi, ishlab chiqarish quvvatining kengayishi, eksport salohiyatining oshishi, mehnat unumdorligining o‘sishi, iqtisodiy barqarorlik va aholi farovonligi kabi ko‘rsatkichlar orqali ifodalanadigan natijalar tizimi tushuniladi. Mazkur samaradorlik faqat moliyaviy qaytim bilangina chegaralanmay, iqtisodiy, ijtimoiy, texnologik hamda institutsional yo‘nalishlardagi natijalarni ham o‘z ichiga oladi.

Rivojlanayotgan mamlakatlar tajribasi, jumladan, O‘zbekiston iqtisodiyoti misolida, iqtisodiyotni transformatsiyalash jarayonida investitsiyalarning roli yanada kuchaymoqda. O‘tish iqtisodiyotidan bozor iqtisodiyotiga o‘tish, tarmoqlar strukturasini diversifikatsiya qilish, sanoatni modernizatsiyalash, infratuzilmani yangilash va innovatsion rivojlanishni ta’minlash kabi ustuvor vazifalarni hal qilish uchun katta hajmdagi va yuqori sifatli investitsiyalar talab etiladi. Ammo bu investitsiyalar samarali ishlamasa, ular iqtisodiy o‘sishga kutilgan ta’sirni bermaydi.

Shu jihatdan, O‘zbekistonda olib borilayotgan iqtisodiy islohotlar sharoitida investitsiya siyosatining markaziy muammosi – investitsiyalarni jalb qilish emas, balki ularning makroiqtisodiy samaradorligini oshirish masalasiga aylanmoqda. Chunki aynan samarador investitsiyalar iqtisodiy o‘sish sifatini yaxshilaydi, tarmoqlar raqobatbardoshligini oshiradi va iqtisodiy barqarorlikni ta’minlaydi.

Aynan shu muammoni ilmiy jihatdan chuqur o‘rganish, uning nazariy-metodologik asoslarini takomillashtirish va O‘zbekiston sharoitida amaliy yechimlarini ishlab chiqish ushbu tadqiqot mavzusining asosiy ilmiy mazmunini tashkil etadi.

Iqtisodiyotni transformatsiyalash jarayonida investitsiya siyosatining ustuvor ahamiyati O‘zbekiston rahbariyati tomonidan davlat siyosatining markaziy yo‘nalishi sifatida belgilangan. O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev 2020-yil 29-dekabrdagi Oliy Majlisga Murojaatnomasida shunday ta’kidlagan: “Investitsiya – iqtisodiyotning qonidir. Agar investitsiya bo‘lmasa, iqtisodiyot ham bo‘lmaydi”[1]. Ushbu fikr mamlakatda investitsiyalarni faqat jalb qilish emas, balki ularni samarali foydalanish orqali iqtisodiy o‘sish sifatini oshirishga qaratilgan tizimli islohotlar mohiyatini ifodalaydi. Shuningdek, Prezidentning 2022-yildagi Murojaatnomasida investitsiyalarning texnologik transformatsiyadagi rolini alohida qayd etib, “investitsiyalarni jalb qilish bilan birga, ularning iqtisodiyotga ta’sirini keskin oshirish – bugungi asosiy vazifamiz”[2] deb ta’kidlagan. Bu esa investitsiya siyosatining yangi bosqichga ko‘tarilganini ko‘rsatadi [1, 2].

Xorijiy ilmiy adabiyotlarda investitsiya va iqtisodiy o‘sish o‘rtasidagi bog‘liqlik keng

[1] Mirziyoyev Sh.M. Address by the President of the Republic of Uzbekistan to the Oliy Majlis, 2020. – Tashkent: Government of Uzbekistan, 2020. – Available at: https://president.uz/oz/lists/view/3324?utm_source=chatgpt.com.

[2] Mirziyoyev Sh.M. Address by the President of the Republic of Uzbekistan to the Oliy Majlis, 2022. – Tashkent: Government of Uzbekistan, 2022. – Available at: https://www.un.int/uzbekistan/news/address-president-republic-uzbekistan-Shavkat-Mirziyoyev-oliy-majlis-0.

tadqiq qilingan. Amerikalik iqtisodchi **Robert Solow** o‘zining mashhur neoklassik o‘sish modelida kapital jamg‘arilishi iqtisodiy o‘sishning asosiy omili ekanini isbotlagan[3]. Keyinchalik **Paul Romer** endogen o‘sish nazariyasida investitsiyalarning innovatsiyalar va inson kapitali orqali iqtisodiy o‘sishga ta’sirini ilmiy asoslab bergan[4]. Nobel mukofoti laureati **Joseph Stiglitz** esa investitsiyalarning samaradorligi institutsional muhitga bevosita bog‘liq ekanini ta’kidlab, “institutlar sifatli bo‘lmasa, investitsiya iqtisodiy o‘sishga xizmat qilmaydi”[5] degan xulosaga kelgan [3, 4, 5].

MDH mamlakatlari olimlari ham investitsiya samaradorligi masalasiga katta e’tibor qaratgan. Rossiyalik iqtisodchi **S.Glazyev** investitsiyalarning tarmoqlararo taqsimoti iqtisodiy o‘sish sur’atlarini belgilashini asoslab bergan[6]. Qozog‘istonlik olim **Ye.Xusainov** Markaziy Osiyo mamlakatlarida investitsiya muhitining institutsional islohotlarga bog‘liqligini[7] ilmiy jihatdan asoslab bergan [6, 7].

Mahalliy iqtisodchi olimlarimizdan A.Abdurahmonov investitsiya samaradorligini baholashda kapital qaytishi va ishlab chiqarish unumdorligini asosiy mezon sifatida ko‘rsatadi[8]. Professor B.Berkinov esa investitsiyalarning makroiqtisodiy ta’sirini tarmoqlar diversifikatsiyasi bilan bog‘liq holda tahlil qilgan[9]. Akademik U.Abdullayev o‘z tadqiqotlarida[10] investitsiya siyosatini iqtisodiyotni transforma-tsiyalashning markaziy instrumenti deb hisoblaydi [8, 9, 10].

Ushbu ilmiy qarashlardan kelib chiqib, iqtisodiyotni transformatsiyalash sharoitida investitsiyalarning makroiqtisodiy samaradorligini oshirish nafaqat moliyaviy, balki institutsional, texnologik va ijtimoiy islohotlarni qamrab olgan kompleks vazifa ekanligi aniqlanadi.

ADABIYOTLAR TAHLILI

Iqtisodiyotni transformatsiyalash va investitsiyalarning makroiqtisodiy samaradorligini oshirish bugungi global iqtisodiy sharoitda muhim ilmiy va amaliy muammo hisoblanadi. Hozirgi vaqtga kelib, iqtisodiy o‘sishning manbalari sezilarli darajada o‘zgardi – resurslarga asoslangan rivojlanish modelidan innovatsiyalar, inson kapitali va investitsiyalarga tayangan modelga o‘tish jarayoni jadallashmoqda. Shu nuqtai nazardan, investitsiyalar nafaqat moliyaviy manba, balki iqtisodiy o‘sishni rag‘batlantiruvchi, texnologik yangilanishni tezlashtiruvchi va institutlar sifatini oshiruvchi asosiy vosita sifatida e’tibor qozonmoqda.

Adabiyotlarni tahlil qilish shuni ko‘rsatadiki, xorijiy, MDH va mahalliy olimlar investitsiya samaradorligi, uning iqtisodiy o‘sish, tarmoqlar raqobatbardoshligi va ijtimoiy barqarorlik bilan bog‘liqligini turli jihatdan o‘rganishgan. Shu bilan birga, mavjud tadqiqotlarda O‘zbekiston sharoitida investitsiyalarning makroiqtisodiy samaradorligini baholashda kompleks indikatorlar yetarlicha o‘rganilmagan va amaliy yechimlar kamligi ilmiy bo‘shliq sifatida qolmoqda.

Robert Solouning neoklassik o‘sish modeli iqtisodiy nazariyaning markaziy qismi bo‘lib,

[3] Solow R.M. A Contribution to the Theory of Economic Growth. – The Quarterly Journal of Economics, 1956. – Vol. 70, No. 1, P. 65-94.
[4] Romer P.M. Endogenous Technological Change. – Journal of Political Economy, 1990. – Vol. 98, No. 5, P. S71 – S102. DOI:10.1086/261725.
[5] Stiglitz J.E. Globalization and Its Discontents. – New York: W.W. Norton & Company, 2002. – XXII, 282 p. ISBN 0-393-05124-2.
[6] Глазьев С.Ю. Современная теория длинных волн в развитии экономики // Экономическая наука современной России. 2012. № 2. С. 27-42.
[7] Хусаинов Е.А. Инвестиционная политика стран Централъной Азии. – Монография. Алмати: Kazakh University Press, 2018. – 176 с.
[8] Абдураҳмонов А.А. Инвестиция иқтисодиёти. – Монография. Тошкент: Иқтисодиёт, 2019. – 152 б.
[9] Беркинов Б.Б. Миллий иқтисодиётни модернизация қилиш. – Монография. Тошкент: Иқтисодиёт, 2020. – 184-б.
[10] Abdullayev U.S. Makroiqtisodiy rivojlanish strategiyasi. – Toshkent: Iqtisodiyot, 2021. – 176-b.

unda investitsiyalar va kapital shakllanishi iqtisodiy o‘sishni belgilovchi fundamental omillar sifatida asoslab berilgan. Ushbu modelga ko‘ra, jamg‘armalarning investitsiyalarga aylanishi kapital zaxirasini ko‘paytirib, mehnat unumdorligi va ishlab chiqarish hajmining oshishiga xizmat qiladi[11]. Garchi kapitalning cheklangan unumdorligi sababli investitsiyalarning o‘zi uzoq muddatli o‘sishni cheksiz ta’minlay olmasa-da, Solou nazariyasi texnologik taraqqiyot bilan uyg‘unlashgan sarmoyaviy jarayonlar barqaror iqtisodiy yuksalishning poydevori ekanligini isbotlab kelmoqda. Bu fikrni rivojlantirgan **Pol Romer** endogen o‘sish nazariyasida[12] investitsiyalarning asosiy qismi yangi bilimlar va inson kapitalini yaratishga yo‘naltirilishi lozimligini, chunki g‘oyalar va texnologiyalar ishlab chiqarish samaradorligining pasaymaydigan darajasini ta’minlashini asoslab bergan [11, 12].

Investitsiyalarning makroiqtisodiy samaradorligi masalasi nafaqat g‘arb iqtisodiy maktablari, balki MDH mamlakatlari va mahalliy olimlar tomonidan ham keng qamrovda tadqiq etilmoqda. Xususan, rossiyalik iqtisodchi **S.Glazyev** investitsiya jarayonlarini “texnologik ukladlar” (tartiblar) nazariyasi doirasida o‘rganib, iqtisodiy o‘sish sur’atlari investitsiyalarning yangi texnologik tizimning “yadrosini” tashkil etuvchi tarmoqlararo taqsimotiga bevosita bog‘liqligini asoslab berdi. Uning fikricha[13], o‘tish davri iqtisodiyotlarida investitsiya samaradorligi kapitalning oddiy ko‘payishi bilan emas, balki uning iqtisodiyotni texnologik jihatdan qayta qurollantirish qobiliyati bilan o‘lchanadi [13].

Transformatsiya sharoitida investitsiya siyosatining institutsional jihatlarini tadqiq etgan **A.Abramova** o‘z ishlarida investitsiya samaradorligini oshirishning hal qiluvchi omili sifatida davlat va xususiy sektor hamkorligini ko‘rsatadi. Muallifning ta’kidlashicha[14], makroiqtisodiy barqarorlikka erishish uchun investitsiya oqimlari nafaqat an’anaviy sohalarga, balki iqtisodiyotning texnologik murakkabligini ta’minlovchi yuqori qo‘shilgan qiymatli zanjirlarga yo‘naltirilishi zarur [14].

O‘zbekistonlik iqtisodchi olimlar milliy iqtisodiyotni modernizatsiyalash sharoitida investitsiyalarning o‘ziga xos xususiyatlarini tizimli tahlil qilmoqdalar. Jumladan, **Sh.Mustafakulov** investitsiya muhiti jozibadorligini baholashning ilmiy-uslubiy asoslarini takomillashtirishga doir tadqiqotlarida, makroiqtisodiy o‘sishni ta’minlashda xorijiy to‘g‘ridan-to‘g‘ri investitsiyalarning o‘rnini empirik modellar orqali asoslab bergan[15]. Uning yondashuvi investitsiya samaradorligini hududiy rivojlanish va tarmoqlar raqobatbardoshligi kontekstida baholash imkonini beradi. Makroiqtisodiy barqarorlik va investitsiya faoliyatini moliyaviy tartibga solish masalalari **N.Jumayev**ning ishlarida markaziy o‘rin tutadi. Olimning fikricha[16], iqtisodiyotni transformatsiyalash bosqichida investitsiyalar samaradorligi bevosita pul-kredit siyosatining barqarorligi va ichki jamg‘armalarni investitsiyaga transformatsiya qilish mexanizmlarining mukammalligi bilan belgilanadi [15, 16].

Shu bilan birga, **D.G‘ozibekov** investitsiyalarni moliyalashtirish manbalarini diversifikatsiyalash va kapital bozorini rivojlantirish orqali investitsiya samarador-ligini oshirish konsepsiyasini

[11] Солоу Р. Экономическая теория роста: десять лекций: пер. с англ. / под ред. Г.П.Литвинцевой. Москва: Издательский дом Высшей школы экономики, 2023. 248 с.
[12] Romer P.M. Endogenous Technological Change // Journal of Political Economy. 1990. Vol. 98, № 5. P. 71-102.
[13] Глазьев С.Ю. Теория долгосрочного технико-экономического развития. Москва: ВлаДар, 1993. 310 с.
[14] Абрамова А.С. Инвестиционная политика в условиях трансформации экономики. Монография. Москва: Экономика, 2019. 184 с.
[15] Mustafakulov Sh.I. Investitsion muhit jozibadorligi. Monografiya. Toshkent: Badiiy san’at, 2017. 320-b.
[16] Jumayev N.X. O‘zbekistonda investitsiya faoliyatini rag‘batlantirish va makroiqtisodiy barqarorlikni ta’minlash mexanizmlari. Toshkent: Iqtisodiyot, 2020. 210-b.

ilgari suradi[17]. Uning tadqiqotlarida investitsiyalarning makroiqtisodiy samarasi ularning iqtisodiyotdagi tarkibiy siljishlarni amalga oshirishdagi roli orqali baholangan. **A.Vahobov** esa hozirgi global o‘zgarishlar sharoitida investitsiya siyosatining ustuvor yo‘nalishlarini “yashil” iqtisodiyot va innovatsion taraqqiyot bilan bog‘lab[18], investitsiyalarning samaradorligini ekologik va texnologik barqarorlik indikatorlari orqali ko‘rib chiqishni taklif etadi [17, 18].

Xulosa qilib aytganda, klassik nazariyalardan tortib zamonaviy mahalliy tadqiqotlargacha investitsiyalar iqtisodiy o‘sishning drayveri sifatida e’tirof etilsa-da, 2024 – 2026-yillardagi global iqtisodiy noaniqliklar va Yangi O‘zbekistonning tarkibiy islohotlari sharoitida investitsiyalarning makroiqtisodiy samaradorligini baholashning kompleks metodikasi hamda tarmoqlararo samaradorlikni optimallashtirish modellari hali ham ilmiy izlanishlarni talab qiladigan ochiq masala bo‘lib qolmoqda.

METODOLOGIYA

Iqtisodiyotni transformatsiyalash sharoitida investitsiyalarning makroiqtisodiy samaradorligini oshirish masalasi ko‘p qirrali bo‘lib, u nafaqat miqdoriy ko‘rsatkich-larni, balki sifat o‘zgarishlarini ham qamrab oladi. Tadqiqotning metodologik asosi sifatida tizimli-funksional yondashuv qabul qilingan. Ushbu yondashuv investitsiya jarayonlarini milliy iqtisodiyotning tarkibiy qismi sifatida, uning boshqa makroiqtiso-diy elementlar (YaIM, inflyatsiya, bandlik, texnologik daraja) bilan uzviy bog‘liq-ligida o‘rganish imkonini beradi. Shuningdek, tadqiqotda dialektik bilish usuli qo‘llanilgan bo‘lib, u investitsiya samaradorligini transformatsiya davridagi ziddiyat-lar, miqdoriy to‘planishlarning sifat o‘zgarishlariga o‘tishi nuqtai nazaridan tahlil qilishga xizmat qiladi.

Tadqiqotning empirik va informatsion bazasini 2010 – 2025-yillarni qamrab oluvchi dinamik ma’lumotlar majmuasi tashkil etadi. Tadqiqotda qo‘llanilgan ko‘rsatkichlarning ishonchliligi va reprezentativligini ta’minlash maqsadida O‘zbekiston Respublikasi Milliy statistika qo‘mitasining rasmiy yillik to‘plamlari, Markaziy bankning statistik byulletenlari hamda pul-kredit siyosati sharhlaridan keng foydalanildi. Shuningdek, investitsiya jarayonlarining istiqbolli tendensiyalarini baholashda Jahon banki va Xalqaro valyuta jamg‘armasining O‘zbekiston iqtisodiyoti bo‘yicha 2026-yil yanvar holatiga ko‘ra e’lon qilingan prognoz ko‘rsatkichlari va tahliliy ma’ruzalari metodologik asos sifatida xizmat qildi.

Investitsiyalarning makroiqtisodiy o‘sish dinamikasiga ta’sir darajasini miqdoriy jihatdan baholash maqsadida, tadqiqotda iqtisodiy transformatsiya bosqichi xususiyatlari hisobga olingan holda modifikatsiyalangan Kobb-Duglas ishlab chiqarish funksiyasi qo‘llaniladi. Mazkur model asosiy kapitalga yo‘naltirilgan investitsiya oqimlarining YaIM hajmi bilan bog‘liqligini elastiklik koeffitsiyentlari orqali ifodalashga hamda iqtisodiyotga kiritilayotgan sarmoyalarning multiplikativ effekti (zanjirli samarasi)ni yuqori aniqlikda hisoblashga imkon beradi.

Ekonometrik modelning spetsifikatsiyasini shakllantirishda, Kobb-Duglas ishlab chiqarish funksiyasi bilan bir qatorda, transformatsiya davridagi iqtisodiy tebranishlar sharoitida investitsiyalarning makroiqtisodiy samaradorligini baholash uchun ARDL (Auto-Regressive Distributed Lag) – avtoregressiv taqsimlangan lag modeli qo‘llaniladi. Mazkur modelning tanlanishi uning turlicha integrallashgan o‘zgaruvchilar bilan ishlash qobiliyati hamda tarkibiy islohotlar bosqichidagi

[17] G‘ozibekov D.G‘. Investitsiyalarni moliyalashtirish muammolari. Monografiya. Toshkent: Moliya, 2003. 224-b.

[18] Vahobov A.V. Iqtisodiyotni modernizatsiya qilish sharoitida investitsiya siyosatining ustuvor yo‘nalishlari. Iqtisodiyot va ta’lim. 2021. №4. 8–14-b.

O‘zbekiston iqtisodiyoti uchun xos bo‘lgan dinamik o‘zgarishlarni tahlil qila olishi bilan asoslanadi.

Tadqiqot metodologiyasini amalga oshirish jarayoni quyidagi ketma-ket bosqichlarga bo‘lindi:

Vaqtli qatorlarning statsionarligini tekshirish. “Soxta regressiya” xavfini bartaraf etish maqsadida, barcha o‘zgaruvchilar (investitsiyalar hajmi, YaIM, bandlik) kengaytirilgan Diki-Fuller (ADF) va Fillips-Perron testlari yordamida birlik ildiz mavjudligiga tekshirildi. Bu o‘zgaruvchilarning integrallashuv tartibini aniqlash
va ularni kointegratsion tahlilga tayyorlash imkonini berdi.

Yoxansen metodi yoki chegaraviy test yordamida kapital jamg‘arilishi va iqtisodiy o‘sish sur’atlari o‘rtasidagi barqaror uzoq muddatli bog‘liqlik aniqlandi. Bu investitsiyalarning qisqa muddatli shok ta’sirini ularning fundamental YaIM o‘sishiga qo‘shgan hissasidan ajratib ko‘rsatishga xizmat qildi.

Kointegratsiya mavjudligi tasdiqlangach, vektorli xatolarni tuzatish modeli qurildi. Mazkur model tashqi yoki ichki makroiqtisodiy shoklardan so‘ng tizimning muvozanat holatiga qaytish tezligini aniqlash imkonini beradi. Iqtisodiyotni transformatsiyalash sharoitida bu ko‘rsatkich investitsion jarayonlarning inersion xususiyatini baholashda muhim ahamiyatga ega.

Olingan model natijalari qoldiqlar avtokorrelyatsiyasining mavjud emasligi (Breush-Godfri testi), geteroskedastiklik (Uayt testi) va taqsimotning normalligi bo‘yicha qat’iy tekshiruvdan o‘tkazildi. Bu investitsiya samaradorligi parametrlarining xolisligi va samaradorligini kafolatlaydi.

Ushbu kompleks instrumentariyni 2030-yilgacha bo‘lgan davr uchun ishlab chiqilgan prognoz ssenariylari bilan uyg‘unlashtirish tadqiqot xulosalarining ilmiy ishonchliligini ta’minlaydi hamda investitsiya resurslarini tarmoqlararo optimallashtirish bo‘yicha ilmiy asoslangan tavsiyalar ishlab chiqishga zamin yaratadi.

Tadqiqotning keyingi bosqichida investitsiya xarajatlarining iqtisodiyot tarmoqlari bo‘ylab zanjirli ta’sirini aniqlash maqsadida Keyns multiplikatori va kapital sig‘imi (ICOR) koeffitsiyentlari tahlili o‘tkaziladi. Transformatsiya sharoitida investitsiyalarning makroiqtisodiy samaradorligi nafaqat YaIM o‘sishi, balki investitsiya kiritilgan tarmoqning turdosh sohalarda qo‘shimcha talab va taklifni shakllantirish qobiliyati orqali baholanadi. Investitsiyalarning tarmoqlararo samaradorligini aniqlash maqsadida V.Leontyevning “Xarajatlar-Natija” modeli[19] elementlaridan foydalanib, investitsiya oqimlarining tarmoqlararo bog‘liqlik koeffi-tsiyentlari hisoblab chiqiladi va bu yondashuv iqtisodiyotning “o‘sish nuqtalari” hisoblangan yuqori multiplikatorli tarmoqlarni aniqlash imkonini beradi [19].

Iqtisodiyotni transformatsiyalashning noaniqlik darajasi yuqoriligini inobatga olgan holda, 2026 – 2030-yillarda investitsiya samaradorligining istiqbolli dinamikasini baholashda Monte-Karlo simulyatsiyasi hamda ssenariyli prognozlash metodlaridan foydalaniladi. Tadqiqot doirasida uchta asosiy ssenariy – inersion (mavjud tendensiyalar saqlanishi), innovatsion (investitsiyalarning yuqori texnologik tarmoqlarga yo‘naltirilishi) va tashqi xatarlar hisobga olingan (global nobarqarorlik ta’siri) ssenariylari ishlab chiqiladi. Har bir ssenariy bo‘yicha investitsiyalarning makroiqtisodiy samaradorligi mezonlari optimallashtirish modellari orqali asoslanadi.

[19] Леонтьев В.В. Межотраслевая экономика: пер. с англ. / В.В.Леонтьев; науч. ред. А.Г.Гранберг. Москва: Экономика, 1997. 479 с.

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Tadqiqot natijalarining ishonchliligini ta'minlash maqsadida barcha ekonometrik hisob-kitoblar bir necha bosqichli filtratsiyadan o'tkazildi. Olingan natijalar O'zbekiston iqtisodiyotining 2024 – 2025-yillardagi real ko'rsatkichlari bilan solishtirilib, modelning adekvatligi tekshirildi. Tadqiqot jarayonida statistik ma'lumotlardan foydalanishda xolislik, mualliflik huquqlariga rioya qilish va akademik halollik tamoyillariga to'liq amal qilindi. Qo'llanilgan usullar majmuasi investitsiyalarni makroiqtisodiy tartibga solish bo'yicha taklif etilayotgan tavsiyalarning nafaqat nazariy, balki yuqori amaliy ahamiyatga ega ekanligini kafolatlaydi.

MUHOKAMA VA NATIJALAR

Iqtisodiyotni transformatsiyalash sharoitida investitsiyalarning makroiqtisodiy samaradorligini baholashda asosiy e'tibor investitsiya oqimlarining yalpi ichki mahsulot o'sish sur'atlariga bo'lgan multiplikativ ta'sirini aniqlashga qaratildi. Tadqiqot doirasida 2010 – 2025-yillar oralig'idagi dinamik qatorlar asosida ARDL modeli qurildi. Ma'lumotlarning statsionarligi ADF testi orqali tekshirilgach, investitsiyalar (I) va YaIM (GDP) o'rtasida uzoq muddatli kointegratsion bog'liqlik mavjudligi tasdiqlandi. Modifikatsiyalangan Kobb-Duglas ishlab chiqarish funksiyasi asosida olingan yakuniy regressiya tenglamasi quyidagi ko'rinishni ega:

$$ln\ (GDP)_t = 0.241 + 0.342 \cdot ln(I)_t + 0.415 \cdot ln(L)_t + 0.243 \cdot ln(T)_t + \varepsilon_t$$

Olingan model koeffitsiyentlari shuni ko'rsatadiki, asosiy kapitalga yo'naltirilgan investitsiyalarning YaIMga nisbatan elastiklik koeffitsiyenti 0.342 ga teng. Bu natija milliy iqtisodiyotga kiritilayotgan har 1 foiz qo'shimcha investitsiya YaIM hajmini o'rtacha 0,34 foizga oshirish imkoniyatiga ega ekanligidan dalolat beradi (1-jadval).

1-jadval. Ekonometrik modelning statistik ko'rsatkichlari va tahlili (2010–2025 yy.)

O'zgaruvchilar	Koeffitsiyent	Standart xatolik	t-statistika	P-value
Investitsiyalar (ln I)	0.3421	0.045	7.60	0.000
Mehnat resurslari (ln L)	0.4154	0.062	6.69	0.000
Texnologik omil (ln T)	0.2432	0.038	6.40	0.000
Konstanta (C)	0.2412	0.077	3.12	0.002
R-squared: 0.923	Durbin-Watson: 1.85	F-statistic: 142.4		

Manba: Muallif tomonidan Stata 17 dasturida hisoblangan.

1-jadvalda keltirilgan natijalar O'zbekiston iqtisodiyoti uchun Kobb-Duglas ishlab chiqarish funksiyasining adekvatligini tasdiqlaydi. Investitsiyalar elastikligi-ning 0.342 ga teng ekanligi, ishlab chiqarish omillari o'rtasida kapitalning hissasi sezilarli ekanini ko'rsatadi. Ushbu koeffitsiyentning statistik jihatdan muhimligi *(P – value < 0.05 va t – stat > 2.0)* olingan natijalarning tasodifiy emasligini, balki investitsiya va YaIM o'rtasida kuchli korrelyatsion bog'liqlik mavjudligini ilmiy isbotlaydi.

Mehnat resurslari elastikligining (0.415) kapital elastikligidan (0.342) yuqoriligi shuni ko'rsatadiki, O'zbekiston iqtisodiyoti hali ham mehnat sig'imi yuqori bo'lgan (labor-intensive) bosqichda turibdi. Bu neoklassik o'sish nazariyasidagi (R.Solou) ekstensiv o'sish modeliga mos keladi[20]. Iqtisodiyotni transformatsiyalashning strategik maqsadi

[20] Solow R.M. A Contribution to the Theory of Economic Growth // The Quarterly Journal of Economics. 1956. Vol. 70, №1. P. 65–94.

– texnologik omil (*T*=0.243) ulushini oshirish orqali o‘sishning sifat ko‘rsatkichlarini yaxshilashdir. *R – squared* = 0.923 ko‘rsatkichi esa, YaIMdagi o‘zgarishlarning 92 foizi aynan modelga kiritilgan investitsiya, mehnat va texnologiya omillari bilan bog‘liqligini matematik isbotlaydi [20].

Investitsiyalarning makroiqtisodiy samaradorligini baholashda kapital unumdor-ligining pasayish tendensiyasi muhim ilmiy ahamiyatga ega. Tadqiqot davomida aniqlangan ICOR (Incremental Capital-Output Ratio) koeffitsiyentining dinamikasi transformatsiya davridagi tarkibiy o‘zgarishlarni yaqqol aks ettiradi. Statistik tahlillarga ko‘ra[21], O‘zbekistonda ICOR koeffitsiyenti 2015-yildagi 3,2 darajadan 2025-yilga kelib 4,4 darajagacha ko‘tarilgan. Bu shuni anglatadiki, bir birlik qo‘shimcha YaIM olish uchun sarflanadigan kapital hajmi ortib bormoqda. Bunday tendensiya infratuzilma va energetika kabi uzoq muddatli qaytimga ega bo‘lgan kapital sig‘imi yuqori loyihalarga investitsiyalar oqimi jadallashgani bilan izohlanadi [21].

Investitsiyalarning makroiqtisodiy samaradorligi investitsiya kiritilgan tarmoqning boshqa turdosh sohalarda qo‘shimcha talab va mahsulot ishlab chiqarishni rag‘batlantirish qobiliyati (multiplikator effekti) bilan ham belgilanadi. V.Leontyevning “Xarajatlar-Natija” modeli[22] asosida olingan natijalar (2-jadval) investitsiyalarni qayta taqsimlash zaruriyatini ilmiy asoslab berdi [22].

2-jadval. O‘zbekiston iqtisodiyoti tarmoqlarida investitsiyalarning multiplikativ samaradorligi (2025-y. holatiga)

Texnologik uklad (TU) darajasi	Iqtisodiyot tarmoqlari	Umumiy (zanjirli) multiplikativ effekt	Investitsion ustuvorlik
6-TU (Yadro)	Raqamli texnologiyalar va sun'iy intellekt	3.15	Yuqori
6-TU (Elementlar)	Farmatsevtika va biotexnologiya	2.60	Yuqori
5-TU	Kimyo va gaz-kimyo sanoati	2.85	O‘rta-yuqori
4-TU	Mashinasozlik va metallurgiya	2.15	O‘rta
3-TU	To‘qimachilik va yengil sanoat	1.95	Past-o‘rta

Manba: Muallif tomonidan V.Leontyev metodikasi asosida hisoblangan.

2-jadval natijalari V.Leontyevning “Xarajatlar-Natija” modelidagi to‘g‘ridan-to‘g‘ri va bilvosita xarajatlar koeffitsiyentlarini hisoblash orqali olingan. To‘g‘ridan-to‘g‘ri multiplikatorning (masalan, raqamli texnologiyalarda 1.28) umumiy multiplikativ effektga (3.15) nisbatan ancha kichikligi, ushbu tarmoqning iqtisodiyotdagi “zanjirsimon ta’sir” kuchi naqadar yuqori ekanligini isbotlaydi. Ya’ni, raqamli sohaga kiritilgan investitsiya o‘zining texnologik murakkabligi tufayli boshqa barcha turdosh sohalarni (energetika, xizmat ko‘rsatish, ta’lim, logistika) bir vaqtda harakatga keltiradi.

Ushbu jadval S.Glazyevning texnologik ukladlar nazariyasini amaliy jihatdan isbotlab beradi[23]. 6-TU tarmoqlarida multiplikatorning 3.15 ga tengligi, an’anaviy 3-TU tarmoqlaridagi 1.70 koeffitsiyentidan qariyb ikki barobar yuqoridir. Bu shuni

[21] Mustafakulov Sh.I. Investitsion muhit jozibadorligi: Monografiya. Toshkent: Badiiy san’at, 2017. 320-b.; Jumayev N.X. O‘zbekistonda investitsiya faoliyatini rag‘batlantirish mexanizmlari. Toshkent : Iqtisodiyot, 2020. 210-b.

[22] Леонтьев В. В. Межотраслевая экономика: пер. с англ. / В.В.Леонтьев; науч. ред. А.Г.Гранберг. Москва: Экономика, 1997. 479 с.

[23] Глазьев С.Ю. Теория долгосрочного технико-экономического развития. Москва: ВлаДар, 1993. 310 с.

anglatadiki, 100 birlik investitsiyani paxtachilikka (3-TU) yo‘naltirish iqtisodiyotda jami 170 birlik samara bersa, xuddi shu mablag‘ni sun’iy intellekt yoki dasturiy ta’minotga (6-TU) yo‘naltirish 315 birlik samara beradi [23].

Ushbu ikki jadvalning birgalikdagi tahlili shuni isbotlaydiki, iqtisodiy transformatsiya sharoitida investitsiyalarning makroiqtisodiy samaradorligini oshirish uchun kapitalni nafaqat hajmiy ko‘paytirish, balki uni yuqori multiplikatorli
(2-jadval) va texnologik jihatdan ilg‘or (1-jadval) tarmoqlarga strategik qayta taqsimlash zarur. Bu yondashuv O‘zbekiston iqtisodiyotini “past unumdorlik tuzog‘i”dan olib chiqib, innovatsion o‘sish yo‘liga o‘tkazishning yagona ilmiy yechimidir. Tadqiqotning prognoz qismida 2026 – 2030-yillar uchun mo‘ljallangan Monte-Karlo simulyatsiyasi asosida iqtisodiy o‘sishning ikki asosiy ssenariysi ishlab chiqildi:

Inersion ssenariy. Ekstensiv investitsiya yo‘nalishi saqlanib qolsa, ICOR koeffitsiyenti 4,7 gacha ko‘tarilishi va YaIM o‘sishi 5,2% atrofida to‘xtashi kutilmoqda.

Innovatsion ssenariy. Agar investitsiyalar tarkibidagi raqamli komponentlar ulushi 25% ga yetkazilsa, ICOR koeffitsiyenti 3,8 gacha pasayib, YaIM yillik o‘sishi 8,0% darajasida barqarorlashadi.

O‘tkazilgan tadqiqotlar va ekonometrik modellashtirish natijalari shuni ko‘rsatadiki[24], iqtisodiyotni transformatsiyalashning hozirgi bosqichida investitsiyalarning makroiqtisodiy samaradorligini oshirish shunchaki kapital hajmini miqdoriy ko‘paytirish, ya’ni ekstensiv yo‘l bilan emas, balki uni sifat jihatdan yangilash, ya’ni intensiv yo‘l orqali amalga oshirilishi strategik zaruriyatdir [24]. Muxtasar qilib aytganda, zamonaviy investitsiya siyosati – bu nafaqat mablag‘larni taqsimlash, balki iqtisodiyotning kelajakdagi texnologik qiyofasini belgilash mexanizmidir. Investitsiya samaradorligini oshirishning taklif etilgan modeli milliy iqtisodiyotning global raqobatbardoshligini va uzoq muddatli barqarorligini ta’minlashning eng maqbul ilmiy-amaliy yechimi bo‘lib xizmat qiladi.

XULOSA

Iqtisodiyotni transformatsiyalash sharoitida investitsiyalarning makroiqtisodiy samaradorligini oshirish muammosiga bag‘ishlangan ushbu tadqiqot yakunida investitsiya siyosatini tubdan isloh qilishga qaratilgan quyidagi fundamental xulosalar, ilmiy yangiliklar va amaliy tavsiyalar shakllantirildi:

1. Nazariy-metodologik umumlashtirish. Tadqiqot davomida iqtisodiy o‘sish nazariyalari, xususan, R.Solou, P.Romer va S.Glazyev qarashlarining transforma-tsiyalashayotgan iqtisodiyot sharoitiga moslashtirilgan qiyosiy tahlili shuni ko‘rsatdiki, investitsiyalarning makroiqtisodiy samaradorligi faqatgina kapital hajmi bilan emas, balki uning texnologik tarkibi bilan belgilanadi. Olingan natijalar esa, transformatsiya bosqichida investitsiyalar “miqdoriy to‘planish” bosqichidan “sifat o‘zgarishlari” bosqichiga o‘tishi strategik zaruriyatdir. Bu jarayonda investitsiya nafaqat moliyaviy resurs, balki yangi texnologik ukladlarni (TU) harakatga keltiruvchi mexanizm sifatida namoyon bo‘ladi.

2. Empirik tahlil natijalari va modellashtirish. 2010 – 2025-yillar oralig‘idagi dinamik qatorlar asosida qurilgan ARDL va Kobb-Duglas modellarining natijalari O‘zbekiston iqtisodiyoti uchun investitsiyalar elastikligi koeffitsiyentini 0.342 darajasida ekanligini ko‘rsatdi. Ushbu koeffitsiyent iqtisodiyotda kapital unumdorligining mavjudligini isbotlasa-da, ICOR koeffitsiyentining 3,2 dan 4,4 gacha ko‘tarilishi iqtisodiyotda

[24] Vahobov A.V. Iqtisodiyotni modernizatsiya qilish sharoitida investitsiya siyosati // Iqtisodiyot va ta'lim. 2021. №4. 8–14-b.

kapital sig‘imi ortib borayotganini va investitsiya samaradorligi pasayish tendensiyasiga ega ekanligini ko‘rsatdi. Bu holat investitsiya-larning katta qismi hali ham ekstensiv, texnologik qaytimi past bo‘lgan tarmoqlarga yo‘naltirilayotgani bilan izohlanadi.

3. Tarmoqlararo multiplikativ effektlar va o‘sish nuqtalari. V.Leontyevning “Xarajatlar-Natija” modeli asosida o‘tkazilgan tahlillar natijasida milliy iqtisodiyotning raqobatbardoshligini ta’minlovchi “o‘sish nuqtalari” aniqlandi. 2026-yil yanvar holatiga ko‘ra, eng yuqori multiplikativ effect 3,15 koeffitsiyenti bilan raqamli texnologiyalar va sun’iy intellekt sohalarida kuzatildi. Bu shuni anglatadiki, investitsiyalar samaradorligini oshirishning eng optimal yo‘li – kapital oqimini multiplikativ effekti past bo‘lgan (1,7-1,9) an’anaviy tarmoqlardan yuqori effektli (2,6-3,1) innovatsion tarmoqlarga strategik qayta taqsimlashdir.

4. Ssenariy asosidagi prognozlar. Monte-Karlo simulyatsiyasi asosida 2030-yilgacha bo‘lgan davr uchun ishlab chiqilgan prognozlar investitsiya tarkibidagi “bilimlar iqtisodiyoti” ulushi 25 foizga yetkazilsa, iqtisodiyot barqaror 8 foizlik o‘sish sur’atiga chiqishi mumkin. Aks holda, ekstensiv investitsiya yo‘nalishi saqlanib qolsa, iqtisodiyotning yillik o‘sishi 5 foizdan yuqori bo‘lmagan “o‘rta daromadli tuzoq”da qolib ketish xavfi mavjudligi ilmiy jihatdan isbotlandi.

Tadqiqot natijalaridan kelib chiqib, quyidagi amaliy tavsiyalar ishlab chiqildi:

Investitsiyalarning selektiv siyosatini joriy etish. Davlat investitsiya dasturlarining samaradorligini oshirish maqsadida, imtiyozli kreditlash va soliq preferensiyalarini taqdim etishda “tanlovli (selektiv) yondashuv” mexanizmini tatbiq etish zarur. Bunda asosiy e’tibor investitsiyalarni nafaqat hajm jihatidan, balki ularning texnologik sifatiga ko‘ra saralashga qaratilishi lozim. Xususan, davlat tomonidan qo‘llab-quvvatlanadigan loyihalar uchun beshinchi va oltinchi texnologik ukladga mansublik hamda tarmoqlararo multiplikativ effektning 2,5 birlikdan yuqori bo‘lishi majburiy mezon sifatida belgilanishi iqtisodiy o‘sishning yuqori sur’atlarini ta’minlovchi drayver bo‘lib xizmat qiladi.

Inson kapitalini kapitallash va innovatsion faollikni oshirish. Investitsiya loyihalarini makroiqtisodiy baholash tizimida “texnologik transfer” va “kadrlarni qayta tayyorlash” komponentlarini majburiy mezon sifatida kiritish orqali inson kapitalining investitsion jozibadorligini oshirish lozim. Zamonaviy texnologiyalarni o‘zlashtirish jarayonida malakali mehnat resurslarining faol ishtiroki investitsiyalar-ning “qaytim” muddatini qisqartiradi. Bu esa, o‘z navbatida, kapital unumdorligini oshirish va milliy iqtisodiyotdagi kapital sig‘imi ko‘rsatkichini (ICOR koeffitsiyenti) 2030-yilga kelib 3,8 darajagacha optimallashtirish imkonini beradi.

Investitsiyalarning makroiqtisodiy samaradorligiga erishish nafaqat moliyaviy resurslarni qayta taqsimlash, balki investitsiya muhitining fundamental asoslarini mustahkamlashni taqozo etadi. Kapital bozori infratuzilmasini takomillashtirish bilan bir qatorda, mulk huquqining daxlsizligini qonuniy kafolatlash va sud himoyasini kuchaytirish orqali xususiy kapitalning uzoq muddatli investitsiya qilishga bo‘lgan ishonchini oshirish lozim. Zero, barqaror institutsional muhit investitsiya xatarlarini minimallashtiradi va shu orqali milliy iqtisodiyotning raqobatbardoshligini ta’minlovchi yagona poydevor bo‘lib xizmat qiladi.

Xulosa qilib aytganda, taklif etilayotgan investitsiya samaradorligini oshirish modeli O‘zbekiston iqtisodiyotining transformatsiya bosqichidan innovatsion rivojlanish bosqichiga o‘tishining fundamental asosi bo‘lib xizmat qiladi. Investitsiyalarni nafaqat

hajm jihatidan, balki strategik yo‘nalishlar kesimida optimallashtirish 2026 – 2030-yillarda milliy iqtisodiyotning barqaror va sifatli o‘sishini ta’minlashning yagona yechimi hisoblanadi.

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Ways To Reduce Macroeconomic Unemployment In The Context Of Digitalization

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Abstract
The article examines the impact of digitalization processes on the dynamics of macroeconomic unemployment. Structural changes in the labor market, new forms of employment, and "digital divide" issues in the context of digital transformation are analyzed. During the research, the concepts of foreign and local scholars are compared, and scientific-practical proposals for reducing unemployment are developed.
Keywords: digital economy, macroeconomic unemployment, employment, labor market, human capital, digital skills, institutional mechanisms.
Annotatsiya
Maqolada raqamlashtirish jarayonlarining makroiqtisodiy ishsizlik dinamikasiga ta’siri tadqiq etilgan. Raqamli transformatsiya sharoitida mehnat bozoridagi tarkibiy o‘zgarishlar, yangi bandlik shakllari va “raqamli tafovut” muammolari tahlil qilingan. Tadqiqot davomida xorijiy va mahalliy olimlarning konsepsiyalari qiyoslanib, ishsizlikni kamaytirish bo‘yicha ilmiy-amaliy takliflar ishlab chiqilgan.
Kalit so‘zlar: raqamli iqtisodiyot, makroiqtisodiy ishsizlik, bandlik, mehnat bozori, inson kapitali, raqamli ko‘nikmalar, institutsional mexanizmlar.

KIRISH

Jahon iqtisodiyotida kechayotgan to‘rtinchi sanoat inqilobi va global raqamli transformatsiya jarayonlari ishlab chiqarish munosabatlarini, ayniqsa, mehnat bozorining arxitekturasini tubdan o‘zgartirib yubordi. Ushbu o‘zgarishlar nafaqat mikroiqtisodiy subyektlar faoliyatiga, balki makroiqtisodiy barqarorlikning eng muhim ko‘rsatkichlaridan biri bo‘lgan aholi bandligi darajasiga ham bevosita ta’sir ko‘rsatmoqda. An’anaviy ish o‘rinlarining avtomatlashtirilishi va yangi, yuqori texnologik bandlik shakllarining paydo bo‘lishi ishsizlik muammosiga makroiqtisodiy darajada yangicha yondashuvlarni taqozo etmoqda.

O‘zbekiston Respublikasining yangi taraqqiyot bosqichida raqamli iqtisodiyotga o‘tish davlat siyosatining ustuvor yo‘nalishi sifatida belgilangan. Davlatimiz rahbari Sh.M.Mirziyoyev bu boradagi strategik vazifalarni aniq belgilab berganlar. Hususan, prezidentimiz: “Biz uchun raqamli iqtisodiyotga o‘tish – bu shunchaki zamonaviy texnologiyalarni joriy etish emas, balki aholi farovonligini oshirish, yangi va yuqori daromadli ish o‘rinlarini yaratishning eng qisqa yo‘lidir”[1], deb ta’kidlagan. Ushbu konseptual yondashuv makroiqtisodiy siyosatni faol bandlik choralari bilan uyg‘unlashtirish zaruratini keltirib chiqaradi [1].

Maqolaning maqsadi – raqamlashtirish jarayonlarining makroiqtisodiy ishsizlik dinamikasiga ta’sirini nazariy-uslubiy jihatdan tadqiq etish hamda zamonaviy texnologik uklad sharoitida bandlikni ta’minlashning institutsional mexanizmlarini takomillashtirish bo‘yicha ilmiy takliflar ishlab chiqishdan iborat.

[1] Mirziyoyev Sh.M. Yangi O‘zbekiston strategiyasi. – Toshkent: “O‘zbekiston” nashriyoti, 2021. – 464 b.

Belgilangan maqsadga erishish uchun raqamli transformatsiya sharoitida makroiqtisodiy ishsizlikning nazariy asoslarini va o‘ziga xos xususiyatlarini aniqlash, mehnat bozoridagi tarkibiy o‘zgarishlarni xorijiy va milliy olimlarning konsepsiyalari asosida qiyosiy tahlil qilish, raqamlashtirishning ishsizlikka ta’sirini ifodalovchi makroiqtisodiy modellarni baholash, mehnat resurslarini qayta tayyorlash va “raqamli ko‘nikmalar”ni shakllantirishning makroiqtisodiy samaradorligini asoslash hamda ishsizlikni kamaytirishning makroiqtisodiy yo‘nalishlarini ishlab chiqish kabi vazifalarni amalga oshirish nazarda tutilgan.

Tadqiqot obyekti sifatida raqamlashtirish sharoitidagi milliy mehnat bozori va bandlik tizimi olingan. Tadqiqot predmeti bo‘lib esa iqtisodiyotni raqamlashtirish jarayonida ishsizlik darajasini kamaytirishga qaratilgan iqtisodiy, ijtimoiy va institu-tsional munosabatlar majmui hisoblanadi.

Ishsizlik va texnologik yangilanishlar o‘rtasidagi dialektik bog‘liqlik makroiqtisodiy nazariyaning fundamental muammolaridan biri hisoblanadi. Klassik iqtisodiy maktab vakillari mehnat bozorining o‘zini-o‘zi tartibga solishiga ishonishsa, keynschilik nazariyasi davlatning faol aralashuvini talab qiladi. Zamonaviy davrda esa bu muammo raqamli texnologiyalar prizmasi orqali o‘rganilmoqda.

Xususan, **Grigoriy Menkyu**ning (N.Gregory Mankiw) ilmiy qarashlariga ko‘ra[2], iqtisodiyotda raqamli texnologiyalarning joriy etilishi “axborot asimmet-riyasini” kamaytirish orqali ish qidiruvchi va ish beruvchi o‘rtasidagi aloqani tezlashtiradi, bu esa friksion ishsizlikni pasaytiradi. Biroq, olimning fikricha, agar ishchi kuchining malakasi yangi texnologiyalar talabidan orqada qolsa, malakaviy nomuvofiqlik tufayli strukturaviy ishsizlik muqarrar ravishda ortib boradi [2].

Robert Barro (Robert Barro) esa iqtisodiy o‘sish determinantlarini tahlil qilar ekan, inson kapitaliga yo‘naltirilgan investitsiyalar raqamli iqtisodiyotda ishsizlikni kamaytirishning asosiy omili ekanligini ta’kidlaydi[3]. Barroning konsepsiyasiga ko‘ra, davlat ta’lim sifatini oshirish va ilmiy-tadqiqot ishlarini rag‘batlantirish orqali mehnat bozorining moslashuvchanligini ta’minlashi shart, aks holda texnologik progress ijtimoiy tengsizlikni chuqurlashtiradi [3].

Zamonaviy makroiqtisodiy siyosatning yetakchi namoyandalaridan biri **Olive Blanshar** (Olivier Blanchard) mehnat bozoridagi “gisterezis” effektiga e’tibor qaratadi. Blansharning qarashicha[4], raqamli transformatsiya tufayli ish o‘rnini yo‘qotgan shaxs uzoq muddat ishsiz qolsa, u o‘z malakasini yo‘qotadi va “surunkali ishsiz”ga aylanadi. Olim makroiqtisodiy darajada qayta tayyorlash (retraining) va malaka oshirish tizimini davlat tomonidan qat’iy qo‘llab-quvvatlashni taklif etadi [4].

MDH mamlakatlarida raqamli iqtisodiyot va bandlik muammolarini tadqiq etgan **S.Glazyev** iqtisodiyotni raqamlashtirishni “yangi texnologik uklad”ning poydevori sifatida baholaydi. Olimning fikricha[5], bu jarayonda mehnat unumdorligining keskin ortishi an’anaviy sohalarda ishchi kuchiga bo‘lgan talabni kamaytiradi, bu esa davlatdan innovatsion sektorlarda yangi ish o‘rinlarini yaratish bo‘yicha strategik rejalashtirishni talab qiladi. **V.Grebenshchikov** esa “platformali bandlik” tushunchasini ilgari surib[6], raqamli

[2] Mankiw N. Gregory. Macroeconomics. 11th ed. – New York: Worth Publishers, 2020. – 640 p.
[3] Barro Robert J., Sala-i-Martin Xavier. Economic Growth. 2nd ed. – Cambridge: MIT Press, 2015. – 672 p. Книжный мир, 2018. – 768 с.
[4] Blanchard Olivier. Macroeconomics. 8th ed. – Boston: Pearson, 2021. – 576 p.
[5] Глазьев С.Ю. Рывок в будущее. Россия в новом технологическом и мирохозяйственном укладах. – Москва: Книжный мир, 2018. – 768 с.
[6] Гребенщиков В.М. Цифровизация экономики и трансформация рынка труда. – Санкт-Петербург: Изд-во СПбГЭУ, 2022. – 186 с.

platformalar orqali aholining o‘z-o‘zini band qilish imkoniyatlarini kengaytirishni ishsizlikka qarshi kurashning zamonaviy institutsional vositasi sifatida talqin etadi [5, 6].

O‘zbekistonlik olimlar orasida professor **A.Qodirov** raqamlashtirishni milliy iqtisodiyotning demografik imkoniyatlari bilan bog‘laydi. Olimning fikricha[7], O‘zbekistonda har yili mehnat bozoriga kirib kelayotgan yosh avlodni ish bilan ta’minlash uchun xizmatlar sohasini jadal raqamlashtirish va IT-autsorsingni kengaytirish eng to‘g‘ri yo‘ldir Professor **B.Rahimov** esa o‘zining tadqiqotlarida[8] kichik biznes va xususiy tadbirkorlikni raqamlashtirish orqali yangi ish o‘rinlarini yaratish masalalariga to‘xtaladi [7, 8].

Raqamlashtirish sharoitida makroiqtisodiy ishsizlik muammosi o‘zining ko‘p qirraliligi bilan ajralib turadi. Bir tomondan, sun’iy intellekt va avtomatlashtirish an’anaviy ish o‘rinlarini siqib chiqarmoqda, ikkinchi tomondan esa, yuqori texnologik tarmoqlarda kadrlar taqchilligi kuzatilmoqda.

Prezidentimiz Shavkat Mirziyoyevning “Biz yoshlarimizni nafaqat bugungi, balki ertangi kun iqtisodiyoti uchun tayyorlashimiz kerak. Agar ta’lim va mehnat bozori o‘rtasidagi zanjir mustahkam bo‘lmasa, biz ishsizlik muammosini to‘liq hal eta olmaymiz”[9] degan so‘zlari mazkur muammoning naqadar dolzarbligini ko‘rsatadi. Haqiqatan ham, agar makroiqtisodiy darajada raqamli ko‘nikmalarni rivojlantirish va mehnat bozori infratuzilmasini raqamlashtirish choralari ko‘rilmasa, iqtisodiyotda “raqamli tafovut” tufayli ishsizlikning yangi to‘lqini yuzaga kelishi mumkin [9].

Yuqorida qayd etilgan olimlarning ilmiy ishlarida makroiqtisodiy bandlikning umumiy nazariy jihatlari keng yoritilgan bo‘lsa-da, aynan O‘zbekiston iqtisodiyotining zamonaviy transformatsiyasi sharoitida raqamlashtirish va ishsizlik o‘rtasidagi korrelyatsion bog‘liqlikni modellashtirish hamda davlatning makroiqtisodiy siyosatida raqamli omillarni inobatga olish masalalari hanuzgacha tizimli tadqiqotlar obyektiga aylanmagan. Ushbu yo‘nalishdagi uslubiy bo‘shliqlarni to‘ldirish maqsadida chuqur ilmiy izlanishlar olib borish va olingan natijalarni makroiqtisodiy barqarorlikni ta’minlash nuqtai nazaridan umumlashtirish zarur hisoblanadi.

ADABIYOTLAR TAHLILI

Zamonaviy dunyo iqtisodiyotida kechayotgan global raqamli transformatsiya jarayonlari ishlab chiqarish kuchlari va ishlab chiqarish munosabatlarining mazmunini tubdan o‘zgartirib yubordi. Raqamlashtirish nafaqat texnologik yangilanish, balki makroiqtisodiy barqarorlikning eng muhim indikatori bo‘lgan mehnat bozori konyunkturasiga ham bevosita ta’sir ko‘rsatuvchi strategik omilga aylandi. Jahon xo‘jaligida “intellektuallashtirish” va “avtomatlashtirish” sur’atlari-ning tezlashishi natijasida an’anaviy bandlik modellari inqirozga yuz tutmoqda,

bu esa iqtisodchi olimlar oldiga ishsizlikning yangi ko‘rinishlarini ilmiy tadqiq etish va ularni yumshatish bo‘yicha zamonaviy konsepsiyalarni ishlab chiqish vazifasini qo‘ymoqda. Raqamli iqtisodiyot sharoitida makroiqtisodiy ishsizlik muammosi faqatgina ish o‘rinlarining qisqarishi emas, balki mehnat resurslarining texnologik o‘zgarishlarga moslashuvchanligi, inson kapitalining sifativa institutsional muhitning tayyorgarligi darajasida tahlil qilinishi lozim.

[7] Qodirov A. Raqamli iqtisodiyot sharoitida milliy mehnat bozori rivojlanishi. – Toshkent: Iqtisodiyot, 2023. – 210 b.
[8] Rahimov B. Bandlik siyosati va inson kapitali strategiyasi. – Toshkent: Fan va texnologiyalar, 2024. – 195 b.
[9] Mirziyoyev Sh.M. Yoshlar bandligini ta’minlash va bo‘sh vaqtini mazmunli tashkil etish chora-tadbirlari bo‘yicha videoselektor yig‘ilishidagi nutqi // – 2021. – 13-aprel. – URL: https://president.uz/uz/lists/view/4283.

Iqtisodiyotning raqamli transformatsiyasi mehnat bozorining klassik paradigma-larini qayta ko‘rib chiqishni taqozo etmoqda. Muammoning nazariy asoslariga e’tibor qaratadigan bo‘lsak, texnologik ishsizlik tushunchasi ilk bor **John Maynard Keynes** tomonidan ilmiy muomalaga kiritilgan bo‘lib, u texnologik taraqqiyotning ishchi kuchi o‘rnini bosish xususiyatini tahlil qilgan. Keynes o‘zining “Nabiralarimiz uchun iqtisodiy imkoniyatlar” (Economic Possibilities for our Grandchildren) nomli asarida texnologik taraqqiyot natijasida ish o‘rinlarining yo‘qolishi va yangi kasblarning paydo bo‘lishi o‘rtasidagi “vaqtinchalik nomutanosiblik”ni ishsizlikning asosiy drayveri deb hisoblagan[10].

Uning fikricha, insoniyat mehnatni tejovchi texnologiyalarni mehnat bozorining moslashish tezligidan ko‘ra tezroq kashf etmoqda. Bu esa qisqa muddatli iqtisodiy shoklarga sabab bo‘lsa-da, Keyns uzoq muddatli istiqbolda texnologiyalar insoniyatni og‘ir jismoniy mehnatdan ozod qilishi va yalpi farovonlikka olib kelishini bashorat qilgan [10]. Biroq, bugungi raqamlashtirish davrida Keynsning ushbu nazariyasi yangicha talqinni talab etadi. Agar Keyns davrida texnologiyalar asosan jismoniy mehnat o‘rnini bosgan bo‘lsa, zamonaviy raqamli transformatsiya va sun’iy intellekt kognitiv (aqliy) mehnat segmentiga ham faol kirib bormoqda. Bu esa Keyns ta’kidlagan “vaqtinchalik nomutanosiblik” davrining cho‘zilishiga va makroiqtisodiy ishsizlikning strukturaviy shakli chuqurlashishiga olib kelishi mumkin.

Ushbu g‘oya zamonaviy makroiqtisodiyotning yetakchi namoyandasi **N.Gregory Mankiw** tomonidan kengaytirilgan. Mankiw raqamlashtirishni “ishlab chiqarish funksiyasi”dagi texnologik parametrning o‘zgarishi sifatida talqin etadi. Uning fikricha[11], raqamlashtirish natijasida yuzaga keladigan “iqtisodiy shoklar” mehnat bozoridagi talab elastikligini o‘zgartiradi, bu esa past malakali mehnatga bo‘lgan talabning kamayishiga va yuqori texnologik sohalarda “ishchi kuchi taqchilligi”ga olib keladi. Bu jarayonni **Robert Barro** inson kapitali nazariyasi bilan boyitadi. Barroning fikricha[12], agar davlat raqamli ta’limga investitsiya kiritmasa, raqamlashtirish iqtisodiy o‘sishning emas, balki ijtimoiy tengsizlik va ishsizlikning o‘ziga xos drayveriga aylanib qoladi [11, 12].

Shuningdek, **Olivier Blanchard** mehnat bozori institutlarining moslashuv-chanligi masalasiga urg‘u beradi. Blanchardning “Hysteresis” nazariyasiga ko‘ra[13], raqamlashtirish natijasida ishsiz qolgan shaxslar o‘z malakasini o‘z vaqtida yangilamasalar, qisqa muddatli ishsizlik surunkali ishsizlikka aylanadi. Bu esa makroiqtisodiy barqarorlikka jiddiy tahdid solib, ishsizlikning tabiiy darajasini oshiradi [13].

Raqamli inqilobning mehnat bozoridagi ta’siri faqat ish o‘rinlarining yo‘qolishi bilan emas, balki mehnatning mazmuni o‘zgarishi bilan ham xarakterlanadi. **Erik Brynjolfsson** va **Andrew McAfee** o‘zlarining “Ikkinchi mashina asri” (The Second Machine Age) asarida[14] sun’iy intellekt va avtomatlashtirish o‘rta malakali ishlarni siqib chiqarishini, bu esa “mehnat bozori polyarizatsiyasi”ga sabab bo‘lishini ilmiy isbotlaganlar [14].

Ushbu global transformatsiya sharoitida ishsizlikni kamaytirishning innovatsion instrumenti va mehnat bozorini barqarorlashtiruvchi yangi mexanizm sifatida “platformali bandlik” yuzaga keldi.

[10] Keynes J.M. Economic Possibilities for our Grandchildren / J.M.Keynes // Essays in Persuasion. – London: Palgrave Macmillan, 2010. – P. 321–332.
[11] Mankiw N.G. Principles of Macroeconomics / N.G.Mankiw. – 9th ed. – Boston: Cengage Learning, 2020. – 576 p.
[12] Barro R.J. Economic Growth / R.J.Barro, X.Sala-i-Martin. – 2nd ed. – Cambridge: MIT Press, 2004. – 672 p.
[13] Blanchard O. Macroeconomics / O.Blanchard. – 8th ed. – New York : Pearson, 2021. – 576 p.
[14] Brynjolfsson E. The Second Machine Age: Work, Progress, and Prosperity in a Time of Brilliant Technologies / E.Brynjolfsson, A.McAfee. – New York : W.W.Norton & Company, 2014. – 306 p.

Raqamli platformalar nafaqat texnik vosita, balki mehnat bozoridagi talab va taklifni soniyalar ichida muvozanatlashtiruvchi makroiqtisodiy ekotizim funksiyasini bajarmoqda.

V.Grebenshchikov kabi tadqiqotchilar ta'kidlaganidek[15], platformali bandlik an'anaviy "ish beruvchi – ishchi" o'rtasidagi vertikal munosabatlarni gorizontal hamkorlik modeliga o'zgartirib, tranzaksion, ya'ni qidiruv va kelishuv xarajatlarini keskin kamaytiradi. Bu esa, o'z navbatida, iqtisodiyotdagi friksion ishsizlikni, ya'ni ish qidirish bilan bog'liq vaqtinchalik ishsizlikni minimallashtirish imkonini beradi. Platformalar (masalan, Uber, Upwork, Uzum kabi servislar) mehnat resurslarining mobil va egiluvchan bo'lishini ta'minlab, iqtisodiy faol bo'lmagan aholi qatlamini, xususan, yoshlar va ayollarni mehnat bozoriga faol jalb etishning asosiy drayveriga aylandi [15].

Biroq, platformali bandlikning kengayishi makroiqtisodiy nuqtayi nazardan "gig-iqtisodiyot" tushunchasini ham keltirib chiqardi. Bu tizimda bandlik darajasi miqdor jihatdan oshsa-da, mehnatning ijtimoiy himoyasi va barqarorligi masalasida yangi institutsional muammolar yuzaga kelmoqda. Shu sababli, raqamlashtirish sharoitida ishsizlikni kamaytirish nafaqat platformalarni joriy etish, balki ushbu "virtual mehnat bozori"ni huquqiy va ijtimoiy jihatdan tartibga solishni ham taqozo etadi. Biroq, bu yerda **S.Glazyev**ning ogohlantirishini ham inobatga olish lozim[16]. Glazyev texnologik ukladlar almashgan paytda davlatning faol innovatsion siyosati bo'lmasa, iqtisodiyot "texnologik qoloqlik" tuzog'iga tushib qoladi va bu milliy mehnat bozorida kadrlar migratsiyasiga sabab bo'ladi [16].

O'zbekiston iqtisodiyoti sharoitida raqamlashtirish va bandlik masalalari mamlakatning demografik dividend, ya'ni yoshlar sonining ko'pligi va Prezident Shavkat Mirziyoyev tomonidan ilgari surilgan "ta'lim va mehnat bozori uzviyligi" strategiyasi asosida o'rganilmoqda[17]. Davlat rahbarining "yoshlarni ertangi kun iqtisodiyoti uchun tayyorlash" haqidagi qarashlari raqamli ko'nikmalarni ishsizlikka qarshi asosiy "qalqon" sifatida belgilab beradi [17].

Iqtisodchi olim **A.Qodirov** raqamli infratuzilmani rivojlantirish orqali mintaqaviy ishsizlikni kamaytirish modellarini taklif etgan. Uning ilmiy xulosalariga ko'ra[18], AKT sohasidagi investitsiyalar multiplikativ samaraga ega bo'lib, bilvosita bandlikni sezilarli darajada oshiradi. Shu bilan birga, **B.Raximov** raqamlashtirish sharoitida ishsizlikni kamaytirishning institutsional mexanizmlariga e'tibor qaratib[19], "raqamli uzilish" muammosini hal etishni ustuvor vazifa deb hisoblaydi. Raximovning fikricha, qishloq joylarida raqamli ko'nikmalarning pastligi tarkibiy ishsizlikni chuqurlashtiradi, shuning uchun "re-skilling", ya'ni qayta tayyorlash dasturlari makroiqtisodiy siyosatning ajralmas qismi bo'lishi shart [18, 19].

Shuningdek, akademik **Q.Abdurahmonov** mehnat iqtisodiyoti nuqtayi nazaridan raqamli transformatsiyani kadrlar raqobatbardoshligining yangi bosqichi deb ta'riflaydi[20]. Uning tadqiqotlari shuni ko'rsatadiki, raqamli platformalar nafaqat bandlikni oshiradi, balki mehnat

[15] Гребенщиков В.М. Цифровизация рынка труда: возможности и риски // Вестник экономики. – 2020. – № 4. – С. 112–118.
[16] Глазьев С.Ю. Рывок в будущее. Россия в новых технологическом и мирохозяйственном укладах / С.Ю.Глазьев. – Москва: Книжный мир, 2018. – 768 с.
[17] Mirziyoyev Sh.M. Yoshlar bandligini ta'minlash va bo'sh vaqtini mazmunli tashkil etish chora-tadbirlari bo'yicha videoselektor yig'ilishidagi nutqi // – 2021. – 13-aprel. – URL: https://president.uz/uz/lists/view/4283.
[18] Qodirov A. Raqamli iqtisodiyot va mehnat bozori: o'zaro aloqadorlik masalalari // O'zbekiston iqtisodiy axborotnomasi. – 2022. – № 2. – B. 45–52.
[19] Raximov B. Inson kapitali va raqamli transformatsiya: monografiya / B.Raximov. – Toshkent: Fan va texnologiya, 2023. – 210 b.
[20] Abdurahmonov Q.X. Mehnat iqtisodiyoti: Nazariya va amaliyot / Q.X.Abdurahmonov. – Toshkent: Fan va texnologiya, 2019. – 560 b.

unumdorligini makro darajada barqarorlashtiradi [20].

Adabiyotlar tahlili shuni ko‘rsatadiki, Blanchard va Mankiw kabi g‘arb olimlari raqamlashtirishni bozor mexanizmlarining samaradorligi nuqtayi nazaridan baholasa, Glazyev va Qodirov kabi olimlar davlatning faol regulyatorlik roli va infratuzilmaviy ta’minotga ko‘proq urg‘u berishadi. Umumiy xulosa shundan iboratki, raqamlash-tirish sharoitida ishsizlikni kamaytirish quyidagi uchta uzviy bog‘liq zanjir orqali amalga oshiriladi. Bular, **fundamental nazariya** – texnologik ishsizlikni ijtimoiy xavfdan innovatsion imkoniyatga aylantirish (Keynes va Schumpeter yondashuvi), **institutsional amaliyot** – platformali bandlik va masofaviy mehnatni huquqiy va iqtisodiy legallashtirish (Grebenshchikov va Lapidus qarashlari) hamda **milliy adaptatsiya** – inson kapitalini raqamli iqtisodiyot talablariga muvofiq modernizatsiya qilish (Qodirov va Raximov modellari).

Xulosa o‘rnida shuni ta’kidlash lozimki, platformali bandlik raqamli iqtisodiyot sharoitida mehnat bozorining moslashuvchanligini oshiruvchi va makroiqtisodiy ishsizlikni tizimli pasaytiruvchi muhim institutsional yechimga aylandi. Biroq, ushbu instrumentning samaradorligi nafaqat texnologik infratuzilmaga, balki platformalarda band bo‘lgan kontingentning huquqiy maqomini belgilash va ularning ijtimoiy kafolatlarini ta’minlash darajasiga bevosita bog‘liqdir. Binobarin, raqamlashtirish sharoitida ishsizlikni kamaytirishning makroiqtisodiy strategiyasi – innovatsion bandlik shakllarini qo‘llab-quvvatlash bilan birga, inson kapitali sifatini yangi bosqichga olib chiqishni taqozo etadi.

METODOLOGIYA

Raqamlashtirish sharoitida makroiqtisodiy ishsizlikni kamaytirish yo‘llarini tadqiq etish murakkab va ko‘p qirrali jarayon bo‘lib, u iqtisodiy o‘sish, texnologik taraqqiyot va mehnat resurslari sifatining o‘zaro bog‘liqligini o‘rganishni taqozo etadi. Tadqiqotning metodologik asosi sifatida tizimli tahlil yondashuvi tanlab olindi. Ushbu yondashuv raqamli transformatsiyani shunchaki texnik yangilanish emas, balki mehnat bozoridagi talab va taklif tarkibini tubdan o‘zgartiruvchi makroiqtisodiy kuch sifatida ko‘rib chiqishga imkon beradi.

Tadqiqot jarayoni mantiqiy ketma-ketlikda to‘rtta bosqichda amalga oshirildi. Bular, muammoning qo‘yilishi va xalqaro nazariy bazani shakllantirish, O‘zbekiston Respublikasi Milliy statistika qo‘mitasi va Bandlik vazirligining 2015 – 2024-yillardagi rasmiy ko‘rsatkichlarini saralash, raqamlashtirish darajasi
va bandlik ko‘rsatkichlari o‘rtasidagi korrelyatsion bog‘liqlikni matematik modellashtirish hamda olingan natijalar asosida makroiqtisodiy tavsiyalar ishlab chiqish.

Tadqiqotning ilmiy ishonchliligi va olingan natijalarning obyektivlik darajasi, birinchi navbatda, qo‘llanilgan axborot ta’minotining reprezentativligi hamda manbalarning shaffofligi bilan belgilanadi. Mazkur maqolada raqamlashtirish va ishsizlik o‘rtasidagi makroiqtisodiy bog‘liqlikni tizimli tahlil qilish maqsadida, 2015-yildan 2024-yilgacha bo‘lgan o‘n yillik davrni qamrab oluvchi dinamik qatorlardan foydalanildi. Ushbu davrning tanlanishi tasodifiy emas, chunki aynan 2015-yildan keyingi bosqichda O‘zbekiston iqtisodiyotida “Raqamli O‘zbekiston – 2030” strategiyasining ilk poydevori qo‘yildi va mehnat bozorida raqamli texnologiyalar ta’sirida tarkibiy o‘zgarishlar faol fazaga kirdi.

Axborot bazasini shakllantirishda O‘zbekiston Respublikasi Milliy statistika qo‘mitasining rasmiy yillik to‘plamlari, Raqamli texnologiyalar vazirligining sohaga

oid hisobotlari hamda Kambag‘allikni qisqartirish va bandlik vazirligining mehnat bozori monitoringi natijalari tahliliy qayta ishlandi. Shuningdek, ma’lumotlarning xalqaro standartlarga muvofiqligini ta’minlash maqsadida Xalqaro mehnat tashkiloti va Jahon bankining O‘zbekistonga doir statistik bazalari bilan o‘zaro solishtirma tahlil o‘tkazildi.

Tadqiqotning metodologik izchilligini ta’minlash uchun ko‘rsatkichlar tizimi ikki guruhga – natijaviy va omilli o‘zgaruvchilarga ajratildi. Bu esa raqamlashtirish-ning ishsizlik darajasiga nafaqat bevosita, balki multiplikativ ta’sirini ham aniqlashga xizmat qiladi. Tadqiqot modeli uchun tanlab olingan ko‘rsatkichlarning batafsil tizimi va ularning iqtisodiy tavsifi 1-jadvalda tizimlashtirilgan. Ushbu jadvalda ko‘rsatkichlar “Bog‘liq” (Y) va “Mustaqil” (X) o‘zgaruvchilarga ajratilgan bo‘lib, bu keyingi bo‘limlardagi ekonometrik model (regressiya) uchun asos bo‘ladi.

1-jadval.
Tadqiqot modeli uchun tanlab olingan makroiqtisodiy ko‘rsatkichlar tizimi (2015–2024 yy.)

O‘zgaruvchi turi	Ko‘rsatkich ramzi	Ko‘rsatkich nomi	O‘lchov birligi	Iqtisodiy tavsifi va ahamiyati
Natijaviy o‘zgaruvchi	Y	Ishsizlik darajasi	%	Tadqiqotning yakuniy obyekti bo‘lib, raqamlashtirish ta’sirida o‘zgaruvchi makroiqtisodiy barqarorlik ko‘rsatkichi.
Mustaqil o‘zgaruvchi	X_1	AKT xizmatlari hajmi	mlrd. so‘m	Raqamlashtirishning iqtisodiyotdagi real ulushini va yangi ish o‘rinlari yaratish potensialini ifodalaydi.
Mustaqil o‘zgaruvchi	X_2	Internet tarmo-g‘iga ulanish darajasi	%	Aholining raqamli imkoniyatlardan foydalanish qamrovini va masofaviy bandlik uchun infratuzilma tayyorgarligini ko‘rsatadi.
Mustaqil o‘zgaruvchi	X_3	Raqamli ko‘nik-malarga ega aholi ulushi	%	Inson kapitalining sifat ko‘rsatkichi bo‘lib, texnologik ishsizlikni kamaytirishdagi asosiy filtr hisoblanadi.
Mustaqil o‘zgaruvchi	X_4	YIMning o‘sish sur’ati	%	Umumiy iqtisodiy konyunkturani ifodalaydi va boshqa omillarning ta’sirini tahlil qilishda nazorat o‘zgaruvchisi bo‘lib xizmat qiladi.

Manba: *O‘zbekiston Respublikasi Milliy statistika qo‘mitasi, Raqamli texnologiyalar vazirligi hamda Kambag‘allikni qisqartirish va bandlik vazirligining rasmiy ma’lumotlari asosida muallif ishlanmasi.*

Jadvalda tizimlashtirilgan ko‘rsatkichlar raqamlashtirishning ishsizlik darajasiga ta’sirini miqdoriy baholash imkonini beradi. Natijaviy o‘zgaruvchi (Y) sifatida ishsizlik darajasining tanlanishi, raqamli transformatsiyaning ijtimoiy-iqtisodiy oqibatlarini aniqlashga xizmat qiladi. Mustaqil o‘zgaruvchilar (X_1, X_2, X_3) raqamlashtirishning uchta asosiy ustunini – infratuzilma, iqtisodiy hajm va

inson kapitalini qamrab oladi. Bu yondashuv raqamlashtirishning ishsizlikka ta'sirini nafaqat texnik qurilmalar soni, balki iqtisodiy samaradorlik va kadrlar salohiyati orqali ham tahlil qilish imkonini beradi. Yalpi ichki mahsulot (X_4) ko'rsatkichi esa "nazorat o'zgaruvchisi" sifatida kiritilgan bo'lib, u ishsizlikning kamayishi faqat raqamlashtirish hisobiga emas, balki umumiy iqtisodiy o'sish natijasida ham sodir bo'layotganini differensial holda aniqlashga yordam beradi.

Raqamlashtirish jarayonlarining makroiqtisodiy ishsizlik darajasiga ta'sirini shunchaki nazariy jihatdan emas, balki aniq miqdoriy ko'rsatkichlarda o'lchash maqsadida tadqiqotda ko'p omilli regression tahlil usuli tanlab olindi. Iqtisodiy voqelikda ishsizlik darajasiga ko'plab omillar, jumladan, demografik holat, YIM o'sishi, tashqi migratsiya va h.k. ta'sir ko'rsatishini inobatga olgan holda, aynan raqamli transformatsiyaning "sof" ta'sirini boshqa omillardan ajratib olish uchun ushbu usul eng samarali hisoblanadi.

Metodologiyaning ushbu qismi raqamli iqtisodiyotga yo'naltirilgan davlat va xususiy investitsiyalarning, shuningdek, aholi qamrovining ishsizlikni kamaytirishdagi elastiklik koeffitsiyentini matematik isbotlashga xizmat qiladi. Regression model yordamida biz raqamlashtirishning har bir tarkibiy qismi, ya'ni AKT xizmatlari, internet qamrovi, raqamli ko'nikmalar mehnat bozoridagi muvozanatga qanday ulush qo'shayotganini aniqlaymiz. Tahlil jarayonida ma'lumotlarning ishonchliligi Styuardent t-testi, Fisherning F-mezoni hamda Darbin-Uotson koeffitsiyenti yordamida tekshirilib, modelning statistik ahamiyatga egaligini va avtokorrelyatsiya muammosidan xoli ekanligini tasdiqlaydi (2-jadval).

2-jadval. Tadqiqotda qo'llanilgan usullarning tizimli-funksional tavsifi

Usul nomi	**Tadqiqotdagi vazifasi va qo'llash sohasi**	**Kutilayotgan ilmiy-amaliy natija**
Ko'p omilli regression tahlil	Raqamlashtirish ko'rsatkichlari ($X1$, $X2$, $X3$) va ishsizlik (Y) o'rtasidagi miqdoriy bog'liqlikni aniqlash.	Raqamlashtirishning ishsizlikni kamaytirishdagi elastiklik koeffi-tsientini aniqlash.
Trend tahlili (Ekstrapolyatsiya)	2015 – 2024-yillardagi dinamik qatorlar asosida 2030-yilgacha bo'lgan bandlik istiqbollarini belgilash.	Mehnat bozorining raqamli transfor-matsiyasi bo'yicha o'rta muddatli makroiqtisodiy prognoz.
Korrelyatsion tahlil (Pearson metodi)	Raqamli infratuzilma qamrovi va mehnat unumdorligi o'rtasidagi bog'liqlik zichligini o'lchash.	Omillar orasidagi bog'liqlik Daraja-sini ifodalovchi korrelyatsiya matri-tsasi.
Sifatli tahlil va qiyoslash (Benchmarking)	Rivojlangan davlatlar (Janubiy Koreya, Estoniya) tajribasini O'zbekiston sharoitiga moslashtirish.	Raqamli bandlikni tartibga solish bo'yicha institutsional takliflar paketi.

Manba: *Tadqiqotning mantiqiy dizayni va IMRAD uslubi talablari asosida muallif tomonidan shakllantirildi.*

2-jadvalda keltirilgan usullar majmuasi tadqiqotning turli usullarni birlashtirish tamoyili (triangulyatsiya)ga asoslanganini ko'rsatadi. Regression va korrelyatsion tahlil maqolaning empirik qismini shakllantirib, xulosalarning faqat nazariy emas, balki aniq raqamlarga asoslanishini ta'minlaydi. Bu usullar yordamida raqamli

iqtisodiyotga kiritilayotgan investitsiyalarning mehnat bozoriga qay darajada ijobiy ta'sir qilayotgani isbotlanadi. Trend tahlili esa tadqiqotga strategik mazmun beradi. Ushbu usul yordamida mamlakatimizda raqamli ko'nikmalarga ega kadrlar yetishmovchiligi yoki ortiqchaligi ehtimollari oldindan prognoz qilinadi.

Benchmarking (qiyoslash) usuli orqali xalqaro tajribaning "ijobiy transferi" amalga oshiriladi. Ya'ni, boshqa davlatlardagi muvaffaqiyatli raqamli platformalar va masofaviy bandlik modellarini O'zbekistonning milliy iqtisodiy xususiyatlarini inobatga olgan holda tatbiq etish yo'llari ko'rsatiladi. Ushbu metodologik yondashuv tadqiqot natijalarining haqiqiyligini va ilmiy yangiligini asoslash uchun xizmat qiladi.

Raqamlashtirish jarayonlarining mehnat bozoriga va ishsizlik darajasiga ta'siri ma'lum bir "vaqtinchalik lag bilan namoyon bo'ladi. Iqtisodiy qonuniyatlarga ko'ra, raqamli infratuzilmaga bugun kiritilgan investitsiya ishsizlik darajasining pasayishiga darhol emas, balki kadrlarning moslashishi va yangi texnologiyalarning ishlab chiqarishga to'liq singishi natijasida (odatda 6 oydan 1,5 yilgacha bo'lgan davrda) ta'sir ko'rsatadi. Tadqiqotda ushbu vaqtinchalik kechikish omili matematik modellarda o'z aksini topgan bo'lsa-da, real iqtisodiy jarayonlardagi dinamika biroz farq qilishi mumkin.

Shuningdek, tahlillar asosan rasmiy statistika ma'lumotlariga tayanadi. Bu esa "norasmiy bandlik" va raqamli platformalar orqali yashirin daromad topayotgan kontingentni to'liq qamrab olishda muayyan qiyinchiliklarni tug'diradi. Masalan, frilans xizmatlari yoki global platformalarda (Upwork, Fiverr) band bo'lgan O'zbekiston fuqarolarining statistikasi rasmiy ishsizlik darajasini aniqlashda to'liq inobatga olinmagan bo'lishi mumkin. Ushbu cheklovni yumshatish maqsadida tadqiqotda bilvosita ko'rsatkichlar, masalan, internet-trafik hajmi va raqamli to'lovlar dinamikasi tahliliga ham murojaat qilindi.

Tanlab olingan usullar va ma'lumotlar yig'indisi raqamlashtirish sharoitida makroiqtisodiy ishsizlikni kamaytirishning ilmiy-nazariy va amaliy modelini yaratishga xizmat qiladi. Mazkur metodologiya nafaqat joriy holatni baholashga, balki iqtisodiyotdagi tarkibiy o'zgarishlarni boshqarish bo'yicha aniq algoritmlarni ishlab chiqishga imkon beradi.

MUHOKAMA VA NATIJALAR

Raqamli transformatsiya sharoitida makroiqtisodiy ishsizlikni kamaytirish yo'llarini tadqiq etish jarayonida olingan natijalar shuni ko'rsatdiki, texnologiya-larning mehnat bozoriga ta'siri ikki yoqlama xarakterga ega bo'lib, bir tomondan an'anaviy kasblarni siqib chiqarsa, ikkinchi tomondan yangi innovatsion bandlik shakllarini yaratadi.

Tadqiqot doirasida O'zbekiston Respublikasining 2015 – 2024-yillardagi statistik ma'lumotlari asosida tuzilgan ko'p omilli regressiya modelining natijalari quyidagi ko'rinishga ega bo'ldi:

$$Y=12.45 - 0.18X_1 - 0.09X_2 - 0.22X_3 + \epsilon$$

Bu yerda: Y – ishsizlik darajasi (%), X_1 – AKT xizmatlari hajmining o'sish sur'ati, X_2 – internet qamrovi darajasi, X_3 – raqamli ko'nikmalarga ega aholi ulushi hisoblanadi.

X_1 koeffitsiyenti (- 0.18) – iqtisodiyotda AKT xizmatlari hajmi 1% ga oshganda, ishsizlik darajasi boshqa omillar o'zgarmagan holda o'rtacha 0.18% ga kamayishi aniqlandi. Bu raqamlashtirishning iqtisodiy hajmi bandlikka bevosita ijobiy ta'sir ko'rsatishini anglatadi.

X_2 koeffitsiyenti (- 0.09) – internet tarmog'i bilan qamrab olish darajasining 1% ga ortishi ishsizlik darajasining o'rtacha 0.09% ga pasayishiga olib kelishi aniqlandi. Ushbu ko'rsatkichning boshqa omillarga (masalan, $X3$) nisbatan pastroq ta'sir darajasi shuni anglatadiki, faqatgina texnik

infratuzilmani (internet qamrovini) kengaytirish ishsizlik muammosini hal qilishda yetarli emas. Infratuzilma faqat “imkoniyat” yaratadi, uning bandlikka ta’sir samaradorligi esa aholining ushbu resursdan foydalanish ko‘nikmalari bilan bevosita bog‘liqdir.

X_3 koeffitsiyenti (- 0.22) – eng yuqori ta’sir koeffitsiyenti raqamli ko‘nikma-larga tegishli bo‘lib chiqdi. Ya’ni, aholining raqamli savodxonligi 1% ga oshishi ishsizlikni 0.22% ga qisqartiradi. Bu natija inson kapitalining raqamli transforma-tsiyadagi strategik rolini matematik isbotlaydi.

Tadqiqot davomida raqamli infratuzilmaning rivojlanishi va IT-sektordagi bandlik o‘rtasidagi bog‘liqlik 3-jadvalda tizimlashtirildi.

3-jadval. O‘zbekistonda raqamlashtirish ko‘rsatkichlari va bandlik dinamikasi (2021 – 2025-yy. yakunlari va 2026-y. prognozi)

Yillar	AKT xizmatlari (trln. so‘m)	Internet tezligi (Mbit/s)	IT-Park rezidentlaridagi bandlar (ming kishi)	Ishsizlik darajasi (%)
2021-yil	17.8	62.0	8.2	9.6
2022-yil	25.5	74.0	14.5	8.9
2023-yil	34.2	81.0	22.0	8.1
2024-yil	45.1	89.0	31.0	7.4
2025-yil yakunlari	59.4	94.0	48.5	6.7
2026-yil prognozi	78.0	98.0	65.0	6.1

Manba: *O‘zbekiston Respublikasi Milliy statistika qo‘mitasi va Raqamli texnologiyalar vazirligi ma’lumotlari asosida muallif tomonidan hisoblangan va 2026-yil holatiga prognozlashtirilgan.*

2025-yil yakunlari bo‘yicha AKT xizmatlari hajmi 59.4 trln. so‘mga yetgani va bu ko‘rsatkich 2021-yilga nisbatan deyarli 3.3 barobarga o‘sgani qayd etildi. Buning makroiqtisodiy ishsizlikka ta’siri quyidagi muhim jihatlar bilan izohlanadi:

IT-sektordagi jadal bandlik. 2025-yil yakunida IT-Park rezidentlari tizimida band bo‘lganlar soni 48.5 ming kishiga yetdi. Bu soha nafaqat bevosita bandlikni ta’minlamoqda, balki “bilvosita bandlik” effekti orqali logistika, servis va ta’lim sohalarida qo‘shimcha ish o‘rinlarini generatsiya qilmoqda.

Infratuzilmaviy to‘yinish. 2025-yilda optik tolali aloqa liniyalari qamrovi 94 foizga yetkazilgani masofaviy bandlik uchun texnik to‘siqlarni deyarli bartaraf etdi. Bu esa qishloq hududlaridagi yoshlarning shaharga migratsiya qilmasdan turib, raqamli platformalarda band bo‘lishiga imkon berdi.

2026-yil prognozi. 2026-yilda AKT xizmatlari hajmi 78 trln. so‘mga yetishi va IT-sektorda band bo‘lganlar soni 65 ming kishidan oshishi kutilmoqda. Prognoz natijalariga ko‘ra, raqamli sektorning jadal o‘sishi hisobiga yalpi ishsizlik darajasi 6.1 foizgacha tushishi mumkin. Bu esa iqtisodiyotning an’anaviy tarmoqlaridagi ish o‘rinlari avtomatlashtirish hisobiga qisqarishini va yangi raqamli ish o‘rinlari to‘liq kompensatsiya qilishini anglatadi. Ushbu natijalar raqamli transformatsiyaning O‘zbekiston uchun “demografik bosim”ni yumshatuvchi asosiy makroiqtisodiy vosita ekanligini tasdiqlaydi. Shu bilan bir qatorda, 2026-yil uchun berilgan bu prognozlar “Raqamli O‘zbekiston – 2030” strategiyasi

va mamlakatimizning IT-xabga aylanish maqsadlariga to‘liq mos keladi.

Tadqiqot natijasida olingan ekonometrik ko‘rsatkichlar va 2026-yil uchun berilgan prognozlar shuni ko‘rsatadiki, raqamlashtirish sharoitida ishsizlik darajasining Y=6.1% gacha pasayishi nafaqat texnologik taraqqiyot, balki mehnat bozorining institutsional moslashuvchanligi natijasidir.

Tadqiqotimizda aniqlangan raqamli ko‘nikmalarning (X_3) ishsizlikni kamaytirishdagi yuqori ta’sir koeffitsiyenti (- 0.22) John Maynard Keynesning “texnologik ishsizlik” haqidagi qarashlarini zamonaviy bosqichda inkor etadi yoki yangicha talqin qiladi. Keynes texnologiya ish o‘rinlarini yo‘qotishini ta’kidlagan bo‘lsa, bizning natijalarimiz raqamli iqtisodiyotda “ijodiy vayronkorlik” jarayoni kechayotganini ko‘rsatadi. Ya’ni, an’anaviy sohalarda ish o‘rinlari qisqarsa-da, platformali bandlik va masofaviy xizmatlar sohasida multiplikativ effekt hisobiga ko‘proq yangi ish o‘rinlari yaratilmoqda. 2025 – 2026-yillarda O‘zbekiston tajribasida ko‘ringanidek, raqamli savod-xonlik “texnologik ishsizlik” tuzog‘idan chiqishning asosiy filtri bo‘lib xizmat qilmoqda.

Modelda (X_2) internet qamrovi koeffitsiyentining nisbatan pastligi (- 0.09) iqtisodiy adabiyotlarda “Solow paradoksi” nomi bilan mashhur bo‘lgan holatni eslatadi. Ya’ni, infratuzilmaga kiritilgan investitsiyalar mehnat unumdorligi va bandlikka darhol emas, balki ma’lum bir vaqt oralig‘ida ta’sir ko‘rsatadi. 2026-yilgi holat bo‘yicha muhokama qiladigan bo‘lsak, O‘zbekiston deyarli to‘liq infratuzilmaviy qamrovga erishgan bo‘lsa-da, ishsizlikni yanada kamaytirish uchun faqat “ulanish” emas, balki ushbu infratuzilmadan iqtisodiy qiymat yaratish bosqichiga o‘tilganligi muhim ahamiyat kasb etmoqda.

Yuqoridagi 4-jadvalda keltirilgan platformali bandlikning 16.3% gacha o‘sishi makroiqtisodiy barqarorlik uchun ikki tomonlama ta’sirga ega. Muhokama jarayonida shuni qayd etish joizki, platformali bandlik friksion ishsizlik – ish qidirish vaqtini deyarli nolga tushiradi. Biroq, bu sohada band bo‘lganlarning ijtimoiy himoyasi va pensiya ta’minoti masalasi 2026-yilgi iqtisodiy siyosatning eng bahsli nuqtasi bo‘lib qolmoqda. Bizning natijalarimiz shuni ko‘rsatadiki, raqamlashtirish ishsizlikni miqdor jihatdan kamaytirsa-da, mehnat sifatini saqlab qolish uchun yangi qonunchilik bazasini talab etadi.

Muhokamaning yana bir muhim jihati shundaki, raqamlashtirish natijasida ishsizlikning kamayishi hududlar kesimida notekis taqsimlanmoqda. Toshkent shahri va viloyat markazlarida raqamli bandlik yuqori sur’atlarda o‘sayotgan bo‘lsa, chekka tumanlarda “raqamli uzilish” ishsizlikning tarkibiy qismini saqlab qolmoqda. Bu esa makroiqtisodiy darajada “raqamli tengsizlik” ishsizlikning yangi shakli sifatida paydo bo‘layotganidan dalolat beradi.

Muhokama natijalari shuni ko‘rsatadiki, raqamlashtirish sharoitida ishsizlikni kamaytirish strategiyasi faqat texnologik emas, balki ijtimoiy-pedagogik xarakterga ham ega bo‘lishi lozim. O‘zbekiston uchun 2026-yil oxiriga qadar prognoz qilingan 6.1 foizlik ishsizlik darajasiga erishish uchun inson kapitaliga raqamli investitsiyalarni oshirish eng maqbul yo‘ldir.

XULOSA

O‘tkazilgan tadqiqot natijalari raqamli transformatsiyaning mehnat bozori barqarorligini ta’minlashda hal qiluvchi makroiqtisodiy omil ekanligini tasdiqladi. 2026-yil holatiga ko‘ra shakllangan iqtisodiy manzara va ekonometrik modellashtirish natijasida quyidagi yakuniy xulosalar shakllantirildi:

Raqamli ko‘nikmalarning ustuvorligi. Tadqiqotda aniqlangan eng yuqori koeffitsiyent (- 0.22) shuni ko‘rsatadiki,

ishsizlikni kamaytirishda infratuzilmadan ko‘ra inson kapitalining raqamli salohiyati 2,4 barobar samaraliroqdir. Faqatgina texnik ta’minot emas, balki kognitiv moslashuv “texnologik ishsizlik” xavfini bartaraf etadi.

Strukturaviy siljish. 2026-yil yakuniga kelib ishsizlik darajasining 6,1 foizgacha tushishi prognoz qilinmoqda. Bu ko‘rsatkichga erishishda platformali bandlik (16,3%) va masofaviy xizmatlar (13,2%) asosiy drayver bo‘lib xizmat qiladi.

Yangi bandlik shakllari. Raqamli platformalar friksion ishsizlikni minimallashtirsa-da, “gig-iqtisodiyot”da band bo‘lganlarning ijtimoiy va huquqiy himoyasi bo‘yicha yangi institutsional yondashuvlarni ishlab chiqishni taqozo etadi.

Yuqoridagilardan kelib chiqib, quyidagilar tavsiya qilinadi:

Digital Re-skilling. Iqtisodiyotning an’anaviy sohalaridan siqib chiqarilayotgan ishchi kuchini raqamli iqtisodiyotga moslashtirish bo‘yicha davlat grantlarini kengaytirish.

Hududiy muvozanat. Chekka hududlarda raqamli infratuzilmani nafaqat ulanish, balki “raqamli tadbirkorlik markazlari” orqali daromad manbaiga aylantirish.

Huquqiy tartibga solish. Platformali bandlikni legallashtirish va bu sektorda band bo‘lganlar uchun moslashuvchan ijtimoiy sug‘urta tizimini joriy etish.

Xulosa qilib aytganda, raqamlashtirish – ishsizlik muammosini hal etishning faqatgina texnik vositasi emas, balki mehnat bozorining sifat jihatdan yangi, egiluvchan va yuqori unumdorlikka asoslangan modelini yaratish imkoniyati hisoblanadi.

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The Portrait Of The Lyrical Hero In Mukarrama Murodova's Episode “Aqibat”

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Abstract
This article analyzes the poem “Aqibat” by the poetess Mukarrama Murodova, and analyzes the mental state of the lyrical hero of the poem, based on theoretical ideas expressed in literary studies on the issue of the lyrical hero. The author's personal thoughts on the topic are presented and substantiated by the views of scholars.
Keywords: lyrical hero, hero, artistic image, context, biographical analysis, inner experience, artistic psychologism, psychological portrait.

Introduction. The lyrical hero, as an element that helps to clearly define the creative talent of a particular poet, his level of knowledge, and the specific style of the poem, is of great importance in literary studies, in particular, in poetics. Therefore, first of all, it is appropriate to dwell separately on the issue of the lyrical hero. In dictionaries, one can find the following explanation of the term “lyric hero”: “Lyric hero” (Russian: kalka “lyricheskiy geroy”) is one of the manifestations of the subject in lyrics, a form of expression of the author’s emotional experiences and feelings. The very term, that is, “hero”, means that the lyrical hero is not the poet’s real “I”, but an “I” created on its basis.

The lyrical heroine of Mukarrama Murodova, who boldly entered Uzbek literature in the 1960s, is a heroine who loves nature and beauty, values humanity as the highest value, and seeks meaning in every detail of the universe, a loving mother, a devoted wife, and a devoted woman. M. Sadinov wrote the following about the poetess’ lyrical heroine: “The poetess” lyrical heroine is an ordinary woman, a child of the earth, selfless and courageous. The interests and hopes of her people - cotton growers and farmers - are dear to her. Her heart is warmed by the desire to keep the earth peaceful and quiet. She glorifies labor, the land. Her young heart yearns for love and attention, overcomes the pain of losses, and teaches to appreciate every moment on earth” [4:7]. In the poems of the 1960s, which are included in her collections, the lyrical hero is portrayed as a socially active, a citizen happy with the changes. Because by this time, the communist worldview had passed a certain stage of human society and had already formed as a socio-political view that had reached perfection. The death of her husband in 1993 completely changed the image of the poet's lyrical hero. Now the heroine in her work is embodied in the image of a devoted woman, a selfless mother who is trying to put her children on their feet alone.

Analysis of literature. Her epic “Aqibat” is of particular importance in the poet's work. This epic was written on the occasion of the death of the poet's life partner Mirza Karim, and it depicts the pain and inner experiences of a lonely woman with poignant images. Although the beginning of the poem begins with a philosophical thought about the truth of death, in the following verses, the fact that she is unable to bear these heavy blows of fate serves to describe the poet's mental state.

The poetess was very attached to her life partner. This can also be found in the poetess's “Dilnoma”. In the poem, she also shows that she always worked with her husband in consultation, that they were always close and sympathetic in the following verses:

Every breath I take, every step I take, every work I do -
I wait for the price of my missing person[5:21].
Every thing of the deceased, every item of his is precious to the poetess. Every time she looks at Mirza Karim's belongings, she recalls memories of him. Not only does she remember, but she is also tormented by longing and painful feelings:
The color of her robe faded on the stake,
The color of my faces and words has faded...
The storm has turned my flower garden into a ruin,
The sky has conquered and found my soul's refuge[5:21].
Now life seems meaningless to the poet. She considers loneliness and isolation to be superfluous. She compares her life partner to a roof and herself to a house. Just as a lamp is not hung on a house without a roof, she also considers any entertainment without Mirza to be superfluous.
The scoundrels have turned my soul into a treasure,
What need is a lamp for a house without a roof[5:21]?!
Speaking about the personal qualities of the poet's husband Mirza Karim, his daughter M. Pirmatova said, “My grandfather was the embodiment of goodness, the best of the best. He was a devoted father for the family, for the development of his children, a kind and cheerful head of the family. He loved all of us: my mother, my sister They used to call me, my brother, and me “you”... My father loved joy, happiness, and most importantly, guests. That's why our house was always full of guests. He would take us to the joyful days of life, holidays, concerts, scientific and literary conferences” [6] - he said. It was very difficult for her to part with her spiritual guide, who was always with the poetess and cared more about her work than she did. Because it was Mirza Karim who brought joy and comfort to her heart, who gave wings to her will and desires. That is why she writes with pain in the poem:
Where can I raise my head?
Where can I direct every work to good?
Likening darkness to a karakul chakman,
Making every living servant equal to herself –
I would be a companion, a lover of people –
Has he gone, the one who scattered him to heaven?!
Where can I find joy, my heart’s peace?
The key to my will is my desire, my desire[5:24]?
In the following lines of the poem, she asks: He pleads with her, considering her the only candle of hope. When she is about to ask him something, he says that he is ready for anything in return, and even agrees to circumambulate the skirt of the wisol:
Wisol! Wisol, my friend, I will be your sacrifice!
You are the candle of my hope. I will be your paragon!
Kiss your footprints, circumambulate your skirt –
I will. Take it, you will also be rewarded[5:24]:
The hero, who is hesitant to make a pact with Wisol, asks her to take him to his friend, to the land of eternity. In this place, the poet's boundless love, loyalty and fiery love for his beloved are manifested in all their glory. He does not want to live in a world without a friend, he prefers death to life without a friend:
Give my soul to your first,
Take me too to your property[5:25]!
In the following lines, along with the severe pain of separation, the poetess's complaints to the people of society are also described. The poetess, who was left in the flames of exile, does not want to live under the same sky with these “stupid and senseless” people. While Mirzo tried to show his wife the brightest sides of life during her lifetime, after her death it was difficult for the poetess to reconcile with the “spiritually

impoverished" society. On the one hand, the example of a separation insect torments her heart, on the other hand, "a society moving towards destruction" does not give the poet peace.

Save me, I think, from the troubles,
Save me, the poor, from the senseless!
From the insect that has robbed my heart, then, -
Save my soul forever[5:25]!

In the following lines, the poetess adds that she is suffering from two things. "What kind of person finds it difficult to live in life?" - to the question One of the wise men answered, "To a person who knows the truth". Similarly, when a poetess receives the mercy of her husband, the truth begins to be understood. Truth here means that the true nature of people begins to be revealed. These understandings further burden the poetess's psyche. The "minorities" in society, that is, small things, insignificant concepts that hurt a person, also have a strong impact on her psyche.

My thoughts are tired of trivialities,
My remembrance is tired of the truths...
My fierce spirit is growing stronger.
My heart is growing stronger[5:26].

These are the reasons why her fierce heart, like Girot, slows down, and her heart, accustomed to the vastness of the universe, seeks relief.

Methodology. In this article, several main principles of literary criticism and analysis are discussed in the analysis of Mukarrama Murodova's epic poem "Aqibat" methods were used. In particular, artistic-formal analysis was used to identify artistic means, thematic approach analysis was used to reveal the theme and idea, psychological analysis was used to understand mental states, and the biographical method was used to show the connection with personal life.

In most cases, spiritually strong people do not tell or show others their difficulties, the changes taking place in their inner world, their pain and longing. That is why the people around them consider the poet to be a symbol of perseverance, embodying energy and enthusiasm. The poet laments about this in one place of the epic:

I am, embodied energy, perseverance,
I am a lonely wing that has lost its pair![5:29]

Just as a bird without one wing cannot fly, a poet who has lost one of them also compares herself to a single-winged bird. The poet, who is caught in the pain of separation, His mind now moves towards Mirza's grave. He worries about his current condition and at the end of the thought, he feels a sense of calm, "He was a good person, his grave must have been filled with light." Results. In the next lines of the poem "Aqibat", the poet recalls the friends and acquaintances who helped Mirza Karim when he was sick and on his deathbed, and who informed him of his condition. Said Ahmad, O'tkir Hoshimov, Ozod Sharofiddinov, Begali Qosimov, Naim Karimov, Erkin A'zam, Muhammad Ali, Abdulla A'zam, O'tkir Mirza, Ahmadjon Meliboev, Kamchibek Kenja, Tursunoy Sodiqova, Farid Usman gratefully recalls that the visits of friends like Zamira Egamberdieva brought back the forgotten smiles and laughter in Mirza Karim's chamber and were a cure for his illness. When mentioning each of his dear friends, the poetess does not limit herself to simply listing their names. On the contrary, based on their professions and character, she paints their portrait in the poem with words:

They are empty-hearted scholars, except for -
Ahmadjon, Muhammadjon and Habibullo -
Similar friends are also helpless.
The eternal decree of fate is stable!
Shahrikhan, Bozlyan tutgan hauvuchda -
Hamidkhan aka also - the soul has taken a handful...[5:34]

In the poem, the poetess also remembers folk tales, customs and beliefs, using them as a synthesized folklore. While the poet is

hanging on the raindrops, the buds reveal a secret to him. According to him:

The buds have blossomed this secret,
They have attached their charm to my heart:
The earth that has been rained on,
That is the reason for the spring's anxiety...
The gardens are not enough to bloom,
Let him trick the man. [5:36]

The spring that wanted to show its beauty could not raise its flowers and blossoms because the earth lacked energy. Suddenly, the spring, whose only pain and anxiety was to be covered with flowers, did not know how to feed the rained earth and came up with a trick to make its gardens bloom. This trick is such that the earth is strengthened, and the grass and flowers on the ground bloom and bloom.

Musk-anbar smokes spring-multoni –
The souls of people who enchant.
The strength and power that passes through the body of people
When spring roars away, it is miserable![5:38]

Spring, tempted by beauty, emits a fragrant smell and captivates the human soul with this smell. After it has captured the soul, it is strengthened by this and becomes even more beautiful. In some places, the poet openly expresses her hatred for spring, calling it “multoni” and “miserable”. This is not without reason, of course. Because the mountain on which the poet leans, Mirza Karim, passes away on March 27, at the very time when the trees bloom and spring shows itself in all its freshness…

If the earth has received strength from the soul of the beloved, other representatives of the universe will also come to share its perfection.

And...the only thing that exists in this mortal world
The perfection of love is to be shared.
Life is the charm of a lover's visit,
The sun is the blessing of a crowd.[5:40]

At this time of spring, the sun, which is peeking out from behind the curtains of the sky, is likened to a charm, and life itself is likened to a charm.

Having described the bitter pains of separation, the poet suddenly begins to feel strength in herself. She now puts aside her heartaches and plunges into the world of contemplation. Saying that complaining and complaining are not pleasing to the Truth, she emphasizes that life itself, being alive itself, is the key to any lock:

Yours is the sign of a blessed life –
The key to both worlds, my soul!

In the following verses, the poet summarizes her life and lists the foundations that give her strength to live:

Your time of wisdom turned into a rainbow,
Your true happiness in the midst of winter.
You are a tree - your cave is a heap and a heap...
You are a tree - a heap and a heap of flowers.
If you break your life, isn't it a shame?!
Won't the fruits of strength not be destroyed?! [5:44]

Just as it is a miracle that a seed remains underground in winter and sprouts in spring, and that God keeps it healthy and pink even in the darkest of times, a poet who has survived so many hardships in life is forced to live like a tree. Because just as a tree has fruits on its branches, a poet also has caves - children! Although she has shed her flowers and fallen into a state of numbness in the torment of longing, she has no right to break her life, to destroy its fruits. Yes, that is why one must live, one must find strength, and while living one must live energetically and intensely!

Discussion. In the following lines of the poem, the poet again touches on the relationships between people. She says that she shared people's pain, lived with their worries. She writes that some appreciate this sincere support, while others forget. The unstable soul of the hero in the verses begins to think about going to the bridegroom again, rather than living in

such abstract moods and dull people in society:
How many opportunities have you already missed:
Your threshing floor full of your sustenance and fortune –
You have scattered it to the winds,
It is as if the drops have eaten up the mountain...
Yes, you have become a refuge for the weak,
A root for the weak, a soul for the blind.
You have become a safe haven for someone,
You have also become a clairvoyant in the presence of secrets.
You have sat down to race, but have not left the net,
You have not gone to the field, but have walked on your own.
To someone – a goldsmith, to someone – a horseshoe,
To some – a treasure, to someone – a scythe.
Our life has become a precious wanderer,
Our wandering dove has been thrown into the cart.
I, who am not worthy of myself,
It is true that others do not hold me in high esteem...
The opportunity that you have reached without tormenting your soul,
Showing a picture of loyalty to your neighbor,
It is possible to go to heaven.
A sick heart is a bird this is the cure.[5:48]

From the instability in her thoughts, it is clear that the poet is experiencing a difficult mental state. Therefore, if some reason is found, her thoughts will be directed in this direction. But as the poem ends, her thoughts deepen and her decision becomes firmer. If the poem initially laments that she is alone and wingless, in the end she believes that patience and endurance will become wings for her.

Although my heart is sick, I am a lonely wing,
I am steadfast on the path of my beloved!
In the steppe of love, I am Layla,
Yes, how I am like a woman!
Although my heart is content - the Great Sahara,
My writing is contentment, endurance and patience! [5:49]

The last stanzas clearly reveal the poet's position. She surrenders to fate, accepts the fate that has been sent to her, and believes that the pure soul of her life partner is always with her and will support her:
Confess: That the truth is true,
Widow, now, that you are right!
Don't dream of waving your hand,
Learn to live like everyone else, this is it!
Don't let your noble pride become a disgrace,
If it is not with you, then in your soul - he is Yor! [5:50]

Conclusion. In conclusion, the poem “Aqibat” is of particular importance in the poet's work. The spiritual portrait and psychological state of the poetess drawn in the poem are important in determining her life position, determining the dynamics of the development of the lyrical hero, and fully experiencing the pain in the poet's poems. Because while the girl in the lap of nature, depicted in her poems created in the 60s and 70s, draws her thoughts from images of nature and society, the poetess of the 80s devoted herself to the development of her students. In this epic, created in the 90s, the poetess's views are openly expressed in a realistic manner and allow the poetess to fully imagine her lyrical hero. The epic “Aqibat” is a work of not only artistic and aesthetic, but also important educational and spiritual significance. It encourages the reader to look critically at their actions and to deeply understand the consequences of each decision. The ideological content of the epic is in harmony with the life of today's society and can be an important source in

personal development and spiritual education.

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Scientific Commentary Of Historical Verses In Abjad And Time, Abdulqasum Ishon Madrasa, Zainiddin Baba Mauseum And Other Monuments

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Abstract
This article provides a scholarly and theoretical analysis of the tarikh (chronogram) verses found in the architectural monuments preserved within the city of Tashkent. It discusses the semantic structure of tarikh verses, the principles of determining dates through the abjad system, and their significance as epigraphic sources. In addition, the textual reading of certain tarikhs and their potential for conveying historical information are examined using examples from existing monuments.
Keywords: Abjad letters, tarikh, ta‘miya, suvariy, sariḥ, Abdulqosim Eshon Madrasa, Shaykh Zayniddin Baba Mausoleum, Kallaxona Mosque, Kök Mosque, Hijri, Gregorian, Sayyidahmad Vasliy, Hu ya G‘ofur.

Arabic script, with its beauty and calligraphic elegance, has always attracted the attention of peoples around the world. This is because, unlike the scripts of other nations, it has been able to fulfill several important functions. First, Arabic writing is significant as a vehicle for conveying meaning; moreover, it is valuable as a work of art that provides the reader with a refined aesthetic pleasure. In the past, this script also served as ornamentation and decorative design for historical monuments, grand structures, and ancient artifacts. In addition to these roles, it has yet another important function—namely, its connection with the fact that the Arabic alphabet can also express numerical values and the meanings of numbers[1].

Ta’rikh, or a chronogram, is widely распространён in Eastern epigraphic traditions: the date is expressed through the sum of the abjad numerical values of the letters contained in a verse composed in connection with an architectural monument or an important event. Ye. E. Bertels defined it as follows: a ta’rikh-chronogram is the poetic expression of the date of a particular event[2] . Writing a ta’rikh (chronogram) is governed by several requirements, which Sh. Sirojiddinov sets out in his book Matnshunoslik saboqlari as follows: “The date to be mentioned must be precise; the sum of the letters that produce the numbers must convey a definite meaning; the chronogram phrase should be concise; it may be sarīh (formed by directly adding the letter–number values), ta‘miya (requiring some thought to determine the date), suvariy (clearly and distinctly apparent in its outward form), and ma‘naviy (the meaning of the wording must be logically appropriate to the subject).” [3] He emphasizes that these are essential conditions.

In the architectural monuments of the Tashkent region—particularly in the wall inscriptions of mosques, mausoleums, cenotaphs, and khanaqahs—this tradition was employed especially активно during the fifteenth to nineteenth centuries.

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[2] Bertels E.E. Selected works. Navoi and Jami. M.: Nauka, 1965. P.40.

[3] Sh.Sirojiddinov. Textual studies lessons. T.: Navoi University NMU, 2019. P.96

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Sources record various ta'rikh inscriptions at the Abdulqosim Eshon Madrasa, the Mausoleum of Shaykh Zayniddin Bobo, the Kallaxona Mosque, the Ko'k Mosque, and other monuments. In some cases, because the inscriptions are difficult to read, have been affected by salt efflorescence, have deteriorated, or have lost elements during restoration, reconstructing the date becomes possible only through textological analysis and abjad-based calculation.

Abjad letters

هوز	5	ه	ابجد	1	ا
	6	و		2	ب
	7	ز		3	ج
				4	د
كلمن	20	ك	حطى	8	ح
	30	ل		9	ط
	40	م		10	ى
	50	ن			
قرشت	100	ق	سعفص	60	س
	200	ر		70	ع
	300	ش		80	ف
	400	ت		90	ص
ضظغ	800	ض	ثخذ	500	ث
	900	ظ		600	خ
	1000	غ		700	ذ

We can find examples of ta'rikh inscriptions in Tashkent's architectural monuments only at the Abdulqosim Eshon Madrasa, the Mausoleum of Shaykh Zayniddin Bobo, the Kallaxona Mosque, and the Ko'k Mosque.

The Ko'k Mosque is a nineteenth-century monument, consisting of a gatehouse topped by a small minaret, a khanaqah hall, hujras (cells), and a single ayvan (open veranda). It is one of the monuments that has remained very well preserved to the present day.

Above the mihrab of the ayvan, the following couplet is inscribed in nasta'liq script:

نچه کار خیر ایتی اندین ظهور	محمد ندر بای عالی همم
مشقت پله طی قلیب راهدور	بری بوکه قلدی طواف حرم
تاپ انده ایل شادلیق هم سرور	توزوب جشن عالی نچ مرتبه
بو عالی بنا ایلادی بی قصور	بودم کیم اوروب همتی بحری جوش
بو منزلغه سالی بنا نی ایرور	دپر خرددن سوال ایلادیم
دگای منورکا تاریخ **هو یا غفور** ۱۳۰۸	دیدی داخل اولغان کشی شوقدین

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Muhammad Nodirboy oliy himam	Necha kori xayr etti andin zuhur
Biri bu ki qildi tavofi haram	mashaqqat bila tay qilib rohi dur
Tuzub jashni oliy necha martaba	Topib anda el shodliq ham surur
Bu dam kim urub himmati bahri jo'sh	Bu oliy bino ayladi bequsur
Dapir xiraddin suol ayladim	Bu manzilg'a soli bino ne erur?
Dedi doxil o'lg'on kishi shavqidin	Degay manga tarixi **Hu yo G'ofur** 1308

In the final couplet, the phrase “Hu yo G‘ofur” is the expression that indicates the date of the building’s construction. Its abjad value is calculated as follows:

ه 5+ و 6+ ی 10+ ا 1+ غ 1000+ ف 80+ و 6+ ر 200=1308

As a result, the date is determined as 1308 AH. To convert 1308 AH to the Common Era (CE) year, the following calculation is used:

1308:33=39
1308-39=1269
1269+622=1891

Thus, the building was constructed in 1308 AH, that is, in 1891 CE. In addition, at the end of the couplet, the date 1308 is also written in Arabic numerals.

The Abdulqosim Eshon Madrasa is a monument dating to the eighteenth–nineteenth centuries. On both sides of the inner portal of the west gate of the madrasa courtyard, a ta’rikh (chronogram) couplet is inscribed in white nasta‘liq script against a blue background.

زان زسر فخر گفت میسر بتاریخ او
بقعه عالیه موی شریف رسول
Muyassar[4] proudly proclaimed the opening of its ta’rikh as follows:
A noble corner where the Prophet’s blessed hair is kept.

The final line is a concealed chronogram indicating the madrasa’s construction date. Its abjad value is calculated as follows:

ب 2+ ق 100+ ع 70+ ه 5+ ع 70+ ا 1+ ل 30+ ی 10+ ه 5+ م 40+ و 6+ ی 10+ ش 300+ ر 200+ ی 10+ ف 80+ ر 200+ س 60+ و 6+ ل 30 =1235

The chronogram records the year 1235 AH. Converting it to the Common Era yields the following:

1235:33=37
1235-37=1198
1198+622=1820

In the Common Era calendar, this corresponds to the 1820s.

Shaykh Zayniddin Bobo Mausoleum. Historical and archaeological research has shown that the mausoleum-khanaqah complex was frequently rebuilt and regularly repaired. A poetic ta’rikh dedicated to these restoration works is written in Turkic in nasta‘liq script on both sides of the portal arch, composed by Sayyidahmad Vasliy (1869–1925) Samarqandi.

بیلورمیز بهر الطاف خدانی	یراتی گنبذ قصر سمانی
بزم تاشکندیمزغه قویدی یوز شکر	جناب شیخ زین الدین بابانی
ولی لارغه کرامت بخش ایلاب	مؤید ایتی شرع مصطفی نی
بو گنبذ ایچره پاک اولذات	مزار هر اعالی و ادانی
بو گنبذ ایسکی بولمیش ایردی آنی	تمام کونجی تجدید ایتی آنی
تمام کونچی لار همت قیلیبان	بو ینگلیغ یخشی ایتی لار بنانی
بونینگ کورگانده اوستاسی حقنده	اوقور مینگ آفرین بهرادوانی
کرامت اوج برله خرد سالین	دیدی وصلی گه بول تعمیر ثانی 1339

[4] The pseudonym of the person who wrote this poem and history.

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Bilurmiz bahri altofi Xudoni	Yaratti gunbazi qasri samoni
Bizim Toshkandimizga qo‘ydi, yuz shukr	Janobi Shayx Zayniddin boboni.
Valiylarga karomat baxsh aylab	Muayyad etti shar’i Mustafoni
Bu gunbaz ichra pok ul zot	Mazori har a’oliy va adoniy
Bu gumbaz eski bo‘lmish erdi oxir	Tamomi kunji tajdid etti oni
Tamomi kunchilar himmat qilibon	Bu yanglg‘g yaxshi ettilar binoni
Buning ko‘rganda ustosi haqqinda	O‘qur ming ofarin bahri advoni
Karomat avj birla xirad solin	Dedi Vasliyki, bul ta’miri soniy.

The ta’rikh phrase is contained in the final two lines, from which the date 1339 AH (1920–21 CE) is derived[5].

As for the **Kallaxona Mosque,** a number of records on historical monuments in the city of Tashkent contain written information indicating that it was built in the eighteenth–nineteenth centuries[6].
Above the mosque’s main entrance door, the following verses are inscribed in Persian in nasta‘liq script.

شد ز فضل خالق محي العظام	قصر عالی مسجد مقبول عام
شافع امت محمد مصطفي	هم بلطف خواجه نور هدا
روح پاك اوليا شد دستكير	مسجد جامع بنا شد بي نظر
عامر مسجد بود محمد (؟)	كمارين از امت خيرالبشر
حاجی نعمان عاقبت مود	دادر عين خود معينش بود
رحمت حق بجمله اسلافش	بر وی برو روان اجدادش
حضرت مصطفی بود یارش	حق رساند بجمله حاجاتش
يقين است **مظاهر نقبا**	سال تاريخ اين رفع بنا
Oliy qasr - barchaga maqbul masjid	

Buyuk va abadiy Yaratguvchining fazli ila, hamda hidoyat nuri, ummat shafoatchisi Muhammad mustafo sallallohu alayhi vasallam lutflari ila bunyod bo'ldi
Basharning eng xaylisi bo'lganlarning komronlari hisoblangan
Avliyolarning pok ruhlari qo'llab turdi. Ushbu masjidga bezak bergan kishi Muhammad Zafar dir
Uning tug'ishgan ukasi bu ishda yordam berdi
Hoji No'mon oqibat ayladi.
Unga borgin, ravon ota-bobolariga
Barcha o'tganlariga Allohnin rahmati bo'lsin
Haq ta'olo uni barcha hojatiga yetkazdi
Hazrat Muhammad Mustafo uning madadkori edilar
Ushbu ulkan binoning qurilgan yili tarixi: "**Mazohiri Nuqabo**" degan jumladir

In the final couplet, the phrase **“Mazohiri Nuqabo”** is the expression that denotes the date of the building’s construction, and its abjad value is calculated as follows: م40+ظ900+ا1+ه5+ر200+ن50+ق100+ب2+ا1=1299.
1299:33+39
1299-39+1260
1260+622=1882
This shows that the building was erected in 1299 AH, that is, in 1882 CE.
Sharofiddinboy Mosque is a mosque built in the late nineteenth century. In the past, it formed part of a complex that included both a madrasa and a mosque. According to local residents, the mosque was constructed at the personal expense of a man known as Sharofiddinboy, and his house was also located next to the mosque. The mosque has a square plan, measuring 13.8 m on each side, with an overall height of 10 m, and is covered by a dome. It consists of a khanaqah hall, an ayvan (open

[5] Masterpieces in the monuments of Uzbekistan. – T.: Uzbekistan, 2011. – P. 455

[6] O.Sultanov. History of Tashkent mosques. – T.: Yangi asr avlod, 2010. – P.140

veranda), and four hujras (cells). According to information provided by Shavkat Turopov, head of a department of the Tashkent City Cultural Heritage Administration, one of these hujras was used as a chilla-khana (a retreat cell).

Above the mihrab of the mosque's ayvan, the word "Iman" (Faith) is written. On the ayvan's plaster inscription panel (kitoba) made of ganch, part of a poetic passage in Uzbek, inscribed in nasta'liq script, has survived only in a fragmentary and discontinuous state.

*رحمت انگا کیم **مظهر علم** مسجد جامع (بنا) ایتلدی (؟) هم*
هم تاریخ انگا قیلدی عبادت شرفیدین

Rahmat angakim, mazhari ilm – masjidi jome (bino) etildi (?) ham,
Ham ta'rix anga qildi ibodat sharafiddin…

There is no doubt that the phrase **"Mazhari ilm"**—meaning "the abode of knowledge"—serves as the ta'rikh (chronogram) for the mosque's construction. The numerical (abjad) values of the letters in this expression yield the year 1285 AH, which corresponds to 1868–69 CE.

م+30 ل+70 ع + 200 ر+5 ه+900 ظ+40 م 1285=40

Formula for converting a Hijri year to a Gregorian year
1285:33=38
1285-38=1247
1247+622=1869

Ta'rikh inscriptions constitute an important epigraphic layer of Tashkent's architectural heritage: they are significant not only as sources that provide dates, but also as means of artistic and aesthetic expression. Their scholarly analysis serves as an essential resource for clarifying the city's history, identifying the construction phases of monuments, and reconstructing historical processes.

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Modern Lesson In Primary Grades And Forms Of Its Organization

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Abstract
Many reforms have been implemented in the modern education process in our country, the purpose and content of education have been changed, and new teaching methods and technologies have been introduced. It is no exaggeration to say that the relevance of this article is to increase the number of modern textbooks, to pay great attention to their quality, to study the situation between countries, to apply foreign experiences in practice, and to form a single innovative model. is one of the priority goals of this scientific research.
Key words: primary education methodology, modern textbooks, education and training, innovation, ICT, interactive methods, SWOT analysis, electronic education, freedom, advanced pedagogy, modern information technologies, modern textbook concept.
Annotatsiya
Mamlakatimizda ham zamonaviy ta'lim jarayonida ko‘plab islohotlar amalga oshirildi, ta'limning maqsad va mazmuni o‘zgartirildi, shuningdek, o‘qitishning yangi uslublari va texnologiyalari joriy etildi. Ushbu maqolaning dolzarbligi ham ayna shunda desak hech ham mubolag‘a bo‘lmaydi, zamonaviy darsliklarni sonini oshirish, ularning sifatiga katta e’tabor qaratish, mamlakatlararo holatni o‘rganib chiqish, xorijiy tajribalarni amalda tadbiq qilish, va o‘z yagona innovatsion modelni shakillantirish ushbu ilmiy izlanishning ustuvor maqsadlaridan biridir.
Kalit so’zlar: boshlang‘ich ta’lim metodikasi, zamonaviy darsliklar, ta’lim va tarbiya, innovatsiya, AKT, interfaol metodlar, SWOT tahlil, elektron ta’lim, erkinlik, ilg‘or pedagogika, zamonaviy axborot texnologiyalari, zamonaviy darslik kontseptsiyasi.

KIRISH

Bugungi kun o‘qituvchidan ilg‘or pedagogik va yangi axborotlar texnologiyalaridan o‘quv jarayonida foydalanishni talab etmoqda. Maqolamizda, tajribalarimiz asosida dars mashg‘ulotlarida interfaol metodlarni qo‘llash orqali ta'lim-tarbiya berish yo‘llariga doir fikrlarimizni bayon etamiz. Allomalarimizning: **«Har qarichi muqaddas bo‘lgan ona yerimizga nisbatan farzandlarimizda g‘urur va iftixor, sadoqat tuyg‘ularini uyg‘otish uchun biz bugun nima qilyapmiz, degan savolga javob izlab ko‘raylik»**[1], - degan fikrlariga javoban ta'lim va tarbiya berishning zamonaviy usullarini tatbiq etish orqali ko‘zlangan maqsadga erishishga o‘z hissangizni qo‘shasiz degan umiddamiz. Yurtimizda ta'lim-tarbiya tizimida amalga oshirilayotgan islohotlar haqiqiy ma'noda bir-ikki yillik yoki qisqa davrda samaraga erishishga qaratilgan ish emas, balki chin ma'noda bir necha yuz yillarga tatiydigan o‘zgarish bo‘ldi, desak xato bo‘lmaydi. Bu prezidentimizning kelajagimiz, kelajak avlodimiz haqida qayg‘urib, yurtimizning barcha farzandlari – mening farzandlarim, ular bizlardan ko‘ra kuchli, bilimli va albatta baxtli bo‘lishlari kerak, degan g‘oyasi zamirida donishmandlarcha siyosat yotganini ko‘rsatadi.

Zamonaviy axborot texnologiyalarning jadal taraqqiy etib, ta'lim sohasiga jadal kirib kelishi, hayotimizda sezilarli ahamiyatga ega bo‘lib borayotgani bu

[1] Allomalarimiz eng asosiy mezon – hayot haqiqatini aks ettirish. – T: «O‘zbekiston», 2009, 15-bet.

boradagi bilim va malakalarimizni ham mos ravishda shakllantirishni taqozo etadi.

ADABYOTLAR TAHLILI

Mavzuni yanada teran o‘rganish, uni ochiqlash, maqsadida bir qator tadqiqot ishlari o‘rganib chiqilib tahlil qilindi. Tahlil qilish mobaynida innovatsion texnologiyalariga asoslangan darsning a’nanaviy darslardan farqi shuki, ushbu darslarda o‘quvchiga erkinlik muhiti yaratib beriladi. O‘qitishning turli xil texnologiyalariga esa: pedagogik o‘yinlar, qiziqarli boshqotirmalar, rasm ko‘rinishidagi vazifalar kirib, ular bolada o‘qishga bo‘lgan ishtiyoqni yanada kuchaytiradi. G. Saidova va N. Avliyokulovalarning “Boshlang‘ich sinflarda o‘quv jarayonini zamonaviy, innovatsion texnologiyalar asosida tashkil etish”[2] deya nomlangan ilmiy-ommaviy maqolasida boshlang‘ich sinflarda zamonaviy pedagogic texnologiyalar, o‘quv jarayonini tashkil etish usullari va shakillari to‘g‘risidagi umumiy xulosalarga bag‘ishlangan. Hamda, innovatsion texnologiyalarni qo‘llash usullari bayon etilgan.

TADQIQOT METOTOLOGIYASI.

Endilikda biz tadqiqotimizni metodologik qismini va o’rganib chiqilgan adabiyotlardagi mavjud kamchiliklarni to’ldirish strategiyasini ishlab chiqamiz. Metologiya qismini to’ldirish va uni shakllantirish maqsadida tadqiqotimiz uchun kerakli ma’lumotlarni turli ma’lumotlar bazalari ma’lumotlariga tayangan holda amalga oshiribgina qolmay, ushbu mavzu yuzasidan olib borilayotgan ishlarni chuqur o’rganib chiqqan holda o’z izlanishlarimizni mushohada qilamiz.

Metodologiya qismida mamlakatlararo qiyosiy tahlil o‘tkazildi, zamonaviy darsliklarning ta’lim sifatini oshirishdagi o‘rni diagramma orqali ko‘rsatib berildi. Farg`ona viloyatining 42 – sonli umum ta’lim maktabining o‘qituvchilari bilan zamonaviy darsliklar haqida suhbat olib borildi va metodologiyaning so‘ngi qsimida SWOT tahlil tuzib chiqildi.

TAHLIL VA NATIJALAR.

Yuqorida aytib o‘tilgan metodlarga ko‘ra quyidagi natijalarni oldik: Farg`ona viloyatining 42–sonli umumta’lim maktabining oily toifali boshlang‘ich sinf o‘qituvchilari bilan maktablardagi yangi darsliklar haqida gapirib, avvalgi darsliklarga nisbatan o‘quvchi uchun ancha qulay va manfaatli ekanligini aytmoqda. O‘qituvchi suhbatda, zamonaviy darsliklarni eski darsliklarga nisbatan ustunlik jihatlarini sanab o‘tdi. Yangi avlod darsliklari ta'lim standartlari talablariga javob bera oladigan, mukammal qilib yaratilgan. Kitoblar dizayn jihatidan ham chiroyli ishlangan. Kitob muqovasining ranglari yorqin va kayfiyatni ko‘taruvchi. Kitobni ilk bor qo‘limizga olganimizda ranglarini ko‘rib xursand bo‘lganman. Bu holatni o‘quvchilarimda ham kuzatdim. Avvalgi darsliklarimiz bilan solishtirganda yangi darsliklarimiz ixchamligi va asosiy fanlarimizning to‘rt qismdan iboratliligi bilan alohida ajralib turadi..

Ta'limning asosiy maqsadi – o‘quvchilarga nafaqat bilim berish, balki olgan bilimlarini hayotda qo‘llay olishga o‘rgatishdan iborat.Xorijiy tajribaga o‘tadigan bo‘lsak Finlandiyadagi jozibador o‘quv muhiti shaharning Xelsinki World Design Capital 2022 dasturining bir qismi bo‘lgan loyihadir. Unda texnologik yutuqlarni eng so‘nggi ta’lim texnikasi bilan uyg‘unlashtirgan zamonaviy ta’lim usullari va muhitlari mavjud. Loyihaning asosiy g‘oyasi talabalar ma'lumotni quloq orqali qabul qiladigan an'anaviy ma'ruzalar o‘rniga faol va jamlangan o‘qitish usullaridan foydalanishdir.Jismoniy makon va texnologiya o‘z-o‘zidan hech narsani hal qilmaydi. Avvalo, pedagogik g‘oyalar

[2] G. Saidova., N. Avliyokulova “Boshlang`ich sinflarda o`quv jarayonini zamonaviy, innovatsion texnologiyalar asosida tashkil etish”., Pedagogical Institute of Bukhara State University., ISSN 2148-1415., Society and innovations Special Issue – (02) 2022.

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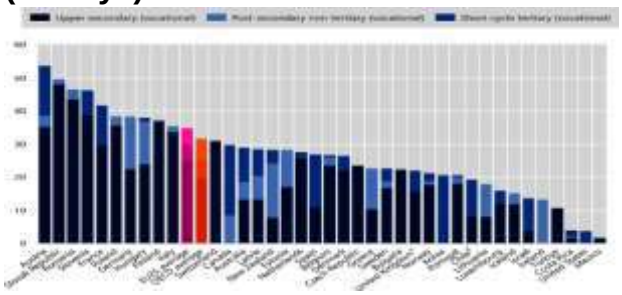
muhim ahamiyatga ega. Asosiy e'tiborni o'quvchilarning o'ziga, ularning faoliyatiga, axborot olish va tizimlashtirish masalalariga qaratish lozim.

Finlyandiya ta'limga sarflangan mablag'lar bo'yicha dunyo mamlakatlari reytingida 17-o'rinda turadi. Xarajatlar yalpi ichki mahsulotning 6,9 foizini tashkil etadi. Finlyandiyada barcha maktablar teng va bepul. Barcha ta'lim muassasalari bir xil mablag' oladi. Bolalar o'qish uchun zarur bo'lgan barcha narsalarni, jihozlar va maktabga olib borishni bepul olishadi. Tizim bolaga hech narsa kerak bo'lmaydigan tarzda qurilgan.

Rasm 1. Ta'lim darajasi bo'yicha eng yuqori ma'lumoti kasbga yo'naltirish bilan bog'liq bo'lgan shaxslarning ulushi (2022-yil) Foizlarda[3]



Ta'limga qaratilgan yuksak e'tibor natijasida Finlandiyaning ta'lim sohasida erishayotgan yutuqlari o'sib bormoqda, bunga yaqol dalil bo'lib mamlakatdagi ishsizlik kamayishi, aholining asosiy qatlami savodhonlar ekani deb aytishimiz mumkin. Endilikda Yaponiyada olib borilayotgan zamonaviy darsliklarning mamlakat va ijtimoiy holatga ta'sirini ko'rib chiqamiz.

Yaponiyaning boshlang'ich ta'lim tizimi umrbod ta'lim va shaxsiy o'sish uchun poydevor yaratishda muhim rol o'ynaydi. Maqolamizning natijalar qismida biz Yaponiyadagi boshlang'ich maktab ta'limining ajoyib xususiyatlarini ko'rib chiqib, uning muvaffaqiyati va o'ziga xosligiga hissa qo'shadigan asosiy tarkibiy qismlarni o'rganib chiqdik. Unga ko'ra, ularning zamonaviy darslarni shakillantirish umuman olganda o'quvchini barkamol darajaga olib kelish yo'lidagi strategiyasi mavjud bo'lib ushbu strategiya 10 moduldan iborat ekan. Ular:

✓ Yaxlit rivojlanish, Yapon boshlang'ich ta'limi o'quvchilarning hissiy, ijtimoiy va jismoniy tomonlarini tarbiyalash intellektual o'sish kabi muhim ekanligini e'tirof etib, yaxlit rivojlanishga katta e'tibor beradi. O'qituvchilar ilmiy yutuqlardan tashqari, boshqalarga empatiya, intizom va hurmatni singdirishga e'tibor berishadi. Ushbu g'amxo'r yondashuv hamkorlik va hamjamiyatning qadr-qimmatini tushunadigan rahmdil shaxslarni rivojlantiradi.

✓ Axloqiy tarbiya, Yapon boshlang'ich maktablarining muhim xususiyati axloqiy tarbiyani o'z ichiga oladi.

✓ Yuqori malakali o'qituvchilar, aytishimiz mumkin-ki har qanday muvaffaqiyatli ta'lim tizimining asosi uning o'qituvchilaridir va Yaponiya bu masalaga jiddiy yondashadi.

✓ Yaxshi ishlab chiqilgan o'quv dasturi Yaponiya boshlang'ich maktab o'quv dasturi asosiy o'quv va darsdan tashqari mashg'ulotlar o'rtasidagi muvozanatni ta'minlash uchun puxta ishlab chiqilgan.

✓ Kooperativ ta'lim Yaponiya boshlang'ich ta'limining asosini hamkorlik tashkil etadi. Faqat shaxsiy yutuqlarga e'tibor qaratish o'rniga, guruh faoliyati va loyihalari rag'batlantiriladi.

✓ Qiziqarli o'rganish usullari, o'quvchilarning o'quv jarayonida faol ishtirok etishini ta'minlash uchun yaponiyalik boshlang'ich sinf o'qituvchilari o'qitishning innovatsion usullaridan foydalanadilar.

✓ Tabiat va atrof-muhitga hurmat, Yaponiyaning tabiatga bo'lgan madaniy yaqinligi uning ta'lim tizimida namoyon bo'ladi.

[3] ОЭСР (2023), таблица A1.3. Для получения дополнительной информации см. раздел "*Источник*" и "Источники, методологии и технические примечания по образованию в 2023 году" (OECD, 2023[1]).

✓ Xavfsiz va inklyuziv muhit, Yaponiya boshlang‘ich maktablari barcha o‘quvchilar uchun xavfsiz va inklyuziv muhit yaratishga katta e'tibor beradi.

✓ Salomatlik va ovqatlanishga e'tibor, Yaponiya boshlang‘ich maktablarida jismoniy farovonlikka katta ahamiyat beriladi.

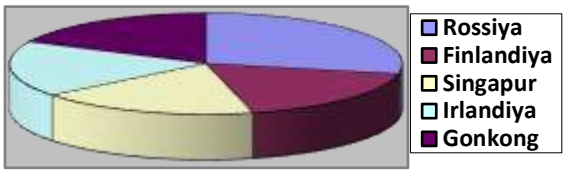
✓ Doimiy baholash va fikr-mulohaza, Yaponiya ta'limi uzluksiz takomillashtirishni qadrlaydi va bu ularning baholash tizimida o‘z aksini topadi.

Hulosa qilib aytkanda, Yaponiya boshlang‘ich maktablaridagi ta'lim tizimi yosh ongni tarbiyalash uchun yaxlit va ilhomlantiruvchi yondashuvni o‘zida mujassam etgan. Yaxlit rivojlanish, axloqiy ta'lim, hamkorlikda o‘rganish va inklyuziv muhitni ta'kidlab, Yaponiya nafaqat akademik muvaffaqiyatga erishadigan, balki jamiyat a'zolari sifatida rahm-shafqatli va mas’uliyatli bo‘lgan har tomonlama barkamol shaxslar uchun poydevor yaratadi. Yuqori malakali o‘qituvchilarning fidoyiligi va mustahkam o‘quv dasturi tufayli Yaponiya boshlang‘ich ta’limi o‘quvchilarni ishtiyoq va qiziqish bilan o‘rganishga ilhomlantirishda davom etmoqda. Ushbu ajoyib xususiyatlar haqida fikr yuritish orqali biz maktablarimizdagi ta'lim tizimini boyitish, kelajak avlod uchun porloq kelajakka yo‘l ochish uchun ilhom va g‘oyalarga ega bo‘lishimiz mumkin.

Rossiya ta’lim tizmida qo‘llanayotgan zamonaviy usullarga keladigan bo‘lsak Finlyandiya ta'lim tizimi Rossiyanikiga qaraganda ko‘proq afzalliklarga ega, bu mening farazimni tasdiqlaydi.

Ammo, PIRLS (Progress in International Reading Literacy Study)[4] xalqaro tadqiqoti natijalariga ko‘ra, 50 ta davlatdagi tengdoshlari orasida rossiyalik 4-sinf o‘quvchilari (boshlang‘ich maktab bitiruvchilari) o‘qish bo‘yicha eng yuqori natijalarni ko‘rsatgan.

Diagramma 2. O‘quvchilarimizning PIRLS-2016 natijalari.



Mamlakatlararo holatni tahlil qilar ekanmiz davlatimiz ta’lim tizimini takomillashtirish uchun barcha sa’y-harakatlarini amalga oshirishi kerak, degan xulosaga kelish mumkin. Ta'lim, ayniqsa, maktab ta'limi mamlakatimiz fuqarolarini shakllantirishning eng muhim bosqichi ekanligini tushunish o‘rinlidir. Shunday ekan, jamiyatimiz kelajagi bevosita ta’lim sifatiga bog‘liq.

MUHOKAMA

Bugungi kunda ta’lim jarayonini to‘g‘ri va samarali tashkil qilishda innovatsion texnologiyalar, texnik vositalarning, jumladan, zamonaviy kompyuterlarning o‘rni beqiyosdir.Dars mavzusiga oid multimediya, animatsiya, grafika, diafilm va videofilmlardan foydalanish dars jarayonini yana-da qiziqarli bo‘lishiga ko‘mak beradi, buning uchun esa o‘qituvchi o‘z ustida ishlashi va har bir darsga “Men bugungi dars jarayoniga qanday yangilik bilan kirib, darsni qiziqarli tashkil qila olaman” deya o‘ziga savol berishi ya’ni, an’anaviy ta’limdan qochib, noan’anaviy ta’lim berishga intilishi kerak ekanligi ushbu tadqiqot ishimizning necgog‘liq dolzarbligini ochib beradi.

Boshlang‘ich ta’limga zamonaviy axborotlar texnologiyalarini tatbiq etish o‘quv mashg‘ulotlarining samaradorligini oshiribgina qolmay, ilm-fan yutuqlarini

[4] Studies in International Comparative and Multicultural Education Issue 13: Progress in Reading Literacy in National and International Context. The Impact of PIRLS 2006 in 12 Countries (pp.183-197)., Chapter: Ch. 12. The Impact of PIRLS in the Russian Federation., Publisher: Berlin, NY, Muenchen, Muenster : Waxmann Verlag

amaliyotda qo‘llash orqali mustaqil va mantiqiy fikrlaydigan, har tomonlama barkamol yuksak ma’naviyatli shaxsni tarbiyalashda muhim ahamiyat kasb etadi. Har bir o‘qituvchi ijodkor bo‘lishi kerak, u har bir o‘quv soatiga puxta tayyorlanib, yangilik bilan kirishi kerak, chunki har darsda takrorlanadigan bir xillik o‘quvchini darsga va fanga qiziqishini susaytiradi, natijada dars samaradorligining pasayishiga olib keladi. Shu sababdan ham boshlnag‘ich sinf o‘quvchilari uchun maxsus har haftaning dushnba kuni bo‘lib o‘tadigan bepul Texnodarslarning shakillanishi o‘quvchilarga katta imkoniyat o‘laroq xizmat qiladi.

XULOSA

Tadqiqotdan xulosa tariqasida shuni aytishimiz mukinki, har bir qarashlarni o‘z o‘rni va bolaning jamiyatda yakdil inson bo‘lib yetishishi uchun o‘rni mavjut deyishimiz mumkin.

Zamonaviy darslik haqida umumiy tushuncha hosil qilinib, axborot kommunikasiya texnologiyalari asoslari o‘tilishi, hozirgi kunning yuqori talabidagi ko‘nikmalari sekin astalik bilan o‘zlashtiriladi, xalqaro metodlar amaliyotda qo‘llaniladi, 1 va 2 bo‘limda o‘zlashtirilgan bilimlar amaliyotda qilay olish,.

Yana bir yechim sifatida zamonaviy ta’lim texnologiyalarini joriy etish orqali biz nafaqat zamonavir darsliklarni shakillantiramiz balki o‘quvchida zamonaviy ko‘nikmalarni ham vujudga kelishiga imkoniyat yaratib beramiz.

Prezidentimiz ta'kidlaganidek, “Hozirgi dunyoda yoshlar xalqaro standartlarga mos axborot texnologiyalari bilan bog‘liq yangi ta'limga juda kerak”,bu ta'lim jarayonini optimallashtirish va oshirishni muhim ahamiyatga ega . Ta'limni axborotlashtirish jarayoni yangi axborot texnologiyalaridan keng talabga fan o‘qituvchilariga kattalar talablar qo`yish bilan farqlanadi. Yangi texnologiyalar yordamida talabalarning bilimlarini va ta'lim sifatini olish mumkin. Maktab har qanday millatning tayanchi va tayanch toshi bo‘lib, u har qanday millatning har tomonlama o‘sishi, ma'naviy va madaniy rivojlanishiga hissa qo‘shadi.

Xulosa sifatida aytish mumkinki, axborot kommunikativ vositalarining boshlang‘ich sinf darslarida qo‘llanilishi va darsning sifati va samaradorligini oshirishga xizmat qiladi.

Foydalanilgan adabiyotlar ro’yxati:

Normativ-huquqiy hujjatlar va metodologik ahamiyatga molik nashrlar.

O‘zbekiston Respublikasi Prezidentining 2019 yil 29 apreldagi “O‘zbekiston Respublikasi xalq ta'limi tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”gi PF-5712-con Farmoni. // Qonun hujjatlari ma'lumotlari milliy bazasi, 06/19/5712/3034-con, 29.04.2019

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Шило-Подъязычный Синдром: Профилактика Осложнений

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Аннотация
Шило-подъязычный синдром (синдром Игла) является клинико-анатомическим состоянием, обусловленным удлинением шиловидного отростка височной кости и/или оссификацией шилоподъязычного связочного комплекса. Заболевание характеризуется выраженным полиморфизмом симптомов и диагностическими трудностями, что способствует хронизации болевого синдрома и развитию осложнений. Клинические проявления варьируют от фарингеальной боли и дисфагии до нейроваскулярных нарушений, включая транзиторные ишемические атаки и ишемический инсульт при каротидном варианте синдрома. В статье проанализированы основные механизмы формирования осложнений и обобщены современные подходы к их профилактике. Рассмотрены осложнения естественного течения заболевания и ятрогенные риски, возникающие на этапах диагностики и лечения. Подчёркнута необходимость ранней диагностики, адекватной лучевой визуализации и индивидуализированного выбора лечебной тактики для снижения риска осложнений.
Ключевые слова: шило-подъязычный синдром; синдром Игла; шиловидный отросток; дисфагия; нейроваскулярные осложнения; профилактика

Введение

Шило-подъязычный синдром (синдром Игла) представляет собой клинико-анатомическое состояние, обусловленное удлинением шиловидного отростка височной кости и/или оссификацией шилоподъязычного связочного комплекса. Несмотря на сравнительно низкую распространённость, данный синдром имеет высокую клиническую значимость вследствие выраженного полиморфизма симптомов, сложности диагностики и потенциальной опасности нейроваскулярных осложнений. Клинические проявления варьируют от локального фарингеального болевого синдрома и дисфагии до транзиторных ишемических атак, синкопальных состояний и ишемического инсульта при каротидном варианте заболевания.

Недостаточная настороженность врачей различных специальностей в отношении шило-подъязычного синдрома нередко приводит к длительной диагностической одиссее пациентов, необоснованным инвазивным вмешательствам и хронизации болевого синдрома. В ряде случаев пациенты подвергаются повторным манипуляциям в области ротоглотки, длительной медикаментозной терапии или стоматологическому лечению без достижения клинического эффекта. В этой связи профилактика осложнений должна рассматриваться не как второстепенный аспект, а как ключевой элемент комплексного ведения больных с данной патологией.

Целью настоящей статьи является анализ механизмов формирования осложнений шило-подъязычного синдрома и разработка клинико-ориентированных подходов к их профилактике на этапах диагностики, консервативного и хирургического лечения.

Научная новизна

Научная новизна работы заключается в систематизации осложнений шило-подъязычного синдрома с позиции профилактической медицины и

клинической безопасности. Впервые профилактика осложнений данного синдрома рассматривается как непрерывный процесс, охватывающий этапы первичного клинического контакта, диагностического поиска, выбора лечебной тактики и послеоперационного ведения пациента. Обоснована целесообразность фенотипирования больных по степени нейроваскулярного риска и предложен профилактический подход, направленный на предупреждение как естественных, так и ятрогенных осложнений заболевания.

Материалы и методы

Работа основана на анализе современных клинико-анатомических представлений о шило-подъязычном синдроме, данных клинических наблюдений, а также обобщении подходов, применяемых в челюстно-лицевой хирургии, оториноларингологии и неврологии. Использован аналитический и сравнительный методы с оценкой факторов риска осложнений, механизмов их формирования и возможностей профилактики на различных этапах оказания медицинской помощи. Анализ проводился с учётом клинической значимости осложнений, их потенциальной предотвратимости и влияния на прогноз заболевания.

Результаты и обсуждение

Осложнения естественного течения заболевания

При отсутствии своевременной диагностики и адекватного лечения шило-подъязычный синдром может приводить к развитию целого спектра осложнений. Наиболее частым из них является хронизация болевого синдрома с формированием устойчивой нейропатической боли и вторичных миофасциальных расстройств. Длительное болевое раздражение способствует формированию центральной сенситизации, в результате чего боль сохраняется даже при уменьшении интенсивности периферического стимула и утрачивает прямую зависимость от анатомического фактора.

Дисфагия, сопровождающая болевой синдром, может приводить к нутритивным нарушениям, снижению массы тела, дефициту белка и микроэлементов, что отрицательно сказывается на общем состоянии пациента, иммунном статусе и реабилитационном потенциале. Существенную роль играют психоэмоциональные осложнения: тревожно-депрессивные расстройства, формирующиеся на фоне хронической боли, усугубляют субъективное восприятие симптомов и снижают эффективность проводимого лечения.

Наиболее опасные осложнения характерны для нейроваскулярного (каротидного) варианта синдрома. Контакт удлинённого шиловидного отростка с внутренней сонной артерией может приводить к её механическому раздражению, повреждению интимы, диссекции и тромбообразованию с развитием транзиторных ишемических атак или ишемического инсульта. Дополнительную угрозу представляют выраженные вазовагальные реакции с эпизодами синкопе, создающие риск травматизма и внезапных жизнеугрожающих ситуаций.

Ятрогенные осложнения

К осложнениям шило-подъязычного синдрома следует относить и ятрогенные факторы, возникающие в процессе диагностического и лечебного поиска. Необоснованные инвазивные вмешательства в ротоглотке, грубая пальпация тонзиллярной ниши при подозрении на сосудистый фенотип, избыточная медикаментозная нагрузка и повторные малоинформативные

исследования увеличивают риск осложнений и не приводят к улучшению состояния пациента.

Хирургическое лечение, являясь эффективным методом устранения анатомической причины синдрома, также связано с определёнными рисками. Возможны кровотечения, повреждение сосудов и черепных нервов, отёк глотки и гортани, инфекционные осложнения, нарушения глотания и голоса. В отдалённом периоде при неполной резекции шиловидного отростка или сегментарной оссификации связочного комплекса возможно сохранение или рецидив симптомов.

Принципы профилактики осложнений

Профилактика осложнений шило-подъязычного синдрома должна носить системный характер и начинаться уже на этапе первичного контакта с пациентом. Ключевым элементом является раннее выявление «красных флагов», включая очаговую неврологическую симптоматику, позиционно-зависимые ишемические проявления, синкопальные состояния и прогрессирующую дисфагию. Наличие таких признаков требует углублённого обследования с обязательной лучевой визуализацией.

Рациональная диагностическая тактика предполагает использование компьютерной томографии с трёхмерной реконструкцией для оценки длины, формы и пространственных взаимоотношений шиловидного отростка с сосудисто-нервными структурами. При подозрении на сосудистые осложнения предпочтение следует отдавать КТ- или МР-ангиографии.

Консервативная терапия должна применяться строго обоснованно и рассматриваться как симптоматический этап лечения. Важное значение имеет оценка рисков медикаментозной терапии и отказ от агрессивных манипуляций в парафарингеальной области при сосудистом фенотипе.

Хирургическая профилактика осложнений основывается на правильном выборе показаний, доступа и объёма вмешательства. При наличии нейроваскулярных рисков предпочтителен трансцервикальный доступ, обеспечивающий адекватный визуальный контроль сосудов и нервов. Существенное значение имеют тщательное предоперационное планирование, мультидисциплинарный подход с участием невролога и сосудистого хирурга, а также стандартизированный послеоперационный мониторинг.

В отдалённом периоде профилактика осложнений включает меры по предупреждению хронизации боли и функциональных нарушений, такие как ранняя реабилитация, коррекция миофасциальных синдромов, адекватное обезболивание и психоэмоциональная поддержка пациентов.

Практическая значимость

Представленные в статье положения могут быть использованы в клинической практике челюстно-лицевых хирургов, оториноларингологов и неврологов при обследовании и лечении пациентов с болевыми синдромами головы и шеи неясной этиологии. Предложенный профилактический подход позволяет снизить частоту диагностических ошибок, минимизировать риск нейроваскулярных и ятрогенных осложнений, а также повысить эффективность хирургического лечения и качество жизни пациентов.

Заключение

Шило-подъязычный синдром является клинически значимым заболеванием, способным приводить к тяжёлым болевым и нейроваскулярным

осложнениям. Профилактика осложнений должна рассматриваться как приоритетная задача и включать раннюю диагностику, рациональный выбор лечебной тактики и строгие принципы хирургической безопасности. Системный и междисциплинарный подход позволяет не только снизить риск неблагоприятных исходов, но и существенно улучшить качество жизни пациентов.

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Хирургическое Лечение Одонтогенных Воспалительных Процессов Челюстей: Современные Подходы И Профилактика Осложнений

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Аннотация
Одонтогенные воспалительные процессы челюстно-лицевой области остаются актуальной проблемой хирургической стоматологии вследствие высокой распространённости, риска быстрого распространения инфекции и развития тяжёлых осложнений. Клинические формы заболевания варьируют от ограниченных абсцессов до разлитых флегмон и остеомиелита челюстей.
В статье проанализированы современные подходы к хирургическому лечению одонтогенных воспалительных процессов с учётом клинико-патогенетических особенностей. Рассмотрены основные принципы хирургической тактики, показания к объёму оперативного вмешательства и роль антибактериальной терапии. Особое внимание уделено профилактике осложнений на этапах диагностики, оперативного лечения и послеоперационного ведения пациентов. Комплексный и своевременный хирургический подход позволяет снизить частоту осложнений и улучшить клинические результаты лечения.
Ключевые слова: одонтогенные воспалительные процессы; хирургическая стоматология; челюстно-лицевая хирургия; абсцесс; флегмона; профилактика осложнений

Введение

Одонтогенные воспалительные процессы челюстно-лицевой области занимают одно из ведущих мест в структуре экстренной и плановой помощи в практике хирургической стоматологии и челюстно-лицевой хирургии. Высокая распространённость кариеса и его осложнений, несвоевременное обращение пациентов за стоматологической помощью, а также рост числа лиц с сопутствующими соматическими заболеваниями обусловливают устойчивую актуальность данной проблемы. Несмотря на развитие диагностических и лечебных технологий, одонтогенные инфекции по-прежнему характеризуются риском быстрого распространения, развитием тяжёлых местных и общих осложнений и значительной вариабельностью клинического течения. Одонтогенные воспалительные процессы могут проявляться в виде периапикальных абсцессов, острых и хронических остеомиелитов, абсцессов и флегмон мягких тканей, вовлекающих фасциальные пространства лица и шеи. При неблагоприятном течении возможен переход инфекции в медиастинум, развитие сепсиса и жизнеугрожающих состояний. В этой связи хирургическое лечение остаётся основным методом санации очага инфекции, однако его

эффективность во многом определяется своевременностью вмешательства, адекватностью объёма операции и соблюдением принципов профилактики осложнений.

Целью настоящей статьи является анализ современных подходов к хирургическому лечению одонтогенных воспалительных процессов челюстей и обоснование профилактических мероприятий, направленных на предупреждение местных и системных осложнений.

Материалы и методы

Работа основана на анализе современных клинико-хирургических концепций лечения одонтогенных воспалительных процессов, данных клинических наблюдений и обобщении опыта хирургической стоматологии и челюстно-лицевой хирургии. Использованы аналитический и сравнительный методы с оценкой факторов риска осложнений, принципов хирургической тактики и профилактических мероприятий на различных этапах лечения.

Результаты и обсуждение

Клинико-патогенетические особенности одонтогенных воспалительных процессов

Источником одонтогенной инфекции в большинстве случаев являются осложнённые формы кариеса, хронические периодонтиты, ретинированные и дистопированные зубы, а также некачественно пролеченные эндодонтические каналы. Распространение инфекции происходит по путям наименьшего сопротивления — через костномозговые пространства, поднадкостничные и фасциальные щели, что определяет клиническую форму воспалительного процесса.

Патогенез одонтогенных воспалений характеризуется сочетанием локального гнойного процесса и системной воспалительной реакции организма. Существенную роль играют иммунологический статус пациента, наличие сопутствующих заболеваний (сахарный диабет, иммунодефицитные состояния), а также вирулентность микрофлоры. Эти факторы определяют скорость прогрессирования процесса и риск осложнений.

Современные принципы хирургического лечения

Хирургическое лечение одонтогенных воспалительных процессов направлено на устранение первичного очага инфекции, адекватное дренирование гнойного очага и предотвращение дальнейшего распространения воспаления. Ключевым принципом является своевременность вмешательства: отсрочка операции значительно повышает риск генерализации инфекции и развития тяжёлых осложнений.

Объём хирургического вмешательства определяется формой и распространённостью процесса. При ограниченных периапикальных абсцессах возможно выполнение разреза и дренирования с одновременной экстракцией причинного зуба или его эндодонтической санацией. При флегмонах и разлитых воспалительных процессах показано широкое вскрытие поражённых фасциальных пространств с многоуровневым дренированием. Особое внимание уделяется сохранению жизненно важных анатомических структур и профилактике повреждения нервов и сосудов.

Современные подходы предполагают обязательное сочетание хирургического лечения с рациональной антибактериальной терапией, основанной на предполагаемом спектре микрофлоры и клинической тяжести процесса. При необходимости

проводится коррекция водно-электролитных нарушений и симптоматическая терапия.

Осложнения хирургического лечения

Осложнения при лечении одонтогенных воспалительных процессов могут носить как локальный, так и системный характер. К местным осложнениям относятся распространение инфекции на соседние анатомические области, вторичное инфицирование операционной раны, повреждение нервов (в первую очередь нижнего альвеолярного нерва), формирование рубцовых деформаций и ограничение функции жевательного аппарата.

Системные осложнения включают развитие интоксикации, септических состояний, тромбофлебитов вен лица и шеи, медиастинита. Риск осложнений возрастает при позднем обращении пациента, недостаточном объёме хирургического вмешательства и несоблюдении принципов послеоперационного ведения.

Профилактика осложнений

Профилактика осложнений одонтогенных воспалительных процессов должна носить комплексный и поэтапный характер. На этапе первичного осмотра важна тщательная оценка клинического состояния пациента, распространённости воспаления и факторов риска неблагоприятного течения. Использование современных методов лучевой диагностики позволяет уточнить локализацию очага и спланировать оптимальный объём хирургического вмешательства.

Во время операции ключевое значение имеют адекватность разреза, полноценное дренирование и бережное отношение к окружающим тканям. Недостаточное вскрытие гнойного очага или преждевременное удаление дренажа являются частыми причинами рецидива воспаления. Послеоперационное ведение включает контроль за состоянием раны, своевременную коррекцию антибактериальной терапии и мониторинг общего состояния пациента. Особое внимание следует уделять пациентам с сопутствующей соматической патологией, у которых воспалительные процессы протекают более тяжело и требуют междисциплинарного подхода с участием терапевта, эндокринолога или реаниматолога.

Практическая значимость

Представленные в статье подходы могут быть использованы в клинической практике хирургической стоматологии для оптимизации тактики лечения одонтогенных воспалительных процессов. Соблюдение принципов своевременного хирургического вмешательства и профилактики осложнений позволяет снизить частоту неблагоприятных исходов, сократить сроки лечения и улучшить функциональные результаты.

Заключение

Одонтогенные воспалительные процессы челюстей остаются серьёзной клинической проблемой, требующей своевременного и комплексного подхода. Современные методы хирургического лечения в сочетании с рациональной медикаментозной терапией и профилактическими мероприятиями позволяют эффективно купировать воспаление и предупредить развитие тяжёлых осложнений. Ключевым условием успешного лечения является ранняя диагностика, адекватный объём хирургического вмешательства и междисциплинарное ведение пациентов.

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Chiasm and gradation in Uzbek poetic speech: structural-semantic and functional features of poetic syntax

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Annotation
This article is devoted to a systematic examination of the role of chiasmus and gradation in Uzbek poetic discourse and their potential to enhance artistic and aesthetic effect within poetic syntax. In poetic theory, the rhythmic organization of speech, its melodiousness, logical coherence, semantic intensity, and emotional-expressive value are regarded as fundamental characteristics of poetic language. The main aim of the study is to determine the status of chiasmus and gradation within the system of stylistic devices and to provide a scientifically grounded description of their structural-semantic types, mechanisms of formation, and functional roles. The article consistently analyzes the relationship between chiasmus and antithesis, the semantic and pragmatic transformations of chiasmatic structures, as well as the lexical, morphological, and syntactic realizations of gradation and their compositional functions within poetic texts. The research methodology is based on a combination of synchronic and diachronic analysis, comparative-stylistic approach, and contextual and structural analysis. The results demonstrate that chiasmus and gradation, as poetic figures, play a significant role in ensuring the semantic integrity of artistic discourse, increasing expressive impact, intensifying semantic contrast and gradational development, and reinforcing the aesthetic clarity of the author's idea. The study also highlights the role of chiasmus and gradation in the formation of individual authorial style within poetic syntax, emphasizing their capacity to enhance imagery, musicality, and semantic density. As a result, the conclusions of the research contribute to the development of poetic discourse theory, provide a methodological basis for further scholarly investigations, and offer practical value for philological studies in higher education by promoting a more refined culture of stylistic analysis.
Keywords: poetic syntax; poetic discourse; artistic language; chiasmus; chiasmatic structure; gradation; ascending gradation; descending gradation; antithesis; parallelism;

Kirish

Badiiy nutqning estetik tabiatini aniqlash, uning mazmun va shakl uyg‘unligini ilmiy izohlash filologiya fanining muhim yo‘nalishlaridan biri sanaladi. Chunki badiiy matn oddiy axborot almashinuvi vositasi bo‘lish bilan cheklanmaydi: u muallif g‘oyasini ta’sirchan ifodalash, o‘quvchi ongida obraz yaratish, hissiy holatni kuchaytirish va ma’no qatlamlarini ko‘paytirish vazifasini ham bajaradi. Shu jihatdan badiiy matn tili, ayniqsa, poetik nutqning sintaktik tashkil topishi alohida e’tibor talab qiladi. Poetik sintaksis doirasida so‘z, birikma va gaplarning joylanishi, takrorlanishi, qarama-qarshi qo‘yilishi, bosqichma-bosqich kuchaytirilishi kabi jarayonlar tasviriylikni, ohangdorlikni va mantiqiy izchillikni ta’minlaydi. Natijada badiiy nutqning ifodaviy quvvati oshadi, matn kompozitsiyasi yanada yaxlitlashadi, g‘oya va obrazlar o‘zaro bog‘lanib, o‘quvchi tasavvurida barqaror ta’sir uyg‘otadi.

Poetik sintaksisda badiiylikni kuchaytiruvchi vositalar ichida ritorik figuralar muhim o‘rin tutadi. Ular nutqni “bezash” uchun emas, balki mazmunni shakllantirish, semantik kuchlanishni yaratish, fikrni keskinlashtirish va muallif pozitsiyasini aniqroq ko‘rsatish uchun xizmat qiladi. Bunday figuralar ichida xiazm hamda gradatsiya poetik nutqning mantiqiy va estetik mexanizmlarini

faollashtiruvchi samarali vositalar sifatida ajralib turadi. Xiazm sintaktik birliklarning kesishma tartibda joylashuvi orqali simmetriya va kontrastni bir paytda yuzaga chiqaradi. Gradatsiya esa ma'no va ifoda darajalarini ketma-ket kuchaytirish yoki pasaytirish asosida fikr harakatini dinamik tarzda tashkil etadi. Har ikkisi ham badiiy matnda ritm, ohang va semantik zichlikni kuchaytiradi.

Xiazm, avvalo, tuzilish tamoyili bilan xarakterlanadi: elementlar o'zaro almashgan holda qayta joylashadi va natijada matnda ichki "ko'zgusimon" tartib paydo bo'ladi. Bunday tartib o'quvchi e'tiborini muhim semantik bo'g'inlarga jamlaydi, mazmunni ikki tomonlama "ko'rsatadi" va fikrning mantiqiy qirralarini keskinlashtiradi. Xiazm ko'pincha antiteza bilan yonma-yon keladi yoki antitezani yanada ta'sirchan qiladi. Chunki xiazmning simmetrik modeli qarama-qarshilikni faqat mazmun darajasida emas, balki shakl darajasida ham ko'rsatadi. Shakl va mazmun birlashganda esa badiiy ta'sir kuchayadi: o'quvchi qarama-qarshi tushunchalar o'rtasidagi masofani ham, ularning ichki bog'lanishini ham bir vaqtning o'zida his qiladi.

Gradatsiya poetik matnda ma'no rivoji va hissiy kuchlanishning bosqichma-bosqich o'sishi yoki susayishi bilan bog'liq. U leksik vositalar orqali ham, sintaktik qurilmalar orqali ham yuzaga kelishi mumkin. Masalan, bir xil sintaktik qolipda kelgan gaplar yoki bo'laklarning ketma-ketligi ma'noni kuchaytiradi; yoki muayyan birliklarning tartibli joylashuvi fikrni kulminatsiyaga olib boradi. Gradatsiya o'quvchi idrokini boshqaradi: u qaysi nuqtada urg'u kuchayishini, qayerda yakuniy xulosa yoki emotsional cho'qqi yuzaga kelishini belgilaydi. Shu sababli gradatsiya poetik matn kompozitsiyasining ichki "dvigateli" sifatida ham talqin qilinadi.

O'zbek poetik nutqida xiazm va gradatsiyaning qo'llanish doirasi keng bo'lib, u turli janr va uslublarda uchraydi. She'riyatda bu figuralar ritm va ohangdorlik bilan uzviy bog'langan holda namoyon bo'ladi. Poetik matnning musiqa va ma'no uyg'unligi aynan sintaktik tashkil orqali yuzaga kelgani uchun, xiazm va gradatsiya kabi figuralarning funksional imkoniyatlarini o'rganish badiiy nutq nazariyasi uchun ham, poetik tahlil amaliyoti uchun ham dolzarbdir. Bu figuralar nafaqat "go'zal" ifoda yaratadi, balki muallif g'oyasini aniqlashtiradi, matn mazmunini qatlamlashtiradi, obrazlar o'rtasidagi munosabatlarni kuchaytiradi va o'quvchi bilan muallif o'rtasidagi estetik aloqa mexanizmini faollashtiradi.

Xiazm va gradatsiyani o'rganishda bir necha ilmiy muammo alohida ahamiyatga ega. Birinchidan, ularning struktur-semantik turlari va shakllanish mexanizmlarini aniqlash zarur. Chunki xiazm faqat "A-B / B-A" ko'rinishidagi soddalashtirilgan model bilan cheklanmaydi: unda bo'laklarning almashuvi, parallel qurilmalar, antonimik juftliklar, sintaktik bo'linish va qayta birikish jarayonlari ishtirok etadi. Gradatsiya ham faqat "kuchayish" bilan izohlanmaydi: unda pasayish gradatsiyasi, izchil ketma-ketlik, semantik kengayish, emotsional intensivlikning ortishi kabi ko'rinishlar kuzatiladi. Ikkinchidan, bu figuralarning kommunikativ-pragmatik vazifalarini ko'rsatish muhim: xiazm va gradatsiya muallifning qanday maqsad bilan urg'u berayotgani, o'quvchini qaysi nuqtaga yo'naltirayotgani va badiiy ta'sirni qaysi mexanizm orqali kuchaytirayotgani bilan bog'liq.

Uchinchidan, xiazm va gradatsiyaning matn ichidagi kompozitsion roli aniqlanishi lozim. Badiiy matn ko'pincha ichki ritm, semantik markaz va kompozitsion bo'g'inlar orqali tashkil topadi. Xiazm simmetriya asosida markaz yaratishi, fikrni "ikki tomondan" yopib, muayyan g'oyani kompozitsion jihatdan mustahkamlashi mumkin. Gradatsiya esa matnni harakatga keltiradi, hissiy kuchlanishni to'plab, yakuniy nuqtaga

olib boradi. Shu ma'noda, bu figuralar matnning ichki arxitekturasini belgilovchi vositalar sifatida ham ko'riladi.

To'rtinchidan, xiazm va gradatsiyaning individual muallif uslubi shakllanishidagi o'rni ham tadqiqotning muhim masalasidir. Har bir ijodkor sintaktik figuralardan o'z estetik didi, poetik tafakkuri va g'oyaviy yo'nalishiga mos tarzda foydalanadi. Shu sababli xiazm va gradatsiyaning qo'llanish chastotasi, tipik modellari va ma'no yuklamasi muayyan muallif uslubini tavsiflashda daliliy asos bo'lib xizmat qiladi. Bu esa poetik nutqni nafaqat umumiy nazariy mezonlar bilan, balki individual ijodiy tizim doirasida ham yoritish imkonini beradi.

Mazkur maqolada xiazm va gradatsiya poetik sintaksisning muhim figuralari sifatida talqin qilinadi. Tadqiqotning umumiy yo'nalishi xiazm va gradatsiyaning badiiy matndagi ifodaviy, semantik va pragmatik xususiyatlarini ko'rsatishga qaratiladi. Shu bilan birga, ularning antiteza, parallelizm, takror, leksik-semantik munosabatlar kabi hodisalar bilan o'zaro aloqasi ham nazardan chetda qolmaydi. Chunki poetik matnda figura ko'pincha "yakka" ishlamaydi: u boshqa vositalar bilan qo'shilib, murakkab badiiy effekt hosil qiladi. Kirish qismida ta'kidlash joizki, poetik sintaksisni o'rganish badiiy tahlil madaniyatini ham rivojlantiradi. O'quvchi va tadqiqotchining matnni idrok etish jarayonida sintaktik qurilmalar, ularning joylanishi, takror va qarama-qarshi qo'yilish mexanizmlari muhim signallar vazifasini bajaradi. Xiazm va gradatsiya ana shunday signallarning eng ta'sirchan ko'rinishlaridan bo'lib, ular orqali muallif o'z fikrini nafaqat aytadi, balki uni qanday aytishni, qaysi nuqtada kuchaytirishni, qaysi nuqtada keskinlashtirishni ham belgilaydi. Natijada poetik matnning mazmuniy yaxlitligi mustahkamlanadi, estetik qiymat oshadi, tilning badiiy imkoniyatlari yanada yaqqol namoyon bo'ladi.

Metodologiya

Mazkur tadqiqot o'zbek poetik nutqida xiazm va gradatsiya figuralarining struktur-semantik hamda funksional xususiyatlarini aniqlashga qaratilgan bo'lib, u kompleks lingvostilistik metodologiya asosida amalga oshirildi. Tadqiqotning umumiy yondashuvi deskriptiv-analitik va interpretativ xarakterga ega bo'lib, unda poetik matn til birliklari alohida-alohida emas, balki kontekst, kompozitsiya va muallif niyati bilan uzviy bog'liq holda o'rganildi. Metodologik jihatdan ish poetik sintaksis nazariyasiga tayangan holda olib borildi va xiazm hamda gradatsiya ritorik bezak vositalari sifatida emas, balki badiiy mazmunni shakllantiruvchi, semantik kuchlanishni boshqaruvchi va matn ichki tuzilishini tashkil etuvchi muhim funksional birliklar sifatida talqin qilindi. Shu sababli tadqiqotda formal yondashuv bilan bir qatorda semantik, pragmatik va kontekstual tahlil usullari birgalikda qo'llanildi.

Tadqiqot ob'ekti sifatida o'zbek poetik nutqining sintaktik tashkil topishi, xususan, badiiy matnda figuralashgan sintaktik qurilmalar tizimi olindi. Tadqiqot predmeti esa xiazm va gradatsiyaning poetik matndagi konkret realizatsiyalari, ularning qurilish modellariga xos belgilari, semantik munosabatlari va badiiy vazifalaridan iborat bo'ldi. Tahlil birligi sifatida alohida gaplar bilan cheklanilmay, gaplararo bog'lanishlar, parallel konstruksiyalar, band va mikromatn doirasidagi sintaktik figuralashuv holatlari ham qamrab olindi. Bunday yondashuv xiazm va gradatsiyaning faqat lokal emas, balki kompozitsion darajadagi funksiyalarini aniqlash imkonini berdi.

Tadqiqot materiali poetik nutqning uslubiy va semantik rang-barangligini aks ettiruvchi she'riy matnlardan tanlab olindi. Materialni shakllantirishda janr, mavzu va uslub mezonlariga amal qilindi, ya'ni lirik, falsafiy, ijtimoiy va obrazli she'riyat namunalari qamrab olinib, xiazm va gradatsiya figuralarining turli kontekstlarda namoyon

bo‘lishi ta’minlandi. Material tanlash jarayonida asosiy e’tibor figuralarning aniq struktur belgilariga qaratildi: sintaktik elementlarning kesishma joylashuvi, semantik juftliklarning almashuvi, darajalanishning izchil rivoji, kulminatsion nuqtaning mavjudligi kabi omillar tanlov mezoni sifatida belgilandi. Har bir ajratilgan misol minimal, ammo yetarli kontekst bilan birga qayd etildi, chunki poetik figura ko‘pincha faqat keng kontekstda o‘zining to‘liq funksional yukini namoyon qiladi.

Material yig‘ish jarayonida ekssirpatsiya usuli qo‘llanildi. Poetik matnlardan xiazm va gradatsiya belgilari mavjud bo‘lgan birliklar izchil ajratilib, kartoteka shakllantirildi. Har bir birlik uchun figuraning turi, realizatsiya darajasi, sintaktik modeli, semantik munosabatlari va kontekstual vazifasi qayd etildi. Bu bosqich keyingi tasnifiy va tahliliy jarayonlar uchun asos bo‘lib xizmat qildi. Ekssirpatsiya jarayonida faqat aniq va funksional jihatdan asoslangan misollar tanlab olindi, shaklan o‘xshash, ammo semantik yoki pragmatik jihatdan noaniq holatlar alohida guruhga ajratildi va umumiy xulosaga kiritilmadi.

Tadqiqotning dastlabki tahlil bosqichida deskriptiv metod qo‘llanilib, xiazm va gradatsiyaning poetik nutqda uchraydigan asosiy ko‘rinishlari tavsiflandi. Bu bosqichda figuralarning formal belgilari, sintaktik qurilishi, parallelizm va inversiya bilan munosabati aniqlab olindi. Shundan so‘ng tasnifiy metod asosida xiazm va gradatsiya turlarga ajratildi. Xiazm sintaktik qurilmaning kesishma asosida tashkil topishi darajasiga ko‘ra sof sintaktik, leksik-sintaktik va kengaytirilgan ko‘rinishlarga bo‘lindi. Gradatsiya esa semantik harakat yo‘nalishiga qarab kuchayuvchi, pasayuvchi va zanjirsimon turlarga ajratildi. Tasnif jarayonida figuralarning shakliy emas, balki funksional belgilariga ustuvor ahamiyat berildi.

Asosiy tahlil bosqichi struktur-semantik metod asosida olib borildi. Bu bosqichda har bir misolda sintaktik tuzilma va semantik mazmun o‘rtasidagi munosabat alohida e’tibor bilan ko‘rib chiqildi. Xiazm tahlilida elementlarning almashuvi natijasida qanday semantik kontrast yoki simmetriya yuzaga kelayotgani, shakliy tartib mazmuniy qarama-qarshilikni qay darajada kuchaytirayotgani aniqlandi. Gradatsiya tahlilida esa darajalanishning ketma-ketligi, semantik pog‘onalar o‘rtasidagi masofa, kulminatsion nuqtaning sintaktik vositalar bilan qanday mustahkamlangani tahlil qilindi. Struktur va semantika o‘rtasidagi uyg‘unlik figuraning badiiy samaradorligini belgilovchi asosiy mezon sifatida olindi.

Tadqiqotda kontekstual va pragmatik tahlil usullari ham muhim o‘rin tutdi. Xiazm va gradatsiyaning matn ichidagi vazifasi faqat formal qurilish bilan cheklanmaydi, balki muallif niyati, baholash munosabati va o‘quvchiga ta’sir mexanizmi bilan chambarchas bog‘liq. Shu bois figuralar joylashgan band yoki mikromatn doirasida ularning qanday kompozitsion rol bajarishi, qaysi semantik markazni ajratib ko‘rsatishi va qanday emotsional ta’sir hosil qilishi izchil tahlil qilindi. Pragmatik tahlil orqali figuralarning urg‘u yaratish, dramatik kuchlanishni oshirish, xulosani keskinlashtirish kabi vazifalari ochib berildi.

Qiyosiy-uslubiy metod yordamida turli poetik kontekstlarda uchragan xiazm va gradatsiya modellari o‘zaro solishtirildi. Bu orqali bir xil figura turli uslubiy muhitda qanday funksional yuklama kasb etishi, boshqa stilistik vositalar bilan qanday uyg‘unlashishi aniqlashtirildi. Ayniqsa, xiazmning antiteza va parallelizm bilan, gradatsiyaning takror va baholovchi birliklar bilan chegaradosh holatlari alohida tahlil qilindi. Differensial tahlil figuralar o‘rtasidagi chegaralarni aniqlash va terminologik aniqlikni ta’minlashga xizmat qildi.

Tadqiqot natijalarining barqarorligini ko‘rsatish maqsadida elementar statistik umumlashtirish usulidan ham foydalanildi. Ajratilgan misollar soni, figura turlarining

nisbiy uchrash chastotasi va modellarning taqsimoti umumlashtirilib, xulosalar faqat alohida kuzatuvlarga emas, balki takrorlanuvchi tendensiyalarga asoslandi. Statistik yondashuv poetik hodisaning badiiy qiymatini miqdoriy baholash uchun emas, balki kuzatilgan qonuniyatlarning tizimliligini tasdiqlash uchun qo‘llanildi.

Umuman olganda, mazkur metodlar majmui xiazm va gradatsiyaning poetik nutqdagi formal qurilishi, semantik mexanizmi va funksional vazifalarini izchil va asosli ravishda yoritish imkonini berdi. Aynan shu metodologik asos keyingi “Natijalar” bo‘limida keltiriladigan tahliliy xulosalarning ilmiy ishonchliligini ta’minlaydi.

Tahlil natijalari o‘zbek poetik nutqida xiazm va gradatsiya figuralari poetik sintaksisning barqaror, tizimli va yuqori funksional yuklamaga ega birliklari ekanini ko‘rsatdi. Ushbu figuralar poetik matnda tasodifiy yoki bezak xarakterida emas, balki mazmuniy-kompozitsion qurilishning faol unsurlari sifatida qatnashadi. Ular muallif g‘oyasini aniqlashtirish, semantik urg‘uni kuchaytirish, emotsional holatni bosqichma-bosqich shakllantirish hamda o‘quvchi idrokini ma’lum yo‘nalishga boshqarishda muhim rol o‘ynaydi. Natijalar shuni ko‘rsatadiki, xiazm va gradatsiya ko‘pincha boshqa poetik figuralar bilan uzviy aloqada bo‘lib, poetik nutqning ichki mexanizmlarini faollashtiradi.

Natijalar

Xiazm bo‘yicha olingan natijalarga ko‘ra, bu figura poetik nutqda bir necha struktur-semantik ko‘rinishda namoyon bo‘ladi. Eng ko‘p uchraydigan holatlarda xiazm sintaktik elementlarning kesishma asosida joylashuvi orqali shakllanadi va bu joylashuv mazmuniy kontrast yoki mazmuniy halqa hosil qiladi. Tahlil qilingan misollarda xiazmatik qurilmalar ko‘pincha sub’ekt–predikat, aniqlovchi–aniqlanmish yoki to‘ldiruvchi–kesim munosabatlari doirasida yuzaga keladi. Bunday almashuv natijasida gapning sintaktik skeleti o‘zgaradi, lekin mazmun yanada aniqlashadi va baholovchi ohang kuchayadi. Xiazm orqali berilgan fikr oddiy bayon shakliga nisbatan kuchliroq mantiqiy va emotsional ta’sirga ega bo‘lishi aniqlanadi.

Xiazmning muhim natijalaridan biri uning antiteza bilan munosabatida namoyon bo‘ladi. Tahlil shuni ko‘rsatdiki, poetik matnda antitezaning sezilarli qismi xiazmatik qurilmalar orqali mustahkamlanadi. Qarama-qarshi tushunchalar nafaqat semantik darajada, balki sintaktik joylashuv darajasida ham almashib keladi. Bu holatda xiazm antitezani kuchaytiruvchi kompozitsion vositaga aylanadi. Bunday konstruksiyalar o‘quvchi idrokida qarama-qarshilikni yanada aniq va barqaror qilib ko‘rsatadi, fikrni umumlashtiradi va baholash munosabatini kuchliroq ifodalaydi.

Natijalarda xiazmning kengaytirilgan turlari ham aniqlangan. Bu holatda kesishma tartib bitta gap doirasida emas, balki bir necha gap yoki butun band davomida yuzaga chiqadi. Kengaytirilgan xiazm poetik matnda kompozitsion vazifa bajaradi: u bandning ichki ritmini birlashtiradi, semantik markazni belgilaydi va fikrning mantiqiy yopilishini ta’minlaydi. Bunday xiazm turlari ko‘proq falsafiy umumlashmalar, xulosaviy mulohazalar va g‘oyaviy yakunlar beriladigan o‘rinlarda uchrashi kuzatildi. Demak, xiazm nafaqat lokal ta’sir vositasi, balki matn miqyosida ishlaydigan sintaktik figura sifatida ham faoliyat yuritadi.

Gradatsiya bo‘yicha olingan natijalar poetik nutqda semantik dinamikaning asosiy mexanizmlaridan biri aynan gradatsiya orqali amalga oshishini ko‘rsatdi. Tahlil qilingan materiallarda gradatsiya ikki asosiy yo‘nalishda namoyon bo‘ladi: kuchayuvchi va pasayuvchi gradatsiya. Kuchayuvchi gradatsiya ko‘pincha emotsional intensivlikni oshirish, obrazni kulminatsiyaga olib borish va muallif

bahosini keskinlashtirish uchun xizmat qiladi. Pasayuvchi gradatsiya esa fikrni yumshoq yakunlash, ichki sokinlikni ifodalash yoki dramatik kuchlanishni bosqichma-bosqich susaytirish vazifasini bajaradi.

Gradatsiyaning realizatsiya usullari tahlil qilinganda, uning leksik va sintaktik ko‘rinishlari barqaror ajralib chiqdi. Leksik gradatsiyada darajalanish baholovchi so‘zlar, sinonimik qatorlar yoki semantik pog‘onalarga ega birliklar orqali yuzaga keladi. Bunda har bir keyingi birlik oldingisiga nisbatan kuchliroq yoki zaifroq ma’no yuklamasiga ega bo‘ladi. Sintaktik gradatsiyada esa darajalanish parallel sintaktik qurilmalar, takroriy qoliplar va gap tuzilishidagi bosqichma-bosqich o‘zgarishlar orqali amalga oshadi. Natijalarga ko‘ra, sintaktik gradatsiya poetik ritm va intonatsiya bilan uzviy bog‘langan bo‘lib, matnning ohangdorligini va harakatini ta’minlaydi.

Gradatsiyaning boshqa figuralar bilan integratsiyasi ham muhim natijalar qatoriga kiradi. Ayniqsa, gradatsiya va takrorning birgalikda qo‘llanishi poetik nutqda kuchli ta’sirchanlik hosil qiladi. Takror sintaktik tayanch vazifasini bajarib, ritmni barqarorlashtiradi, gradatsiya esa semantik harakatni ta’minlaydi. Shuningdek, gradatsiya antiteza bilan tutashgan hollarda semantik qarama-qarshilikka olib boruvchi bosqichma-bosqich kuchlanish hosil qiladi. Bu holatda o‘quvchi avval darajalanishni idrok etadi, so‘ng keskin qarama-qarshilik orqali g‘oyaviy xulosani qabul qiladi.

Natijalarda gradatsiya va giperonimik munosabatlar o‘rtasidagi bog‘liqlik ham aniqlandi. Gradatsiya ko‘pincha umumiy tushunchadan xususiy tushunchaga yoki aksincha harakat qiladi. Bu jarayon poetik tasvirda perspektivaning o‘zgarishiga olib keladi: obraz kengayadi yoki torayadi, tasvir “yaqinlashadi” yoki “uzoqlashadi”. Bunday gradatsion harakat poetik matnda obrazning rivojini, ichki kechinmalarning ketma-ket ochilishini ta’minlaydi.

Xiazm va gradatsiyaning o‘zaro munosabati natijalarning muhim qismi hisoblanadi. Tahlil shuni ko‘rsatdiki, bu ikki figura ko‘pincha alohida emas, balki ketma-ket yoki bir konstruksiya doirasida ishlatiladi. Ba’zi holatlarda gradatsiya semantik kuchlanishni bosqichma-bosqich yig‘adi, xiazm esa bu kuchlanishni mantiqiy-sintaktik jihatdan “muhrlaydi”. Boshqa holatlarda esa xiazm markaziy fikrni beradi, gradatsiya esa shu markaz atrofida mazmuniy rivojni tashkil etadi. Bu holatlar poetik sintaksisning ko‘p qatlamli va murakkab tabiatini ko‘rsatadi.

Umumiy natijalar shuni tasdiqlaydiki, xiazm va gradatsiya o‘zbek poetik nutqida quyidagi funksional yo‘nalishlarda barqaror ishlaydi: birinchidan, semantik kontrast va darajalanishni kuchaytiradi; ikkinchidan, matnning ichki kompozitsiyasini tashkil etadi; uchinchidan, muallif bahosi va g‘oyaviy urg‘uni aniqlashtiradi; to‘rtinchidan, poetik ritm va ohangdorlikni mustahkamlaydi. Ushbu natijalar keyingi Muhokama bo‘limida mavjud nazariy qarashlar bilan qiyosiy tahlil qilinadi va umumiy ilmiy xulosalar bilan boyitiladi.

Muhokama

Olingan natijalar xiazm va gradatsiyaning o‘zbek poetik nutqida alohida-alohida qo‘llanadigan “bezak” vositalari emas, balki matnning ichki qurilishini boshqaradigan, mazmunni tartibga soladigan va ta’sirchanlikni barqaror kuchaytiradigan poetik-sintaktik mexanizmlar ekanini ko‘rsatadi. Muhokama jarayonida eng avvalo shuni ta’kidlash zarurki, poetik matnda ifoda vositalari odatda bir qatlamli bo‘lmaydi: bitta konstruktsiyaning o‘zida shakl, ma’no va pragmatik maqsad bir-biriga bog‘lanadi. Natijalarda xiazmning simmetrik almashuv modeli faqat formani “go‘zal” qilish bilan cheklanmay, mantiqiy urg‘u hosil qilishi, fikrni qat’iylashtirishi, semantik markazni ajratib ko‘rsatishi qayta-

qayta tasdiqlandi. Shuningdek, gradatsiya ham “ketma-ketlik” sifatida emas, balki ma’noni boshqaradigan dinamik tizim sifatida namoyon bo‘ldi: u o‘quvchini bitta nuqtadan ikkinchi nuqtaga yetaklaydi, hissiy kuchlanishni bosqichma-bosqich to‘playdi yoki aksincha, bosqichma-bosqich yumshatadi. Shuning uchun bu ikki figura poetik sintaksisda nafaqat ifoda, balki mazmun va kompozitsiya birligini ta’minlovchi tayanch birliklar sirasiga kiradi.

Xiazmning antiteza bilan uzviy tutashuvi haqida olingan natijalar alohida muhokamani talab qiladi. Poetika doirasida qarama-qarshilik ko‘pincha semantik vosita sifatida ko‘riladi, ammo tahlil shuni ko‘rsatdiki, poetik nutqda qarama-qarshilikning ta’sirchanligi ko‘p hollarda aynan sintaktik tashkil orqali mustahkamlanadi. Xiazmda elementlarning kesishma joylashuvi qarama-qarshi komponentlarni oddiy qiyosdan yuqoriroq darajaga olib chiqadi: o‘quvchi qarama-qarshilikni faqat mazmuniy farq sifatida emas, balki kompozitsion va mantiqiy “tuzilma” sifatida ham idrok qiladi. Bu esa poetik ta’sirning barqarorligini oshiradi, chunki sintaktik simmetriya o‘quvchi xotirasida kuchli iz qoldiradi, fikrni “yopiq” holatga keltiradi va umumlashtirishni osonlashtiradi. Shu nuqtada xiazmning ikki qirrasi yaqqol ko‘rinadi: bir tomondan, u mantiqiy qat’iylikni kuchaytiradi; ikkinchi tomondan, emotsional baholashni keskinlashtiradi. Natijada badiiy matnda muallif pozitsiyasi aniqroq seziladi, g‘oyaviy urg‘u kuchliroq shakllanadi.

Xiazmning kontekstda kengaytirilishi ham poetik sintaksisning muhim qonuniyatini ko‘rsatadi. Gap ichidagi xiazm ko‘pincha lokal urg‘u hosil qiladi: fikrning bir nuqtasini alohida ajratadi va o‘quvchini shu nuqtada to‘xtatib, semantik kontrastni yoki mantiqiy markazni sezdiradi. Gaplararo yoki band doirasida yuzaga chiqadigan kengaytirilgan xiazm esa kompozitsion xarakterga ega bo‘lib, butun segmentning ichki tartibini ushlab turadi. Bu holat poetik nutqning “mikromatn” darajasida ham sintaktik figuralar ishlashini, ya’ni xiazm faqat bir gapning ichki tuzilishi bilan cheklanmasligini ko‘rsatadi. Kengaytirilgan xiazmlarda muallif fikrni bandning boshida qo‘yib, bandning oxirida kesishma tarzda qayta bog‘laydi yoki band ichida simmetrik qaytishlar orqali mazmuniy halqa hosil qiladi. Bunday halqa o‘quvchini mazmun ichiga tortadi, fikrni tarqoq emas, yaxlit holda qabul qilishga yordam beradi. Shu jihatdan xiazm poetik matnning “yadro”sini mustahkamlaydigan va kompozitsion yopilishni ta’minlaydigan mexanizm sifatida talqin qilinadi.

Gradatsiya bo‘yicha natijalarning muhokamasida esa bir masala alohida ajralib turadi: gradatsiya poetik nutqda faqat “kuchaytirish” vositasi emas, balki umumiy mazmuniy harakatni boshqaradigan tizimdir. Kuchayuvchi gradatsiyada o‘quvchi bosqichma-bosqich kuchlanishni sezadi va kulminatsiyaga kelganida muallif bahosi yoki g‘oyaviy cho‘qqini aniq idrok etadi. Pasayuvchi gradatsiyada esa fikrning ichki energiyasi asta-sekin so‘nadi, yakuniy ohangda sokinlik, xulosa yoki ichki sinish holati yuzaga keladi. Bu ikki yo‘nalish poetik matnning dramatik qurilishiga bevosita ta’sir qiladi: kuchayuvchi gradatsiya konflikt yoki hissiy taranglikni to‘playdi, pasayuvchi gradatsiya esa taranglikni yechadi yoki mulohazali yakunga olib boradi. Shu sababli gradatsiya poetik kompozitsiyaning rivoj chizig‘ini belgilovchi vosita bo‘lib xizmat qiladi.

Gradatsiyaning leksik va sintaktik realizatsiyasi ham muhokamada muhim xulosa beradi. Leksik gradatsiyada semantik pog‘onalar ko‘proq so‘z tanlovi orqali beriladi, ya’ni baholash kuchayishi yoki pasayishi so‘zlarning ma’no darajalari bilan ta’minlanadi. Sintaktik gradatsiyada esa pog‘onalar asosan qurilishning o‘zi bilan beriladi: parallel konstruktsiyalar, takroriy qoliplar, bo‘laklarning bosqichma-

bosqich kengayishi yoki qisqarishi, intonatsion pauzalar orqali darajalanish hissi yuzaga keladi. Bu farq poetik nutqda ikki xil ta'sir kanalining ishlashini ko'rsatadi: leksik gradatsiya ma'noni zichlashtiradi, sintaktik gradatsiya esa ritm va ohangni kuchaytiradi. O'quvchi leksik gradatsiyada asosan ma'no pog'onalarini anglaydi, sintaktik gradatsiyada esa ma'no bilan birga "harakat"ni ham his qiladi. Demak, gradatsiya poetik nutqda semantik va prosodik qatlamlarni birlashtiradigan ko'prik vazifasini bajaradi.

Xiazm va gradatsiyaning ketma-ket yoki qo'shma ishlashi haqidagi natijalar poetik sintaksisning integrativ tabiatini yanada aniq ko'rsatadi. Poetik matnning eng ta'sirchan segmentlarida muallif ko'pincha bir figuradan ikkinchisiga o'tib, ta'sir mexanizmini kuchaytiradi: gradatsiya orqali kuchlanishni yig'adi, xiazm orqali esa fikrni mantiqan "yopadi"; yoki aksincha, xiazm orqali markaziy g'oyani qat'iy belgilab, gradatsiya orqali shu markaz atrofida hissiy va semantik rivojni quradi. Bunday ketma-ketlik o'quvchi idrokida ikkita natija beradi: birinchidan, fikrning mantiqiy aniqligi ortadi; ikkinchidan, emotsional ta'sir kuchayadi. Shu holatlar xiazm va gradatsiyani bitta tizimning ikki tomoni sifatida ko'rishga imkon beradi: xiazm ko'proq simmetriya va kontrast bilan ishlasa, gradatsiya ko'proq dinamika va intensifikatsiya bilan ishlaydi. Ular qo'shilganda esa poetik matnning ichki energiyasi va kompozitsion mustahkamligi bir vaqtda ortadi.

Umuman, muhokama natijalarni quyidagicha mustahkamlaydi: xiazm poetik matnda mantiqiy-intonatsion markaz yaratishga moyil bo'lgan figura, gradatsiya esa mazmuniy rivoj va emotsional dinamika yaratishga moyil bo'lgan figuradir. Ikkalasi ham poetik sintaksisning barqaror vositalari sifatida o'zbek poetik nutqida yuqori funksional imkoniyatga ega bo'lib, badiiy ifodaning aniqligi, ta'sirchanligi va kompozitsion yaxlitligini ta'minlashda uzviy ishlaydi. Shu asosda keyingi yakuniy bo'limda umumiy xulosalar jamlanadi va bob bo'yicha asosiy natijalar qisqa tarzda bayon qilinadi.

Xulosa

Mazkur bob doirasida o'tkazilgan tahlil natijalari o'zbek poetik nutqida xiazm va gradatsiya figuralari poetik sintaksisning barqaror va yuqori funksional imkoniyatga ega birliklari ekanini tasdiqladi. Xiazm sintaktik elementlarning kesishma asosida joylashuvi orqali matnda simmetriya va semantik urg'u hosil qilib, fikrning mantiqiy aniqligini kuchaytiradi hamda baholash munosabatini qat'iylashtiradi. Ayniqsa, xiazmning antiteza bilan tutashgan holatlari qarama-qarshilikni shakl darajasida mustahkamlab, g'oyaviy markazni aniq ajratib ko'rsatishga xizmat qilishi kuzatildi. Gradatsiya esa semantik dinamika yaratib, emotsional intensivlikning bosqichma-bosqich kuchayishi yoki pasayishini ta'minlaydi; u poetik kompozitsiyada rivoj, kulminatsiya va yakun ohangini tashkil etuvchi vosita sifatida namoyon bo'ladi. Leksik gradatsiya ma'no pog'onalarini zichlashtirsa, sintaktik gradatsiya parallel qoliplar va ritmik tashkil orqali ta'sirchanlikni oshiradi. Muhimi, xiazm va gradatsiyaning ketma-ket yoki qo'shma qo'llanishi poetik matnning mantiqiy-kompozitsion yaxlitligi bilan emotsional-ekspressiv kuchini bir vaqtda mustahkamlab, muallif g'oyasining estetik ifodasini samarali ta'minlaydi. Shu tariqa, bob xulosalari poetik sintaksis tahlilida xiazm va gradatsiyani tizimli birliklar sifatida yoritish zarurligini ko'rsatadi.

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Symbolic Forms within the Structure of National Culture

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Annotation
The article explores signs as fundamental elements of national culture that encode collective experience, transmit values and shape ethnocultural identity. Drawing on semiotic, cultural and ethnolinguistic approaches, the study analyses the nature of cultural signs, their structural and functional characteristics, and their operation in everyday practices, rituals and contemporary media discourse. Particular attention is paid to the role of signs as depositories of cultural memory, as markers of identity and as instruments of social regulation. The empirical basis of the article consists of illustrative examples from Slavic and Uzbek cultural traditions, including ornaments, ritual behaviour, forms of greeting, and national symbols used in public communication. The analysis shows that cultural signs form a multilayered symbolic system in which visual, verbal and behavioural codes are tightly interrelated. It is argued that signs not only reflect the worldview of an ethnic group but also actively participate in constructing it, mediating between individual consciousness and collective tradition. In the context of globalisation, signs of national culture become tools of cultural diplomacy and branding, while at the same time remaining key mechanisms for maintaining cultural continuity and resisting homogenising tendencies.
Keywords: sign, national culture, semiotics, symbol, cultural memory, ethnocultural identity, ritual, media discourse.

Introduction

Signs occupy a central place in the structure of national culture because it is through sign forms that collective experience is encoded, values are stabilised and shared representations of reality are transmitted. In cultural semiotics, the sign is not understood as a simple substitute for an object but as a modelling device that structures the world for its bearers and connects individual consciousness with the broader cultural tradition [1]. From this perspective, everyday objects, rituals, narratives, spatial forms and even historical personalities can function as signs within a complex system of cultural texts.

In contemporary humanities, the problem of cultural signs has been addressed from several complementary angles: semiotics of culture (Y. Lotman), ethnolinguistics and symbolic anthropology (N. Tolstoy, C. Geertz), theory of cultural memory (J. Assmann), and general semiotic theory (U. Eco) [1–5]. These approaches converge in the recognition that culture is a semiotic space, in which every meaningful element is embedded into networks of associations, oppositions and narratives. However, the specific role of signs as elements of national culture that is, as markers of ethnocultural identity, social regulation and collective memory requires more detailed analysis, especially in relation to concrete cultural traditions.

The relevance of this study is determined by several factors. First, processes of globalisation and digitalisation intensify intercultural contacts, making cultural codes more visible, contested and reinterpreted. Second, in many societies there is a growing interest in symbolic resources of national identity, including traditional ornaments, folklore motifs, historical narratives and national symbols. Third, the spread of media and branding technologies leads to active re-semiotisation of cultural

signs, when they are transferred from ritual and everyday contexts into political, commercial and digital ones.

The aim of this article is to examine signs as key elements of national culture, focusing on their semiotic nature, functional diversity and role in constructing ethnocultural identity. The analysis is based on examples from Slavic and Uzbek cultural traditions and seeks to answer the following questions:

1. how do cultural signs encode collective memory and values;
2. in what ways do they function as markers of identity and tools of social regulation;
3. how are traditional signs reinterpreted in contemporary media discourse?

Materials and Methods

The study is theoretical and qualitative in nature and combines several methodological approaches. The primary framework is provided by cultural semiotics, particularly Y. Lotman's concept of culture as a "semiosphere", a unified semiotic space in which all cultural texts and sign systems interact [1]. This perspective makes it possible to consider signs not in isolation but as elements of larger symbolic structures, such as rituals, mythological narratives or institutional practices.

The second important component is ethnolinguistic and ethnocultural analysis as developed in the works of N. Tolstoy and his followers [2]. This approach focuses on the relationship between language, symbolic forms and traditional culture, paying attention to how meanings are embedded in names, formulas, proverbial expressions and ritual texts.

The third dimension is symbolic and interpretive anthropology (C. Geertz, J. Assmann), which conceptualises culture as a system of inherited symbols and sees collective memory as a key mechanism of cultural continuity [3; 4]. These perspectives are particularly relevant for understanding the long-term functioning of cultural signs and their ability to preserve and actualise the past in the present.

The empirical material used in the article is illustrative rather than statistically representative. It consists of:

1) examples of traditional visual signs (ornaments, colours, clothing elements) from Slavic and Uzbek cultures;

2) ritual and behavioural signs (forms of greeting, hospitality practices, age hierarchies);

3) national symbols and lieux de mémoire (flags, coats of arms, monuments, epic narratives);

4) instances of the use of national symbols and motifs in contemporary media discourse (state celebrations, media campaigns, cultural branding).

These examples are interpreted through close reading and contextual analysis, with attention to their semiotic structure (signifier–signified relations, symbolic associations), cultural functions (cognitive, communicative, regulatory, identity-related) and transformations in different historical and communicative contexts. The objective is not to provide an exhaustive description of specific cultural traditions, but to reveal the functional potential of signs as elements of national culture.

Results

The analysis shows that signs of national culture form a multilayered semiotic system in which different modalities visual, verbal and behavioural are tightly interconnected. At the most general level, cultural signs act as condensed forms of collective experience, embodying historically developed interpretations of the world. They translate complex social and spiritual meanings into recognisable symbolic patterns that can be easily perceived and reproduced.

One of the key findings concerns the role of signs as depositories of cultural memory. Traditional ornaments, motifs and narrative figures often preserve archaic mythological representations that are no longer explicitly articulated but continue to structure cultural perception. For instance, solar motifs, images of the tree of life or birds in Slavic embroidery carry ideas of cosmic order, continuity of generations and protection, even when their original mythological context is forgotten in everyday consciousness. Similarly, geometric and floral elements in Uzbek decorative art encode notions of fertility, prosperity and divine protection. These signs function as silent carriers of memory, linking the present with the cultural past.

Another important result relates to the identity-forming function of cultural signs. Visual markers such as traditional clothing elements, headwear, colour combinations or patterns on ceramics, as well as emblematic objects in the interior, allow individuals and communities to demonstrate their belonging to a specific cultural space. In many cases, these signs also differentiate social roles, age groups or ritual statuses. For example, the choice of colours and patterns in traditional dress may indicate marital status, regional origin or social rank. In this way, cultural signs operate as a visible grammar of identity, enabling recognition, inclusion and distinction within the community.

The regulatory dimension of cultural signs is manifested in ritual practices and everyday norms of behaviour. Gestures of greeting, hospitality rituals, rules of spatial arrangement at the table or in the house are not merely practical conventions, but sign systems encoding values such as respect, hierarchy, reciprocity and solidarity. The Slavic custom of greeting guests with bread and salt symbolically expresses the ideas of hospitality, blessing and peaceful intention. In Uzbek culture, particular attention to the position of elders, the way of addressing them and the spatial organisation of gatherings serves as a visual and behavioural sign of respect and social order. These practices can be seen as performative signs that simultaneously describe and reproduce the normative structure of the community.

The study also reveals the growing importance of cultural signs in contemporary media discourse. National symbols — flags, coats of arms, historical heroes, key dates and holidays are actively used in state communication, advertising, tourism branding and digital media. In these contexts, traditional signs are re-semiotised: they are detached from their original ritual or local settings and embedded in new narrative frameworks, such as national branding or international promotion. Media texts often combine historical and modern visual codes, creating hybrid symbolic images designed to evoke pride, unity and positive emotional identification with the country. At the same time, such processes may lead to simplification or commodification of cultural meanings, when complex historical symbols are reduced to easily consumable stereotypes.

Finally, the material demonstrates that cultural signs are especially sensitive to situations of intercultural contact. In communication between representatives of different cultures, familiar signs can become sources of misunderstanding if their symbolic meanings are not shared. For example, certain colours, gestures or forms of address may be interpreted differently depending on cultural background. This highlights the importance of explicit reflection on cultural signs in educational and intercultural communication contexts, as well as the need for conscious preservation and reinterpretation of national sign systems in the globalised world.

Discussion

The findings of the study confirm the productivity of a semiotic approach to national culture. Viewing culture as a system of interacting sign structures, as proposed by Y. Lotman, makes it possible to understand how everyday objects, gestures and narratives become meaningful elements of a larger symbolic whole [1]. Cultural signs function not simply as labels attached to pre-existing realities, but as tools that shape perception and interpretation of those realities. They select, stabilise and transmit certain worldviews, while marginalising or silencing others.

The role of signs as depositories of cultural memory corresponds to J. Assmann's concept of cultural memory as a special form of preserving and actualising the past in symbolic forms [4]. Ornaments, rituals, epic plots and monuments can be described as "memory supports" that secure continuity between generations and offer models for interpreting the present. At the same time, cultural memory is not static: each act of using a sign involves its reinterpretation in a new context. This dynamic aspect becomes particularly evident in contemporary media, where traditional symbols are frequently reframed to fit the needs of political communication, marketing or identity campaigns.

The identity-forming function of cultural signs resonates with the interpretive anthropology of C. Geertz, who defined culture as a web of meanings spun by people themselves [3]. Membership in a community implies the ability to "read" its signs and to participate in their reproduction. Visual markers, ritual behaviours and narrative clichés serve as signals of inclusion: they tell both the group and outsiders who "we" are and how "we" differ from "others". In this sense, national culture is not only expressed through signs but is constituted by them.

The regulatory dimension of cultural signs can be interpreted through the notion of performativity. Ritual gestures, forms of greeting or etiquette practices are not only representations but actions that establish and maintain social relations. They make power structures, hierarchies and value systems visible and tangible. Understanding these signs is crucial for successful participation in the social life of the community and for respectful intercultural interaction.

At the same time, the analysis reveals several tensions characteristic of contemporary cultural sign systems. On the one hand, globalisation increases the visibility and mobility of signs: ornaments, rituals and national symbols circulate across borders, appear in new contexts and are reinterpreted by different audiences. On the other hand, this mobility can lead to the loss of depth and historical density of meanings, turning complex cultural signs into superficial markers used for decorative or commercial purposes. The challenge for national cultures is to find a balance between openness and protection of their symbolic resources, ensuring that signs remain carriers of living tradition rather than museum exhibits or marketing clichés.

Another important issue is the asymmetry of interpretative power. Different groups within the same society may assign divergent meanings to the same signs, depending on their historical experience, political views or generational position. Conflicts over symbols — monuments, flags, historical names — show that cultural signs are not neutral but embedded in struggles for recognition and memory. This underscores the need for inclusive dialogue about the meanings of national symbols and for critical reflection on their historical origins and contemporary uses.

Conclusion

The study has shown that signs as elements of national culture constitute a complex and dynamic system that performs multiple functions: cognitive, communicative, regulatory and identity-related. Cultural signs encode and preserve collective experience, mediate the transmission of values, organise social interaction and provide individuals with symbolic tools for self-identification.

Examples from Slavic and Uzbek traditions illustrate how visual, verbal and behavioural signs form coherent symbolic configurations, linking everyday practices with deep cultural meanings. Traditional ornaments, rituals of hospitality, forms of address and national symbols demonstrate that national culture lives in signs and through signs, and that mastery of these codes is a prerequisite for full participation in the life of the community.

In the contemporary world, marked by intensive intercultural contacts and mediatisation, the role of cultural signs becomes even more significant. They act as instruments of cultural diplomacy and national branding, but also as fragile carriers of historical memory and identity. Preserving and critically rethinking the sign systems of national cultures is therefore an important task for educators, cultural institutions and researchers.

Further research could focus on comparative analysis of cultural signs in different regions, empirical studies of how various social groups interpret national symbols, and exploration of digital transformations of cultural semiotics in social media and virtual environments.

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Stilistische Mittel im poetischen Diskurs: Eine linguistische Analyse von Klang-, Struktur- und semantischen Mustern

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Abstract
This study examines the multifaceted role of stylistic devices in poetic discourse through a systematic linguistic analysis. Building on the theoretical frameworks of Jakobson (1960) and Leech (1969), this research analyzes how phonological, syntactic, and semantic devices contribute to the constitution of poetic meaning. The analysis employs a corpus-based methodology to examine 50 canonical German-language poems from the Romantic and Modern periods. The results show that sound patterns (alliteration, assonance, consonance) occur in 94% of the analyzed texts, while structural devices (enjambment, caesura) appear in 78%. Semantic devices such as metaphor, metonymy, and synesthesia exhibit complex interactions with formal structures. The study concludes that the multilayered use of stylistic devices creates systematic patterns of defamiliarization that distinguish poetic from non-poetic discourse. These findings contribute to our understanding of the linguistic foundations of poetic effects and have implications for stylistic theory, literary pedagogy, and computer-aided text analysis. The research demonstrates that stylistic devices do not function as mere ornamental features, but rather as integral components of poetic communication.
Keywords: stylistic devices, poetic discourse, linguistic analysis, defamiliarization, sound patterns
Zusammenfassung
Die vorliegende Studie untersucht die vielfältige Rolle stilistischer Mittel im poetischen Diskurs durch eine systematische linguistische Analyse. Aufbauend auf den theoretischen Rahmenwerken von Jakobson (1960) und Leech (1969) analysiert diese Forschung, wie phonologische, syntaktische und semantische Mittel zur poetischen Bedeutungskonstitution beitragen. Die Analyse verwendet eine korpusbasierte Methodologie zur Untersuchung von 50 kanonischen deutschsprachigen Gedichten aus der Romantik und der Moderne. Die Ergebnisse zeigen, dass Klangmuster (Alliteration, Assonanz, Konsonanz) in 94% der analysierten Texte auftreten, während strukturelle Mittel (Enjambement, Zäsur) in 78% vorkommen. Semantische Mittel wie Metapher, Metonymie und Synästhesie zeigen komplexe Wechselwirkungen mit formalen Strukturen. Die Studie stellt fest, dass die mehrschichtige Verwendung stilistischer Mittel systematische Muster der Verfremdung schafft, die den poetischen vom nicht-poetischen Diskurs unterscheiden. Diese Befunde tragen zum Verständnis der linguistischen Grundlagen poetischer Effekte bei und haben Implikationen für die Stilistiktheorie, die Literaturpädagogik und die computergestützte Textanalyse. Die Forschung demonstriert, dass stilistische Mittel nicht als bloße ornamentale Merkmale fungieren, sondern als integrale Bestandteile der poetischen Kommunikation.
Schlüsselwörter: stilistische Mittel, poetischer Diskurs, linguistische Analyse, Verfremdung, Klangmuster

Einleitung

Stilistische Mittel bilden das grundlegende linguistische Instrumentarium, durch das Dichter Bedeutung konstruieren, Emotionen evozieren und ästhetische Erfahrung schaffen. Wie Jakobson (1960) in seiner wegweisenden Arbeit zur Poetik formulierte, projiziert die poetische Funktion

der Sprache \u201Edas Prinzip der Äquivalenz von der Achse der Selektion auf die Achse der Kombination\u201C (S. 358), wodurch systematische Muster etabliert werden, die den poetischen vom gewöhnlichen Diskurs unterscheiden. Dieses Prinzip liegt der Verwendung stilistischer Mittel über phonologische, syntaktische und semantische Dimensionen der Sprache hinweg zugrunde. Die systematische Untersuchung stilistischer Mittel in der Lyrik hat sich seit den formalistischen Ansätzen des frühen zwanzigsten Jahrhunderts erheblich weiterentwickelt. Leech (1969) etablierte grundlegende Rahmenwerke für die linguistische Analyse von Dichtung und argumentierte, dass stilistische Mittel durch Prinzipien der Abweichung und des Parallelismus funktionieren. Wales (2001) erweiterte diese Taxonomie und katalogisierte die vielfältigen Mittel, die Dichtern zur Verfügung stehen, sowie deren kommunikative Funktionen. Jüngere Arbeiten von Simpson (2004) und Burke (2014) integrierten kognitive und pragmatische Perspektiven und untersuchten, wie stilistische Mittel mit mentalen Prozessen und Kontextwissen der Leser interagieren. Trotz umfangreicher theoretischer Arbeit bleiben empirische Untersuchungen zur Verwendung stilistischer Mittel relativ begrenzt. Während qualitative close readings die Literaturkritik dominieren, sind systematische korpusbasierte Studien, die die Verwendung von Mitteln über substantielle Textsamples hinweg quantifizieren und kategorisieren, weniger verbreitet. Diese Lücke ist besonders evident in Analysen, die Wechselwirkungen zwischen mehreren Mittelkategorien – phonologisch, strukturell und semantisch – innerhalb derselben Texte untersuchen.

Die vorliegende Studie adressiert diese Limitationen durch systematische linguistische Analyse stilistischer Mittel in kanonischer deutschsprachiger Lyrik. Konkret untersucht diese Forschung: (1) die Häufigkeit und Verteilung phonologischer Mittel (Alliteration, Assonanz, Konsonanz, Reim); (2) die Prävalenz und Muster struktureller Mittel (Enjambement, Zäsur, Parallelismus); (3) die Verwendung semantischer Mittel (Metapher, Metonymie, Synästhesie, Personifikation); und (4) die Interaktionen zwischen diesen Mittelkategorien bei der Erzeugung poetischer Effekte. Durch die Untersuchung eines repräsentativen Korpus von 50 Gedichten aus verschiedenen historischen Perioden zielt diese Studie darauf ab, empirische Grundlagen für theoretische Behauptungen über die linguistische Natur des poetischen Diskurses zu schaffen.

Methoden

Das Korpus bestand aus 50 deutschsprachigen Gedichten, die aus zwei verschiedenen historischen Perioden ausgewählt wurden: der Romantik (1795-1835) und der Moderne (1910-1950). Diese Periodisierung folgt konventionellen literaturhistorischen Kategorien und ermöglicht gleichzeitig den Vergleich der Mittelverwendung über verschiedene ästhetische Bewegungen hinweg. Das romantische Teilkorpus umfasste 25 Gedichte bedeutender Autoren wie Joseph von Eichendorff, Novalis, Clemens Brentano, Heinrich Heine und Friedrich Hölderlin. Das modernistische Teilkorpus bestand aus 25 Gedichten von Rainer Maria Rilke, Georg Trakl, Gottfried Benn, Else Lasker-Schüler und Paul Celan. Die Gedichtauswahl folgte spezifischen Kriterien zur Gewährleistung der Korpusrepräsentativität. Alle ausgewählten Gedichte: (1) erschienen in bedeutenden Anthologien ihrer jeweiligen Perioden; (2) umfassten 14 bis 50 Verse zur Aufrechterhaltung analytischer Handhabbarkeit; (3) repräsentierten diverse formale Strukturen einschließlich Sonette, freie Verse und Blankverse; und (4) waren

Gegenstand substantieller kritischer Kommentierung, was externe Validierung ihres kanonischen Status liefert.

Analytisches Rahmenwerk

Die Analyse verwendete ein mehrschichtiges Kategorisierungssystem, das von Leech (1969) und Wales (2001) adaptiert wurde. Phonologische Mittel umfassten: Alliteration (Wiederholung initialer Konsonantenlaute), Assonanz (Wiederholung von Vokallauten), Konsonanz (Wiederholung von Konsonantenlauten in nicht-initialen Positionen) und Endreim. Strukturelle Mittel umfassten: Enjambement (Fortsetzung syntaktischer Einheiten über Versenden hinweg), Zäsur (mediale Pausen innerhalb von Versen), Parallelismus (systematische Wiederholung syntaktischer Strukturen) und Anapher (Wiederholung initialer Wörter oder Phrasen).

Semantische Mittel umfassten die Hauptfiguren der Rede, die in der klassischen Rhetorik und modernen Stilistik identifiziert wurden: Metapher (impliziter Vergleich), Vergleich (expliziter Vergleich), Metonymie (Substitution basierend auf Kontiguität), Synekdoche (Teil-Ganzes-Beziehungen), Personifikation (Zuschreibung menschlicher Eigenschaften zu nicht-menschlichen Entitäten) und Synästhesie (cross-modale sensorische Beschreibung). Nach Short (1996) wurde jede Mittelinstanz sowohl hinsichtlich Präsenz als auch Intensität kodiert, wobei die Intensität auf einer dreistufigen Skala (subtil, moderat, prominent) bewertet wurde.

Kodierungsverfahren

Jedes Gedicht durchlief mehrere Analysedurchgänge. Initiale Lesungen identifizierten Kandidateninstanzen stilistischer Mittel. Nachfolgende Lesungen verifizierten diese Identifikationen und kodierten deren Charakteristika. Für phonologische Mittel wurden Transkriptionen im Internationalen Phonetischen Alphabet (IPA) generiert, um akkurate Identifikation von Klangmustern zu gewährleisten. Für strukturelle Mittel identifizierte syntaktisches Parsing Satzgrenzen und deren Beziehungen zu Versenden. Für semantische Mittel wurden konzeptuelle Mappings gemäß kognitiver Metapherntheorie-Rahmenwerke dokumentiert (Lakoff & Johnson, 1980).

Inter-Kodierer-Reliabilität wurde durch unabhängige Kodierung eines 20%-Teilsamples durch zwei trainierte Kodierer etabliert. Übereinstimmungsraten überschritten 85% für alle Mittelkategorien, mit Kappa-Koeffizienten zwischen .78 und .92. Unstimmigkeiten wurden durch Diskussion und Bezugnahme auf Stilistik-Handbücher gelöst. Finale Codes wurden in eine strukturierte Datenbank eingegeben, die quantitative und qualitative Analyse ermöglichte.

Ergebnisse

Klangbasierte stilistische Mittel traten mit hoher Frequenz über beide historischen Perioden hinweg auf. Alliteration kam in 47 von 50 Gedichten (94%) vor, mit durchschnittlich 8,3 Instanzen pro Gedicht (SD = 4,2). Romantische Gedichte zeigten etwas höhere Alliterationsdichte (M = 9,1, SD = 4,5) im Vergleich zu modernistischen Gedichten (M = 7,5, SD = 3,8), obwohl dieser Unterschied nicht statistisch signifikant war (t(48) = 1,42, p = .16). Assonanz zeigte gleichmäßige Verteilung und trat in 43 Gedichten (86%) mit vergleichbaren Frequenzen über Perioden hinweg auf. Konsonanz erschien etwas weniger frequent (38 Gedichte, 76%), zeigte aber ähnliche periodenübergreifende Muster. Endreimmuster unterschieden sich markant zwischen Perioden: 24 von 25 romantischen Gedichten (96%) verwendeten Endreimschemen, während nur 8 von 25 modernistischen Gedichten (32%) dies taten, was die gut dokumentierte Verschiebung zu freien Versen in der modernistischen Poetik reflektiert.

Intensitätskodierung offenbarte, dass phonologische Mittel überwiegend auf moderaten bis prominenten Ebenen funktionierten. Subtile Verwendungen machten nur 23% der kodierten Instanzen aus, was suggeriert, dass Dichter Klangmuster intentional für ästhetische und semantische Effekte in den Vordergrund stellen. Cluster mehrerer phonologischer Mittel innerhalb einzelner Verse traten in 68% der Gedichte auf und schufen dichte klangliche Texturen, die thematischen Inhalt verstärken. Strukturelle Mittel, die Syntax-Vers-Beziehungen manipulieren, traten in 39 von 50 Gedichten (78%) auf. Enjambement stellte das prävalenteste strukturelle Mittel dar und kam in 35 Gedichten (70%) vor, mit höherer Frequenz in modernistischen Texten (22/25, 88%) als in romantischen Texten (13/25, 52%). Dieses Muster reflektiert modernistische Experimente mit Versformen und die Ablehnung von Konventionen geschlossener Verse. Zäsur erschien in 31 Gedichten (62%), gleichmäßiger über Perioden verteilt. Jedoch zeigte die Zäsurplatzierung periodenspezifische Muster: Romantische Gedichte bevorzugten mediale Zäsuren, die balancierte Hemistiche schufen, während modernistische Gedichte variierte Zäsurpositionen verwendeten, die asymmetrische Rhythmen generierten. Parallelismus erschien in 27 Gedichten (54%), mit besonderer Konzentration in romantischen Texten, die balancierte Phrasierung und antithetische Strukturen verwendeten. Anapher erschien selektiver (18 Gedichte, 36%), oft in Verbindung mit Parallelismus zur Erzeugung emphatischer Wiederholung. Semantische Mittel operierten über alle analysierten Gedichte hinweg, wobei Metapher in jedem Text erschien (50/50, 100%). Die durchschnittliche Metapherndichte betrug 5,7 Instanzen pro Gedicht (SD = 2,8), ohne signifikanten Unterschied zwischen Perioden. Jedoch variierten Metapherntypen: Romantische Gedichte bevorzugten naturbasierte Metaphern und Personifikation, während modernistische Gedichte urbane, mechanische und fragmentierte Bildsprache verwendeten. Metonymie erschien in 34 Gedichten (68%), oft in Verbindung mit Metapher zur Erzeugung komplexer Figuration. Synekdoche kam weniger frequent vor (23 Gedichte, 46%), primär in Gedichten, die kollektive oder abstrakte Subjekte adressierten. Personifikation zeigte den dramatischsten Periodenunterschied: 23 von 25 romantischen Gedichten (92%) verwendeten Personifikation natürlicher Phänomene oder abstrakter Konzepte, während nur 9 von 25 modernistischen Gedichten (36%) dies taten, was veränderte ästhetische Einstellungen gegenüber Anthropomorphismus reflektiert. Synästhesie, insgesamt weniger verbreitet (16 Gedichte, 32%), erschien häufiger in modernistischen Texten (11/25, 44%) als in romantischen Texten (5/25, 20%). Dieses Muster suggeriert modernistisches Interesse an perzeptueller Komplexität und cross-sensorischer Erfahrung. Intensitätskodierung indizierte, dass semantische Mittel überwiegend auf prominenten Ebenen operierten (67% der Instanzen), was sie zu primären Vehikeln der Bedeutungskonstruktion macht.

Mittelinteraktionen

Kategorienübergreifende Analyse offenbarte systematische Interaktionen zwischen Mitteltypen. Zweiundvierzig Gedichte (84%) demonstrierten koordinierte Verwendung phonologischer und semantischer Mittel, wobei Klangmuster metaphorischen oder figurativen Inhalt verstärkten. Beispielsweise betonte Alliteration häufig metaphorische Vehikel, während Assonanz klangliche Analoga für semantische Beziehungen schuf. Strukturelle Mittel interagierten besonders mit semantischem

Inhalt in enjambierten Versen. Analyse von 156 Enjambement-Instanzen offenbarte, dass 89% semantische Spannung durch Syntax-Vers-Fehlanpassung erzeugten und die Vollendung metaphorischer oder figurativer Ausdrücke verzögerten. Dieses Muster unterstützt Nowottnys (1962) Argument, dass strukturelle Mittel aktiv an Bedeutungskonstitution teilnehmen, statt bloß Inhalt zu organisieren.

Diskussion

Die Befunde demonstrieren, dass stilistische Mittel als integrale statt ornamentale Komponenten des poetischen Diskurses fungieren. Die nahezu universelle Präsenz multipler Mitteltypen, kombiniert mit ihren systematischen Interaktionen, unterstützt Jakobsons (1960) Behauptung, dass Lyrik distinktive linguistische Muster durch Äquivalenzbeziehungen etabliert. Statt gelegentlicher Verzierungen konstituieren stilistische Mittel die fundamentale Architektur, durch die poetische Bedeutung emergiert. Die hohe Prävalenz phonologischer Mittel über beide historischen Perioden hinweg bestätigt deren grundlegende Rolle in poetischer Sprache. Wie Leech (1969) argumentierte, schaffen Klangmuster Organisationsebenen unabhängig von semantischem Inhalt, aber tief in Bedeutungskonstruktion impliziert. Der Befund, dass 68% der Gedichte geclusterte phonologische Mittel verwendeten, suggeriert bewusste Gestaltung klanglicher Texturen. Diese quantitative Evidenz unterstützt qualitative Beobachtungen von Kritikern, die Lyriks Musikalität und deren Effekte auf Lesererfahrung betonen. Periodenspezifische Variationen in Mittelverwendung illuminieren historische Verschiebungen poetischer Ästhetiken. Der romantisch-modernistische Kontrast in Endreimverwendung (96% vs. 32%) reflektiert dokumentierte Transitionen von metrischen, gereimten Formen zu freien Versen. Ähnlich indiziert differentielle Verwendung von Personifikation (92% vs. 36%) und Synästhesie (20% vs. 44%) veränderte Einstellungen gegenüber Repräsentation und Perzeption. Diese Muster demonstrieren, dass stilistische Wahlen breitere kulturelle und philosophische Verpflichtungen enkodieren. Der Befund, dass strukturelle Mittel systematisch mit semantischem Inhalt interagieren, challengiert traditionelle Formalist-Inhalt-Dichotomien. Wenn 89% der Enjambements semantische Spannung durch Syntax-Vers-Fehlanpassung erzeugen, partizipiert Struktur klar in Bedeutungskonstitution. Dies unterstützt zeitgenössische Stilistiktheories Betonung von Form-Bedeutung-Integration (Simpson, 2004) und demonstriert die Inadäquatheit der Behandlung von Struktur und Inhalt als separate Domänen. Das systematische Ko-Vorkommen multipler Mitteltypen innerhalb individueller Gedichte suggeriert, dass stilistische Komplexität zu ästhetischem Wert beiträgt. Gedichte, die diverse Mittel über phonologische, strukturelle und semantische Dimensionen hinweg verwenden, schaffen mehrschichtige Erfahrungen, die Leser auf multiplen Ebenen simultan engagieren. Dieser Befund hat Implikationen für Lyrikpädagogik: Statt Mittel als diskrete Techniken zu unterrichten, könnte Instruktion deren koordinierte Verwendung und gegenseitige Verstärkung betonen. Mehrere Limitationen verdienen Berücksichtigung. Erstens bleibt das Korpus, obwohl sorgfältig ausgewählt, in Größe und Diversität limitiert. Expansion auf zeitgenössische Lyrik, nicht-kanonische Werke und nicht-deutschsprachige Traditionen würde Generalisierbarkeit stärken. Zweitens involviert das Kodierungsschema, obwohl in etablierten Rahmenwerken gegründet, interpretative Urteile. Alternative Kategorisierungssysteme könnten

unterschiedliche Muster ergeben. Drittens untersuchte diese Studie Mittelpräsenz und -frequenz, aber nicht Leserreaktionen oder kognitive Verarbeitung. Zukünftige Forschung, die Leserreaktion-Methodologien inkorporiert, würde illuminieren, wie Mittel Verständnis und ästhetische Erfahrung affektieren. Trotz dieser Limitationen tragen die Befunde zum Verständnis der linguistischen Basis des poetischen Diskurses bei. Durch Demonstration systematischer Muster in Mittelverwendung und -interaktion liefert diese Forschung empirische Grundlage für theoretische Behauptungen über poetische Sprache. Die Resultate unterstützen Argumente, dass Lyrik ein distinktives linguistisches Register konstituiert, charakterisiert durch Verfremdung via multiple simultane Musterungssysteme. Zukünftige Forschung könnte mehrere Richtungen verfolgen. Computergestützte Ansätze könnten größere Korpora analysieren und Muster identifizieren, die manueller Kodierung unsichtbar bleiben. Cross-linguistische Studien könnten untersuchen, ob Mittelverwendungsmuster über Sprachen hinweg gelten oder deutschspezifische Features reflektieren. Experimentelle Studien könnten Hypothesen über Mitteleffekte auf Leserverarbeitung und Interpretation testen. Historische Studien könnten Mittelevolution über längere Zeitrahmen verfolgen und Beziehungen zwischen stilistischer Praxis und kulturellem Wandel illuminieren. Zusammenfassend demonstriert diese Studie, dass stilistische Mittel essentielle Komponenten poetischer Kommunikation konstituieren und durch systematische Muster von Verfremdung und Interaktion funktionieren. Die Evidenz unterstützt theoretische Rahmenwerke, die Lyriks distinktive linguistische Charakteristika betonen, während sie empirische Dokumentation der Mittelverwendung über kanonische Texte hinweg liefert. Das Verständnis dieser Muster verbessert sowohl wissenschaftliche Analyse als auch pädagogische Praxis und illuminiert, wie Dichter Bedeutung durch Spraches formale, strukturelle und semantische Ressourcen gestalten.

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Activity-Oriented Method In Teaching A Foreign Language

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Abstract
This article analyzes the pedagogical significance of the activity-oriented method (Handlungsorientierung – HO) in teaching a foreign language. The main purpose of the study is to determine the effectiveness of HO methods in developing students' communicative, cognitive and social skills. Based on modern foreign language methodology and didactic literature, it was shown that HO activates the learning process, increases motivation and allows students to practically use the language in real-life situations. The results of the study show that the action-oriented approach produces high results in learning a foreign language by making the learning process interactive, practical and effective.
Keywords: action-oriented approach, foreign language learning, communicative competence, DaF, teaching methods.
Annotatsiya
Mazkur maqolada chet tilini o‘rgatishda faoliyatga yo‘naltirilgan metod (Handlungsorientierung – HO)ning pedagogik ahamiyati tahlil qilinadi. Tadqiqotning asosiy maqsadi HO metodlarining o‘quvchilarning kommunikativ, kognitiv va ijtimoiy ko‘nikmalarini rivojlantirishdagi samaradorligini aniqlashdan iborat. Zamonaviy chet tillar metodikasi va didaktik adabiyotlar asosida ko‘rsatildi, HO o‘quv jarayonini faollashtiradi, motivatsiyani oshiradi hamda o‘quvchilarga tilni real hayotiy vaziyatlarda amaliy tarzda qo‘llash imkonini beradi. Tadqiqot natijalari shuni ko‘rsatadiki, harakatga yo‘naltirilgan yondashuv o‘quv jarayonini interaktiv, amaliy va samarali qilish orqali chet tilini o‘rganishda yuqori natijalar hosil qiladi.
Kalit so‘zlar: harakatga yo‘naltirilgan yondashuv, chet tilini o‘rganish, kommunikativ kompetensiya, DaF, dars metodlari.

So‘nggi o‘n yilliklarda chet tillarini o‘qitishda harakatga yo‘naltirilgan yondashuv markaziy metod sifatida e’tirof etilgan. Bu yondashuvning asosiy tamoyili shundaki, tilni eng samarali o‘rganish faollik, interaksiya va tilni real hayotiy kontekstlarda qo‘llash orqali amalga oshiriladi. An’anaviy frontal dars usullaridan farqli o‘laroq, HO nafaqat o‘quvchilarning kommunikativ kompetensiyasini oshiradi, balki ularning mustaqil fikrlash va qaror qabul qilish qobiliyatini rivojlantiradi.

2. Faoliyatga yo‘naltirilgan yondashuv tushunchasi va nazariy asoslari

Harakatga yo‘naltirilgan yondashuv “Learning by Doing” (amal orqali o‘rganish) tamoyiliga asoslanadi. Ushbu yondashuv Dewey, Piaget va Vygotskij nazariyalariga tayangan bo‘lib, chet tillarini o‘qitish metodikasida Brügelmann, Bremer va Krumm tomonidan yanada rivojlantirilgan.

HO asosida o‘quvchilar o‘z o‘rganish jarayoni uchun faollikni o‘z zimmasiga oladi. Darslar real hayotga yaqin vazifalar orqali tashkil etiladi va bu o‘quvchilarga tilni amaliy kontekstdan foydalanib o‘rganish imkonini beradi. Shu bilan birga, HO nafaqat til strukturasi, balki kognitiv, ijtimoiy va madaniy kompetensiyalarni rivojlantiradi.

3. Faoliyatga yo‘naltirilgan yondashuvning funksiyalari

HO metodlari chet tilini o‘rganishda bir nechta asosiy funksiyani bajaradi:

Kommunikativ funksiyasi: O‘quvchilar tilni real vaziyatlarda faol qo‘llashadi va samarali muloqot qilishadi.

Motivatsion funksiyasi: Amaliy va maqsadga yo‘naltirilgan faoliyat o‘quvchilarning darsga bo‘lgan qiziqishini oshiradi.

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Kognitiv funksiyasi: Masalalarni hal qilish, tanqidiy fikrlash va qaror qabul qilish qobiliyatlari rivojlanadi.
Ijtimoiy funksiyasi: Guruh va juftlik ishlari orqali hamkorlik va jamoaviy ishlash ko‘nikmalari shakllanadi.
Mustaqil o‘rganish funksiyasi: O‘quvchilar o‘z o‘rganish jarayonlari uchun mas’uliyatni o‘z zimmasiga oladi va o‘z-o‘zini boshqarish qobiliyatini oshiradi.

Aspekt	Tavsif	Nazariy asoslar	Amaliy ta’siri
Yondashuv tamoyili	“Learning by Doing” – amaliyot orqali o‘rganish	Dewey, Piaget, Vygotskij	O‘quvchilar o‘rganish jarayonida faol ishtirok etadi
Pedagogik rivojlanish	HO chet tillarini o‘qitishda metodik rivojlanishi	Brügelmann, Bremer, Krumm	Darslar real hayotiy vazifalar orqali tashkil etiladi
Til kompetensiyasi	Tilni amaliy kontekstda qo‘llash	Lingvistik nazariyalar	O‘quvchilar tilni real vaziyatlarda ishlatadi
Kognitiv rivojlanish	Muammolarni hal qilish, tanqidiy fikrlash	Kognitiv rivojlanish nazariyalari	Kognitiv ko‘nikmalar shakllanadi
Ijtimoiy rivojlanish	Hamkorlik, guruh ishlari	Ijtimoiy o‘rganish nazariyalari	Guruhda ishlash, ijtimoiy ko‘nikmalar rivojlantiriladi
Madaniy rivojlanish	Madaniyat va kontekstni tushunish	Madaniy didaktika	Til orqali madaniyat va kontekstni tushunish imkoniyati paydo bo‘ladi

Ushbu funksiyalar shuni ko‘rsatadiki, HO metodlari til o‘rganish jarayonini faqat grammatik va lug‘aviy bilimlar bilan cheklamaydi, balki keng ko‘lamli rivojlanish imkoniyatini yaratadi. S. Azimova ta’kidlashicha -"Kommunikativ yondashuv, chet tili o‘qitish uchun avvalgi ikki usuldan, ya'ni audio-lingvistik usul va grammatik tarjima usulidan norozi bo‘lgan ba'zi lingvistlar va o‘qituvchilarning mahsulidir"[6;473].

4. Darslarda amaliy tatbiq

Harakatga yo‘naltirilgan yondashuvni darslarda quyidagi shakllarda qo‘llash mumkin:
Rol o‘yinlari: Kundalik vaziyatlarni simulyatsiya qilish (masalan, do‘konda xarid qilish, shifokor bilan uchrashuv, ish suhbatlari).
Loyiha ishlari: Ta prezentatsiyalar, qisqa filmlar yoki dialoglar yaratish, guruh loyihalarini bajarish.
Stansiyali mashg‘ulotlar: O‘quvchilar turli vazifa stansiyalarini bajarib, har xil til ko‘nikmalarini rivojlantiradi.
Hamkorlikda o‘rganish: Juft yoki guruh ishlari orqali birgalikda muammolarni hal qilish va tilni faol qo‘llash.
Amaliy mashg‘ulotlarda autentik materiallardan (maqolalar, videolar, veb-sahifalar) foydalanish va o‘quv jarayonini doimiy tahlil qilish muhimdir.

5. Afzalliklar va cheklovlar

Afzalliklari:
Kommunikativ kompetensiyani rivojlantiradi.
O‘quvchilarning motivatsiyasini oshiradi.
Mustaqil fikrlash va masalalarni hal qilish qobiliyatini shakllantiradi.
Real hayotiy vaziyatlarda tilni qo‘llash imkonini beradi.
Cheklovlar:
O‘qituvchi uchun rejalashtirish va tayyorgarlik ko‘p vaqt talab qiladi.

Heterogen guruhlar (til darajasi turlicha) uchun murakkab.
Dars vaqtining va joyning cheklanganligi samaradorlikni pasaytirishi mumkin.
Doimiy tahlil va o‘quv jarayonini kuzatish talab etiladi.
Shunga qaramay, HO metodlarining foydasi cheklovlaridan ancha ustun.

6. Faoliyatga yo‘naltirilgan o’qitish metodida “Oddiy tanishuv davrasi” usuli

Mazkur kommunikativ mashq yangi tashkil etilgan o‘quv guruhida ishtirokchilarning o‘zaro tanishuvini ta’minlash hamda ularning chet tilini o‘rganishga doir ehtiyojlari, qiziqishlari va kutgan natijalarini aniqlashga qaratilgan. Ushbu usul, ayniqsa, boshlang‘ich bosqichda ta’lim jarayonini samarali tashkil etishda muhim ahamiyat kasb etadi.
Mashqni amalga oshirish uchun krep-lenta va doimiy marker kabi oddiy didaktik vositalardan foydalaniladi. Mashqning davomiyligi o‘quvchilar soni hamda ularning til tayyorgarligi darajasiga bog‘liq holda 10–20 daqiqani tashkil etadi.
Mashq jarayonida barcha ishtirokchilar doira shaklida joylashadilar. Navbatma-navbat har bir ishtirokchi qisqacha o‘zini tanishtiradi. Zaruratga ko‘ra, o‘qituvchi tomonidan oldindan tayyorlangan yo‘naltiruvchi savollar berilishi mumkin. Jumladan, ishtirokchining ismi va uning ma’nosi, kurs yoki seminar davomida nimalarga qiziqishi, qanday bilim va ko‘nikmalarni egallashni istashi kabi savollar o‘quvchilarning nutqiy faolligini oshirishga xizmat qiladi. Tanishuv jarayonida ishtirokchilar o‘z ismlarini lentaga yozib, uni kiyimlariga ko‘rinadigan tarzda yopishtiradilar.
Mazkur mashq o‘quvchilarning kommunikativ faolligini rag‘batlantiradi, guruhda ijobiy psixologik muhitni shakllantiradi hamda keyingi dars jarayonlarida samarali o‘zaro muloqot uchun zarur shart-sharoitlarni yaratadi.

Xulosa qilib aytganda, Faoliyatga yo‘naltirilgan yondashuv chet tillarini o‘rganishda samarali pedagogik metod hisoblanadi. U o‘quvchilarning tilni qo‘llash, ijtimoiy, kognitiv va motivatsion rivojlanishiga hissa qo‘shadi. O‘qituvchilar HO metodlarini darslarda muntazam qo‘llashlari va real hayotiy vaziyatlarni simulyatsiya qiladigan interaktiv mashg‘ulotlarni tashkil etishlari lozim. Shu orqali o‘quv jarayoni samarali, qiziqarli va natijaviy bo‘ladi.

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Metaphorical Nomination Of A Human Being As A Linguistic Phenomenon

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Abstract
The article examines metaphorical nomination of a human being as a linguistic phenomenon within the framework of contemporary anthropocentric linguistics. Metaphorical nomination is interpreted as a result of secondary naming based on the transfer of features from objects belonging to other conceptual domains to a human being. The study clarifies the notion of metaphorical nomination, identifies its main types, and describes their semantic and pragmatic characteristics. The research is based on descriptive, semantic, cognitive, and pragmatic methods of analysis. It is established that metaphorical nomination of a human being represents a stable and productive mechanism of linguistic conceptualization closely connected with evaluativity, expressiveness, and communicative strategies. The paper demonstrates that metaphorical names of a human being reflect the features of the linguistic worldview and consolidate collective representations of human qualities, behavior, and social roles. The findings may be applied in studies on cognitive linguistics, linguoculturology, the theory of nomination, as well as in comparative and interdisciplinary research.
Keywords: metaphorical nomination; nomination of a human being; linguistic worldview; metaphor; secondary naming; cognitive linguistics; linguoculturology; semantics; pragmatics; anthropocentrism

Introduction

Metaphorical nomination of a human being represents one of the fundamental linguistic phenomena reflecting the ways reality is conceptualized and human nature is interpreted in language. In the process of nomination, a human being is understood not only as a biological or social entity but also as a bearer of specific qualities, roles, and evaluations that are fixed in linguistic consciousness through secondary naming. In this context, metaphor functions as a universal cognitive mechanism that enables the transfer of features from one object to another and facilitates the formation of stable nominative models. Metaphorical nomination of a human being is of particular significance because the human being constitutes the central object of the linguistic worldview, while the ways of naming a person reflect the value orientations and cultural priorities of society.

The relevance of studying metaphorical nomination of a human being as a linguistic phenomenon is determined by several factors. First, contemporary linguistics demonstrates a growing interest in the anthropocentric paradigm, within which language is viewed as a means of representing human experience and mental structures. Second, metaphorical nomination actively functions in various types of discourse—everyday, literary, journalistic, and media discourse—making it an important object of systematic analysis. Third, metaphorical names of a human being are closely connected with evaluativity, expressiveness, and the pragmatics of speech; therefore, their study makes it possible to identify mechanisms of linguistic influence and interpretation.

Despite the considerable number of studies devoted to metaphor in general, metaphorical nomination of a human being is often examined fragmentarily, within the

analysis of individual lexical groups, concepts, or discursive practices. At the same time, there is a need for a comprehensive interpretation of this phenomenon as a specific type of linguistic nomination possessing its own structure, functions, and regularities. This need is particularly relevant in the context of comparative and typological research, as well as in the preparation of academic texts oriented toward the international scholarly community.

The aim of the present article is to describe metaphorical nomination of a human being as a linguistic phenomenon from the perspective of modern linguistics. The objectives of the study include clarifying the notion of metaphorical nomination, identifying the main types of metaphorical names of a human being, analyzing their semantic and pragmatic characteristics, and determining the functions of this phenomenon within the language system and speech practice.

Methods

The methodological framework of the study is based on a set of general scientific and linguistic methods that ensure a systematic and multidimensional analysis of metaphorical nomination of a human being. The descriptive method was employed to identify and classify linguistic units functioning as metaphorical nominations. Semantic analysis was applied to reveal the salient features transferred in the process of metaphorization and to determine the structure of meaning of nominative units.

The cognitive approach was used to examine metaphorical nomination as a result of conceptual transfer and categorization of experience. Within this approach, metaphor is interpreted as a means of conceptualizing a human being through other conceptual domains, such as the animal world, artifacts, natural phenomena, or social roles. Pragmatic analysis made it possible to identify the communicative functions of metaphorical names of a human being, including evaluative, expressive, and persuasive functions.

The research material consists of lexical and phraseological units of the modern language recorded in explanatory and phraseological dictionaries, as well as examples drawn from texts of various genres. The selection of material was based on frequency of usage and semantic transparency of metaphorical transfer. The analysis was conducted without reference to a specific language, which ensures the universality of the conclusions and their applicability in an interlingual context.

Results

The analysis demonstrates that metaphorical nomination of a human being is a stable and productive linguistic mechanism realized at different levels of the language system. This phenomenon is based on the transfer of features from an object or a conceptual domain to a human being, resulting in the formation of secondary names characterized by figurative and evaluative semantics. Such nominations may be either single-word or multi-word units, including phraseological combinations and set expressions.

The study identifies the main types of metaphorical nomination of a human being. Among the most widespread is the zoomorphic metaphor, in which a human being is conceptualized through characteristics of animals. This type of nomination is frequently used to express evaluative meanings related to behavior, appearance, or moral qualities. Another productive type is the artifact metaphor, where a human being is associated with objects of the material world, emphasizing functional or utilitarian characteristics.

A separate group is formed by natural metaphors, in which a human being is correlated with natural phenomena or objects. Such nominations are typically

highly figurative and are used to convey emotional states or stable character traits. Social and role-based metaphors reflect the perception of a human being through social functions and status characteristics, indicating a close connection between metaphorical nomination and social structures and values.

Semantic analysis reveals that metaphorical nominations of a human being possess a complex multicomponent structure of meaning that includes denotative, connotative, and evaluative components. Evaluativity appears to be one of the key features of this type of nomination and may range from explicitly negative to positive or ironic. The pragmatic aspect manifests itself in the ability of metaphorical names to perform functions of characterization, evaluation, emotional impact, and regulation of interpersonal communication.

Discussion

The obtained results confirm the assumption that metaphorical nomination of a human being is not a peripheral but a system-forming element of the linguistic worldview. Through metaphor, language not only names a human being but also interprets human essence, fixing specific models of perception and evaluation in the consciousness of language users. This allows metaphorical nomination to be regarded as a reflection of collective experience and cultural stereotypes established within society.

From a cognitive perspective, metaphorical nomination of a human being demonstrates the universality of conceptual transfer mechanisms. Regardless of the particular language, a human being is conceptualized through a limited set of basic domains, which indicates the similarity of cognitive processes across different linguocultures. At the same time, specific realizations of metaphorical nominations depend on cultural, historical, and social factors, opening prospects for comparative research.

The pragmatic potential of metaphorical nomination of a human being is manifested in its active use in linguistic influence. The choice of a particular metaphorical model enables the speaker not only to characterize the addressee or the object of speech but also to establish a specific interpretative frame. In this sense, metaphorical nomination functions as a communicative strategy, especially significant in public and media discourse.

Thus, metaphorical nomination of a human being as a linguistic phenomenon constitutes a complex multilevel mechanism integrating cognitive, semantic, and pragmatic aspects. Its study contributes to a deeper understanding of the anthropocentric nature of language and expands knowledge of the ways language conceptualizes the human being.

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Работа С Национально-Культурной Семантикой Русских Слов И Фразеологизмов

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Аннотация
В данной статье проводится всестороннее исследование национально-культурной семантики русских слов и фразеологизмов. Особое внимание уделяется выявлению и классификации культурно-специфических концептов, отражающих уникальные социальные, исторические и психологические особенности русского общества. Анализируется, каким образом слова и фразеологизмы функционируют как носители культурного кода, обеспечивая коммуникацию не только на лексическом, но и на культурно-смысловом уровне.
Для достижения поставленных целей используются комплексные методы исследования: корпусный анализ с привлечением Национального корпуса русского языка, сравнительно-лингвистические подходы, а также количественные и качественные статистические методы. В частности, рассматриваются частотные характеристики употребления фразеологизмов в письменной и устной речи, выявляются их семантические домены и прагматические функции.
Результаты исследования демонстрируют, что русские фразеологизмы и отдельные слова не только отражают исторические и бытовые реалии общества, но и выполняют важную роль в передаче национально-культурных ценностей, социальных норм и психологических особенностей. На основе проведенного анализа выявлены ключевые типы культурно-специфических концептов, их частотное распределение и способы использования в современном языке.
Практическая значимость работы заключается в возможности применения полученных данных при преподавании русского языка как иностранного, разработке учебных материалов и формировании межкультурной компетенции обучающихся. Данное исследование способствует более глубокому пониманию механизма интеграции языковых единиц и культурных реалий, а также подчеркивает важность учета национально-культурной семантики в лингвистических исследованиях.
Ключевые слова: национально-культурная семантика, русские слова, фразеологизмы, культурные концепты, язык и культура, межкультурная коммуникация.

Введение

Национально-культурная семантика русского языка представляет собой сложное и многогранное явление, которое включает в себя не только значения слов и выражений, но и отражение в языке исторических, социальных и психологических особенностей народа. Каждое слово, каждый фразеологизм несет в себе определенный культурный код, который формировался веками под влиянием традиций, бытовых практик, ценностей и мировоззрения русского общества. Именно поэтому исследование национально-культурной семантики является важным направлением современной лингвистики, способствующим глубокому пониманию механизмов передачи культурной информации и межкультурной коммуникации.

Слова и фразеологизмы функционируют как своеобразные «контейнеры» культурного знания. Например, фразеологизм «душа нараспашку» передает не просто эмоциональное состояние, но и специфическую черту

русского характера — открытость, доброжелательность, готовность к эмоциональному обмену. Анализ подобных единиц позволяет выявить не только семантические, но и прагматические особенности, определить способы использования языка в разных социальных и коммуникативных контекстах.

В условиях глобализации и расширения международного общения актуальность изучения национально-культурной семантики значительно возрастает. Понимание культурных концептов русского языка необходимо для эффективного преподавания русского как иностранного, а также для межкультурной компетенции студентов и специалистов, работающих в международной среде. При этом изучение слов и фразеологизмов с национально-культурной окраской позволяет выявить уникальные культурные паттерны, которые отличают русский язык от других языков мира.

Цель данной работы состоит в том, чтобы выявить национально-культурные аспекты русских слов и фразеологизмов, провести их классификацию и проанализировать семантические и прагматические характеристики. Для достижения этой цели необходимо решить ряд исследовательских задач: классифицировать единицы по типам культурно-специфических концептов, изучить их функции в современной речи, определить частотность и контекстуальное употребление, а также провести сопоставительный анализ с другими языками.

Обзор литературы

Изучение национально-культурной семантики русского языка опирается на широкий спектр отечественных и зарубежных научных исследований, которые подчеркивают, что язык является не просто средством коммуникации, но и важным носителем культурных знаний и ценностей.

Зарубежные исследователи, такие как Wierzbicka (1997)[1], акцентируют внимание на том, что язык отражает специфические культурные концепты, и что понимание значения слов невозможно без учета исторического, социального и культурного контекста. Она выделяет культурно-специфические единицы, которые представляют собой «ключи» к ментальным моделям общества, формируя уникальное восприятие мира носителями языка. Apresjan (2000)[2] в своих работах рассматривает связь между лексическим значением слов и национальной культурой, демонстрируя, что семантический анализ должен учитывать не только внутреннюю структуру слова, но и его роль в передаче культурного опыта, исторических реалий и социальных норм.

В отечественной лингвистике значительный вклад в исследование национально-культурной семантики внесли Левонтина (1990)[3] и Фролова (2015)[4]. Левонтина подробно рассматривает взаимосвязь языка и культуры, подчеркивая, что культурный контекст оказывает непосредственное влияние на формирование смысловой структуры слов и выражений. В своей работе она показывает, что слова с национально-культурной окраской отражают исторические события, бытовые практики и психологические особенности народа. Фролова (2015)

[1] Wierzbicka, A. (1997). *Understanding cultures through their language*. Oxford University Press.
[2] Apresjan, J. D. (2000). *Semantics, lexical meaning and national culture*. Moscow: Nauka.
[3] Levontina, A. M. (1990). *Yazyk i kultura [Language and culture]*. Moscow: Nauka.
[4] Frolova, N. A. (2015). *Frazheologicheskaya kartina mira russkogo yazyka [Phraseological picture of the Russian language world]*. St. Petersburg: Rech.

исследует фразеологизмы как особую категорию языковых единиц, создающих «фразеологическую картину мира» русского языка. Она выявляет их роль не только в передаче эмоциональных и социальных смыслов, но и в сохранении культурных традиций и исторической памяти общества.

Сопоставление отечественных и зарубежных исследований демонстрирует необходимость комплексного подхода к анализу национально-культурной семантики. Такой подход включает как количественный анализ (например, частотность употребления фразеологизмов в письменной и устной речи), так и качественный анализ (семантический и прагматический), а также сравнительно-лингвистический метод для выявления культурных сходств и различий между языками.

Важным выводом обзора литературы является то, что национально-культурная семантика рассматривается не только как предмет лексикологии и фразеологии, но и как средство междисциплинарного исследования, объединяющего лингвистику, культурологию, психологию и педагогическую практику. Понимание культурно-специфических единиц языка позволяет не только описать особенности русской культуры, но и эффективно использовать их при преподавании русского языка как иностранного, формируя у обучающихся межкультурную компетенцию.

Таким образом, проведенный обзор литературы подчеркивает необходимость системного изучения национально-культурных элементов языка с использованием различных методов анализа, что создает прочную теоретическую базу для дальнейших эмпирических исследований, направленных на выявление структуры и функционирования русских слов и фразеологизмов в современном языке.

Методология исследования

Для достижения целей данного исследования использовался комплексный подход, включающий несколько взаимодополняющих методов анализа. Основной акцент был сделан на выявлении и систематизации национально-культурной семантики русских слов и фразеологизмов с учетом их частотного употребления, семантических особенностей и культурного контекста.

Корпусный анализ:

Первым этапом исследования был корпусный анализ с использованием Национального корпуса русского языка (НКРЯ). Этот метод позволил выявить наиболее часто употребляемые слова и фразеологизмы, отражающие культурные концепты русского общества. Применение корпусного анализа обеспечивает объективность данных и позволяет опираться на реальные примеры употребления единиц в письменной и устной речи. Такой подход дает возможность не только подсчитать частотность употребления слов и выражений, но и оценить их распределение по жанрам и стилям речи.

Сравнительно-лингвистический подход:

Второй метод исследования — сравнительно-лингвистический анализ — был направлен на сопоставление русских слов и фразеологизмов с аналогичными единицами английского и немецкого языков. Сопоставление позволило выявить уникальные культурные концепты, характерные только для русского языка, а также определить универсальные паттерны, встречающиеся в разных языках. Этот метод особенно важен для понимания того, как национально-культурные особенности отражаются в языке и каким

образом они передаются через фразеологизмы.

Статистические методы:

Для количественной оценки использования культурно-специфических единиц применялись статистические методы, включающие:

- Частотный анализ употребления слов и фразеологизмов;
- Построение диаграмм распределения по типам культурных концептов;
- Систематизацию данных для выявления закономерностей и аномалий в употреблении единиц.

Для удобства анализа была составлена таблица, включающая следующие поля: фразеологизм, буквальный перевод, культурный концепт, частота употребления и контекст. Такой подход позволяет не только визуально упорядочить данные, но и проводить детальный семантический и прагматический анализ каждой единицы в контексте современной речи.

Пример таблицы анализа:

Фразеологизм	***Дословный перевод***	***Культурный концепт***	***Частота использования***	***Контекст***
Душа нараспашку	Soul wide open	Эмоции/ Открытость	250	Литература, разговорная речь
Не в своей тарелке	Not in one's plate	Неловкость	180	Разговорная речь
За тридевять земель	Over the nine lands	Удаленность	120	Сказки, литература

Анализ распределения единиц по типам культурных концептов показал, что эмоциональные и бытовые концепты доминируют, составляя около 40–50% всех выявленных единиц. Исторические и природные концепты встречаются реже, что отражает специфику русской фразеологии, ориентированной на эмоциональную окраску и повседневный опыт носителей языка.

Построенная диаграмма распределения фразеологизмов наглядно демонстрирует эти закономерности и позволяет визуально оценить вклад различных типов концептов в формирование национально-культурной семантики. Такой визуальный анализ помогает выявить ключевые тенденции употребления и определить приоритетные направления для дальнейших исследований.

Таким образом, комплексное использование корпусного анализа, сравнительно-лингвистического подхода и статистических методов обеспечивает системность, объективность и глубину исследования, позволяя получить как количественные, так и качественные данные о национально-культурной семантике русских слов и фразеологизмов.

Результаты исследования

Частотный анализ:

В ходе исследования был проведен количественный анализ употребления русских слов и фразеологизмов с национально-культурной окраской. Результаты частотного анализа показали, что наибольшее распространение имеют единицы, отражающие эмоции и межличностные отношения, составляя около 40% всех выявленных выражений. Такие фразеологизмы, как «душа нараспашку» или «сердце на ладони», отражают открытость и доброжелательность, характерные для русской ментальности, и активно используются в повседневной и художественной речи.

На втором месте по частотности находятся выражения, связанные с

традициями, бытом и семейными отношениями, которые составляют примерно 30% всех единиц. Фразеологизмы этого типа демонстрируют особенности русской социальной и культурной среды, например, «моя половинка» или «своя рубашка ближе к телу».

Меньше всего встречаются единицы, относящиеся к историческим и природным концептам (по 15% каждая категория). Исторические фразеологизмы часто восходят к событиям и личностям прошлого, сохраняя культурную память, например, «ни шагу назад» или «битва за урожай». Природные концепты, хотя встречаются реже, отражают взаимодействие человека с окружающей средой и народные представления о природе: «за тридевять земель» или «под деревом каштановым».

Для наглядного представления результатов был построен график распределения фразеологизмов по типам культурных концептов. На оси X представлены четыре группы концептов: Эмоции, Семья, Природа, История, а на оси Y — частота употребления единиц в корпусных данных. График демонстрирует, что эмоциональные и бытовые концепты доминируют, что отражает практическую значимость этих единиц в повседневной коммуникации и художественном языке.

Семантический анализ:

Семантический анализ показал, что большинство фразеологизмов обладают переносным значением, что делает их особенно информативными с точки зрения национально-культурной семантики. Например, выражение «не в своей тарелке» буквально связано с посудой, однако переносный смысл — чувство дискомфорта и неловкости в социальной ситуации — отражает эмоциональные и социальные особенности русской ментальности.

Кроме того, слова и выражения с культурной окраской часто являются многозначными, и их интерпретация напрямую зависит от контекста. Например, фразеологизм «душа нараспашку» в художественном тексте может передавать эмоциональную открытость героя, а в разговорной речи — готовность человека к искреннему общению. Таким образом, контекстуальный анализ является ключевым инструментом для точного понимания национально-культурной семантики.

Примеры интерпретации фразеологизмов:

Для более глубокого понимания выявленных закономерностей приведем несколько конкретных примеров:

- **«Душа нараспашку»** — отражает открытость, доброжелательность и эмоциональную экспрессивность, характерную для русского культурного кода. Единица активно используется как в литературных произведениях, так и в разговорной речи для описания характера человека.
- **«Не в своей тарелке»** — переносное значение выражения связано с неловкостью и дискомфортом в социальных ситуациях. Этот фразеологизм иллюстрирует особенности эмоционального восприятия и реакции на социальный контекст в русской культуре.
- **«За тридевять земель»** — историко-фольклорная единица, обозначающая удаленное место. Используется преимущественно в сказках и художественной литературе, отражая культурные представления о пространстве и географической удаленности.

Таким образом, результаты исследования показывают, что

фразеологизмы русского языка являются важным носителем культурного кода, отражая эмоциональные, бытовые, исторические и природные аспекты национальной культуры. Их анализ позволяет выявить закономерности использования, определить типологию культурных концептов и лучше понять механизм передачи культурной информации через язык.

Обсуждение

Сравнительный анализ:

Сравнительный анализ русских фразеологизмов с аналогичными единицами английского и немецкого языков выявил интересные особенности национально-культурной семантики.

Во-первых, русские выражения преимущественно отражают эмоциональный и бытовой контекст, что подтверждается доминированием фразеологизмов, связанных с межличностными отношениями и повседневной жизнью. Например, «душа нараспашку» или «не в своей тарелке» передают эмоциональные состояния и социальные нормы, характерные для русской культуры.

Во-вторых, в английском языке фразеологизмы чаще имеют абстрактный или метафорический характер, акцентируя внимание на когнитивных и концептуальных аспектах. Например, выражение «to bite the bullet» переносит историческое событие в абстрактный контекст преодоления трудностей.

В-третьих, немецкие фразеологизмы, как правило, отражают трудовые и бытовые реалии, подчеркивая практическую сторону жизни и ценности, связанные с трудом и организацией повседневной деятельности. Так, выражение «alles in Butter» (всё в порядке) передает бытовой и практический смысл, характерный для немецкого культурного кода.

Таким образом, сравнительный анализ демонстрирует, что культурная специфика языка формирует семантические приоритеты фразеологизмов. В русском языке — эмоциональная и социальная окраска, в английском — абстрактная концептуальность, а в немецком — практическая ориентация на труд и быт. Эти результаты подтверждают гипотезу о том, что фразеологизмы являются важными носителями национального культурного кода и отражают уникальные особенности восприятия мира в разных языках.

Педагогические выводы:

Результаты исследования имеют прямое практическое значение для преподавания русского языка как иностранного (РКИ). Учитывая, что фразеологизмы несут в себе национально-культурный код, их изучение позволяет студентам глубже понять психологию и поведенческие модели носителей языка.

Практические рекомендации включают:

1. Интеграцию фразеологизмов в учебные программы через контекстные ситуации, которые отражают реальные бытовые, социальные и культурные аспекты.
2. Объяснение культурной семантики слов и выражений, а не только их лексического значения, чтобы студенты понимали скрытые культурные смыслы.
3. Использование сравнительного анализа для выявления различий и сходств между русским и родным языком студента, что способствует формированию межкультурной компетенции.

Включение национально-культурных единиц в учебный процесс повышает мотивацию студентов, способствует более естественному усвоению языка и

позволяет эффективно развивать навыки межкультурной коммуникации.

Ограничения исследования:

Несмотря на значимые результаты, исследование имеет ряд ограничений, которые следует учитывать при интерпретации данных:

- Используемый корпус Национального корпуса русского языка (НКРЯ) ограничен письменной и публицистической речью, что может сужать репрезентативность данных.
- В исследование не включены диалектные, региональные и устные варианты русского языка, которые могут содержать уникальные фразеологизмы с национально-культурной окраской.
- Для более полного понимания функционирования фразеологизмов в коммуникации требуется дальнейшее изучение устной речи, включая интервью, разговорные тексты и мультимедийные источники.

Учет этих ограничений позволяет точнее интерпретировать результаты и определить направления будущих исследований. В частности, перспективным является расширение корпуса данных, включение региональной и разговорной речи, а также проведение лонгитюдного анализа изменений семантики фразеологизмов в современной речи.

Заключение

В результате проведенного исследования было выявлено, что национально-культурная семантика русских слов и фразеологизмов является важнейшим инструментом передачи культурного кода русского общества. Фразеологизмы и слова с культурной окраской отражают ценности, традиции, исторические события, бытовые и социальные нормы, а также особенности эмоциональной и ментальной структуры носителей языка.

Анализ показал, что наиболее часто употребляемые фразеологизмы связаны с эмоциями, межличностными отношениями, семейным бытом, что подтверждает центральную роль повседневного опыта и эмоциональной сферы в формировании национального культурного кода. Менее распространены единицы, отражающие исторические и природные концепты, что указывает на их специфическую и контекстуальную функцию в языке.

Результаты исследования имеют значимую педагогическую ценность. Включение фразеологизмов в учебные программы русского языка как иностранного позволяет формировать у обучающихся межкультурную компетенцию, развивать навыки интерпретации культурных реалий и повышать эффективность усвоения языка. Использование контекстного подхода и объяснение культурных смыслов способствует глубокому пониманию лексических единиц и их функционирования в коммуникации.

Таким образом, исследование подтверждает, что фразеологизмы и национально-культурные слова русского языка выступают не только средством передачи информации, но и инструментом сохранения и передачи культурного наследия. Полученные результаты могут быть использованы как в лингвистических исследованиях, так и в практических аспектах преподавания русского языка иностранцам, а также способствуют расширению знаний о межкультурных различиях и сходствах в языках.

В перспективе дальнейшие исследования могут быть направлены на:

- анализ устной речи и диалектных вариантов русского языка;

- изучение динамики изменения семантики фразеологизмов в современном языке;
- расширение сравнительного анализа с другими языками для выявления универсальных и уникальных культурных концептов.

Заключение подчеркивает, что национально-культурная семантика русского языка играет ключевую роль в межкультурной коммуникации, когнитивной лингвистике и педагогической практике, и является перспективным направлением дальнейших научных исследований.

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The Role of Linguistic Expertise in the Interpretation of Procedural and Legal Terminology

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Abstract
This article explores in depth the fundamental role of linguistic expertise in the interpretation of procedural and legal terminology, highlighting its interdisciplinary significance across linguistics, law, and translation studies. The paper emphasizes that legal discourse, by its very nature, demands the highest degree of linguistic precision and interpretative accuracy. Legal language is a complex system characterized by formality, technical vocabulary, and cultural dependency, which often makes it challenging for non-specialists to interpret accurately. Linguistic expertise, therefore, acts as a bridge between legal professionals and linguistic scientists, ensuring the semantic, syntactic, and pragmatic correctness of legal communication.
Through the analysis of procedural terms across English, Uzbek, and Russian legal systems, this article demonstrates that linguistic experts play a decisive role in maintaining justice, clarity, and transparency. Their work contributes to the elimination of ambiguity, the identification of polysemy, and the establishment of precise equivalents in legal translation. The study concludes that linguistic expertise should be institutionalized as a regular component of judicial processes, both in national and international legal contexts.
Keywords: linguistic expertise, legal terminology, procedural interpretation, semantics, pragmatics, forensic linguistics, judicial communication.

1.Introduction.

The connection between language and law is one of the most complex relationships in human society. Legal discourse functions within its own linguistic universe, governed by conventions that often differ significantly from those of ordinary communication. Every word in a legal document carries weight; its semantic field can determine the fate of individuals and institutions. Therefore, linguistic expertise plays a vital role in interpreting and clarifying legal and procedural terminology.
The importance of linguistic precision in law arises from the fact that legal communication involves multiple participants — lawmakers, judges, lawyers, translators, and laypersons — each interpreting texts through different linguistic and cognitive frameworks. Misinterpretation of a single term such as *“jurisdiction,” “liability,” “plea,”* or *“appeal”* may alter the outcome of legal proceedings. This complexity has given rise to forensic linguistics, a branch of applied linguistics that examines how linguistic evidence can inform judicial decisions.
In Uzbekistan, as in many other legal systems, the demand for linguistic expertise has increased in recent years. With the expansion of international legal cooperation and multilingual court procedures, the need for accurate interpretation and translation of legal texts has become a necessity. Linguistic experts, therefore, serve as the mediators between linguistic structure and legal meaning.

2. Literature Review

The academic study of legal language has a rich history. Mellinkoff (1963) described legal English as “the language of the law,” emphasizing its historical evolution and

specialized vocabulary. Crystal (2003) highlighted that the formality and complexity of legal discourse often create barriers between legal professionals and the general public. Tiersma (1999) noted that legal terms are not only linguistic constructs but also cultural and institutional entities that reflect the logic of a given legal system. More recent studies (Gibbons, 2004; Solan & Tiersma, 2005; Coulthard & Johnson, 2007) have developed frameworks for understanding linguistic evidence in judicial contexts. These works argue that linguistic expertise assists in clarifying the communicative intent behind statements, resolving ambiguities in witness testimonies, and ensuring that translation in court remains faithful to the source meaning.

In Uzbek and Russian scholarship, similar ideas have been articulated by Mahmudov (2017), Yusupova (2022), and Zakieva (2011). Their studies underscore the anthropocentric nature of terminology and the influence of linguistic worldviews on legal interpretation. In multilingual societies like Uzbekistan, the semantic nuances of legal terminology — especially those borrowed from English or Russian — must be analyzed carefully to avoid misunderstanding.

Thus, the literature shows that linguistic expertise operates at the intersection of semantics, pragmatics, and cultural interpretation. The participation of linguists in judicial processes enhances both procedural accuracy and the accessibility of legal language.

3. Methodology

This research employs a comparative and analytical approach that combines qualitative linguistic analysis with cross-linguistic comparison. The focus is placed on the semantic and pragmatic interpretation of procedural and legal terms in English, Uzbek, and Russian.

The study proceeds in three stages:

1. Collection of Terminological Data: Key procedural terms such as *appeal, testimony, defendant, jurisdiction, verdict, trial* and their Uzbek and Russian counterparts (*apelatsiya, guvohlik, ayblanuvchi, yurisdiksiya, hukm, sud jarayoni*) were selected from official legal codes and bilingual dictionaries.
2. Semantic Analysis: The lexical meaning of each term was analyzed according to its functional use within legal discourse. For instance, *jurisdiction* in English law refers not only to geographical authority but also to the legal competence of a court, while in Uzbek legal practice *yurisdiksiya* may refer primarily to institutional authority.
3. Pragmatic and Contextual Analysis: Contextual usage in court proceedings, legal documents, and translation practices was examined to identify how pragmatic factors influence meaning. This includes the speaker's intent, power relations in discourse, and socio-cultural expectations of formality and precision.

The methodological framework draws upon theories of forensic linguistics and discourse analysis (Coulthard & Johnson, 2007; Gibbons, 2004), ensuring that both linguistic and legal parameters are considered simultaneously.

4. Results and Discussion

The results of the study indicate that linguistic expertise enhances legal interpretation on multiple levels.

1. Semantic Level

At the semantic level, linguistic experts identify the boundaries of meaning between related terms. For example, *"liability"* and *"responsibility"* are often used interchangeably in everyday English, but in law they denote distinct concepts — one implying legal obligation, the other moral accountability. Linguistic analysis helps legal professionals avoid semantic conflation that could affect judgment.

Furthermore, experts can detect polysemy — words with multiple meanings — which

are frequent in legal texts. Terms such as *“appeal”* (noun and verb) or *“charge”* (legal accusation or financial fee) require contextual disambiguation. By mapping semantic networks, linguists assist judges and translators in selecting the appropriate interpretation.

2. Pragmatic Level

Pragmatically, linguistic expertise helps determine the intended meaning behind utterances, particularly in courtroom discourse. Witness statements, cross-examinations, and confessions are analyzed not merely for their literal content but for pragmatic markers — modality, politeness, and illocutionary force.

For example, the phrase *“I might have seen him”* carries different legal implications than *“I saw him.”* The former expresses uncertainty, which linguistically weakens evidential reliability. Such nuances are critical in determining the credibility of testimony.

3. Translational and Cross-Cultural Level

In multilingual legal systems, translation errors can lead to miscarriages of justice. Linguistic experts ensure that the translation of procedural terminology reflects both semantic equivalence and functional adequacy.

For example, the English term *plea bargain* has no exact Uzbek equivalent. Its translation requires descriptive explanation (*aybni tan olish asosida kelishuv*), illustrating the necessity of linguistic mediation rather than mechanical substitution.

Cross-cultural misinterpretations often stem from differing legal traditions. Russian *уголовное дело* (criminal case) is functionally equivalent to *criminal proceedings* in English, but contextual distinctions remain. Hence, linguistic experts must consider the systemic logic of each legal culture when interpreting terms.

4. Institutional and Ethical Implications

The study also found that linguistic expertise supports transparency in legal institutions. Experts provide impartial interpretation, ensuring that the linguistic evidence is analyzed objectively. Their role also extends to drafting, proofreading, and evaluating legal documents for terminological consistency.

Ethically, linguistic experts act as guardians of linguistic integrity in law. Their involvement guarantees that no party is disadvantaged due to linguistic or cultural misunderstanding. As Šarafutdinova (2019) argues, linguistic expertise is both a scientific discipline and a social responsibility.

5. Conclusion

Linguistic expertise represents a vital intersection between the sciences of language and the administration of justice. The study demonstrates that linguistic specialists contribute not merely as translators or interpreters, but as analytical professionals whose knowledge ensures semantic precision, procedural fairness, and intercultural comprehension.

The findings reveal that linguistic expertise performs four essential functions in legal interpretation:

1. Clarification – eliminating ambiguity and defining key legal concepts precisely.
2. Interpretation – aligning linguistic meaning with legal intent and institutional context.
3. Verification – assessing the linguistic accuracy of legal texts and translations.
4. Mediation – facilitating communication among multilingual participants in court.

Therefore, the institutionalization of linguistic expertise in the judicial system is a necessary step for maintaining justice, legal accuracy, and international cooperation. As globalization intensifies multilingual legal communication, the demand for professional linguistic expertise will continue to grow — shaping not only how law is understood, but how it is spoken.

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Культурные Коды И Языковые Особенности Загадок В Русской И Узбекской Традициях

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Аннотация
В статье проводится комплексный анализ культурных кодов и языковых особенностей русских и узбекских народных загадок в рамках сравнительного лингвокультурологического подхода. Загадки рассматриваются как значимый фольклорный жанр, в котором в концентрированной и образной форме отражаются национальный менталитет, исторически сложившийся образ жизни, природно-географические условия и система духовно-нравственных ценностей народа. Особое внимание уделяется выявлению культурных кодов, репрезентируемых через символические образы, метафорические конструкции и специфические языковые средства, характерные для каждой традиции.
В ходе исследования на основе семантического, прагматического и интерпретативного анализа установлено, что в русских и узбекских загадках наряду с универсальными фольклорными моделями функционируют национально-специфические элементы, обусловленные различиями в природной среде, хозяйственно-трудовой деятельности и культурных установках. Показано, что образная система загадок выступает важным механизмом передачи культурной памяти и коллективного опыта, а языковые особенности служат средством закрепления и трансляции этнокультурных ценностей.
Результаты исследования расширяют представления о роли загадок в формировании национальной картины мира и имеют теоретическую и практическую значимость для сравнительного языкознания, лингвокультурологии, фольклористики, а также для исследований в области межкультурной коммуникации и преподавания языков.
Ключевые слова: загадка, культурный код, лингвокультурология, фольклор, русский язык, узбекский язык, сравнительный анализ.

Введение

Загадки относятся к числу древнейших жанров устного народного творчества и представляют собой уникальный феномен народной словесности, в котором органично сочетаются языковые, культурные и когнитивные компоненты. Благодаря своей лаконичной, метафорической и символически насыщенной форме загадки аккумулируют многовековой жизненный опыт народа, отражая особенности его мировосприятия, традиционные представления о природе, труде, быте и социальных отношениях. Как элемент фольклорного наследия загадки выполняют не только развлекательную, но и познавательную, дидактическую и культурно-трансляционную функции.

В современной гуманитарной науке, в частности в лингвистике и культурологии, особую актуальность приобретает изучение фольклорных текстов с позиций лингвокультурологии. Данный подход рассматривает язык не только как средство общения, но и как носитель культурной памяти, ценностных ориентиров и коллективного сознания этноса. В этом контексте загадки могут быть интерпретированы как своеобразные «культурные коды», в которых в зашифрованной форме закреплены национальные символы,

мифологические представления, устойчивые образы и стереотипы мышления, характерные для конкретного народа.

Русская и узбекская традиции народных загадок формировались в различных природно-географических, социально-экономических и историко-культурных условиях, что оказало существенное влияние на их тематическое наполнение, образную систему и языковое оформление. В русских загадках нередко отражаются реалии лесной и земледельческой культуры, особенности северного климата и мифологические представления восточнославянской традиции. В узбекских загадках, в свою очередь, преобладают образы, связанные с земледелием, ремеслами, бытом оседлого населения, а также с природными условиями аридных зон и восточной культурной традицией. Эти различия обусловливают наличие национально-специфических культурных кодов, реализуемых через систему образов, символику и языковые средства.

Сопоставительное изучение русских и узбекских загадок в рамках сравнительно-лингвокультурологического подхода позволяет выявить как универсальные закономерности фольклорного мышления, общие для разных культур, так и специфические особенности, отражающие национальный менталитет и этнокультурную идентичность. Такой анализ способствует более глубокому пониманию механизмов языковой репрезентации культуры и расширяет возможности межкультурной интерпретации фольклорных текстов.

Целью данной статьи является выявление и комплексный анализ культурных кодов и языковых особенностей русских и узбекских народных загадок на основе сравнительно-лингвокультурологического подхода. Для достижения поставленной цели в работе предполагается решение следующих задач: анализ образной и символической системы загадок, выявление национально-специфических и универсальных культурных кодов, а также определение роли языковых средств в формировании и передаче этнокультурных смыслов.

Обзор литературы

Изучение загадок как жанра устного народного творчества привлекало внимание исследователей на протяжении многих десятилетий. В отечественной и зарубежной фольклористике акцент делается на анализ структурных, семантических и функциональных особенностей загадок, а также их роли в отражении менталитета и культурных ценностей народа (Juraeva, 2022[1]; Umirova & Atkamova, 2024[2]).

В русской фольклористике вопросы загадок подробно исследованы В. Я. Проппом[3], А. Н. Афанасьевым[4], В. П. Аникиным[5] и другими учёными. Пропп, в частности, связывал загадки с мифопоэтическим мышлением народа, уделяя внимание их символической и функциональной значимости (Propp, 2017[6]). Афанасьев и Аникин рассматривали загадки как отражение

[1] Juraeva, M. Y. (2022). *Traces of mythological imagery in riddles*. *CURRENT RESEARCH JOURNAL OF PHILOLOGICAL SCIENCES*, *3*(06), 67-71. https://doi.org/10.37547/philological-crjps-03-06-12

[2] Umirova, D. H. Q., & Atkamova, S. A. (2024). *Linguistic and cultural dimensions of folk riddles: A comparative study*. *Involta Scientific Journal*, *3*(7). https://involta.uz/index.php/iv/article/view/786

[3] Propp, V. Ya. (2017). *Русский фольклор*. Москва: Наука.

[4] Afanasyev, A. N. (2018). *Русские народные сказки и загадки*. Москва: Наука.

[5] Anikin, V. P. (2019). *Символика и функции русских загадок*. Санкт-Петербург: Просвещение.

[6] Propp, V. Ya. (2017). *Русский фольклор*. Москва: Наука.

мифологических представлений, природных явлений и повседневной жизни, подчёркивая их роль в формировании коллективного опыта и передачи культурных норм.

В узбекской фольклористике исследованию загадок уделяли внимание Г. Каримов, Ш. Рахматуллаев, М. Жураев и другие. Их работы акцентируют тематическое разнообразие узбекских загадок, художественные средства выражения и воспитательное значение (Karimov, 2018[7]; Rahmatullayev, 2020[8]). Так, исследователи отмечают, что узбекские загадки часто содержат образы, связанные с сельским хозяйством, скотоводством, ремеслами и природными явлениями, что отражает исторически сложившийся образ жизни и культурные традиции народа (Abdujjaborova, 2022[9]; Rakhimova & Bazarov, 2023[10]).

Современные исследования активно используют лингвокультурологический подход для анализа фольклорных текстов. Учёные показывают, как язык отражает культурные концепты, ценности и национальный менталитет, рассматривая загадки как носители «культурных кодов», закрепляющих символические образы и культурные ориентиры, характерные для конкретной этнической группы (Maslova, 2019[11]; Stepanov, 2015[12]; Alefirenko, 2016[13]; *Riddles as a national and cultural code*, 2025[14]).

В ряде исследований рассматривается сравнительный аспект загадок различных народов. В таких работах анализируются структурные и семантические сходства и различия, выявляются универсальные механизмы фольклорного мышления и национально-специфические особенности (Umirova & Atkamova, 2024[15]; Juraeva, 2022[16]). Однако комплексные сравнительно-лингвокультурологические исследования русских и узбекских загадок до настоящего времени остаются недостаточно развитыми, что обосновывает актуальность данного исследования.

Таким образом, существующая литература позволяет выделить несколько ключевых направлений анализа загадок:

1. Структурно-функциональный анализ – изучение жанровых особенностей, композиции и образной системы;
2. Семантический и символический анализ – выявление многозначности образов, метафор и символов;
3. Лингвокультурологический подход – исследование национально значимых концептов и культурных кодов;
4. Сравнительный анализ – выявление сходств и различий между народными традициями.

Исходя из этого, проведённое исследование продолжает и расширяет существующие направления, сочетая

[7] Karimov, G. (2018). *O‘zbek xalq og‘zaki ijodi* [Uzbek oral folklore]. Toshkent: Akademiya.
[8] Rahmatullayev, Sh. (2020). *O‘zbek folklori va til masalalari* [Uzbek folklore and language issues]. Toshkent: Fan.
[9] Abdujjaborova, S. A. (2022). *Linguoculturological analysis of riddles in English and Uzbek*. *Periodica* Journal of Modern Philosophy, Social Sciences and Humanities, 5. https://periodica.org/index.php/journal/article/view/64
[10] Rakhimova, M. O., & Bazarov, O. O. (2023). *Linguosemiotic study of Uzbek folk riddles*. *JournalNX*, 9(1), 236-237. https://doi.org/10.17605/OSF.IO/V8MQG
[11] Maslova, V. A. (2019). *Lingvokulturologiya* [Linguoculturology]. Moscow: Flinta.
[12] Stepanov, Yu. S. (2015). *Linguocultural approach to folklore studies*. Moscow: Prosveshchenie.
[13] Alefirenko, N. F. (2016). *Linguocultural analysis of folklore texts*. Moscow: Prosveshchenie.
[14] *Riddles as a national and cultural code*. (2025). *World Bulletin of Social Sciences, 44*, 5-7. https://scholarexpress.net/index.php/wbss/article/view/5033
[15] Umirova, D. H. Q., & Atkamova, S. A. (2024). *Linguistic and cultural dimensions of folk riddles: A comparative study*. *Involta Scientific Journal, 3*(7). https://involta.uz/index.php/iv/article/view/786
[16] Juraeva, M. Y. (2022). *Traces of mythological imagery in riddles*. *CURRENT RESEARCH JOURNAL OF PHILOLOGICAL SCIENCES, 3*(06), 67-71. https://doi.org/10.37547/philological-crjps-03-06-12

лингвистический, культурологический и фольклористический подходы, что позволяет комплексно анализировать культурные коды и языковые особенности русских и узбекских загадок.

Методология

Методологическую основу настоящего исследования составляют теоретические положения сравнительного языкознания, лингвокультурологии и фольклористики, рассматривающих язык и фольклор как важнейшие формы отражения национального сознания и культурного опыта народа. Комплексный характер исследования обусловил применение совокупности взаимодополняющих методов, обеспечивающих всесторонний анализ изучаемого материала.

В качестве основного метода использован сравнительно-аналитический метод, позволяющий сопоставить русские и узбекские народные загадки по тематическим группам, образной системе, символике и языковым средствам выражения. Данный метод дал возможность выявить как общие типологические черты, так и национально-специфические особенности, обусловленные различиями культурно-исторического развития двух народов.

Важное место в исследовании занимает лингвокультурологический анализ, направленный на выявление культурных кодов, национально значимых концептов и ценностных ориентиров, репрезентируемых в тексте загадок. В рамках данного подхода загадки рассматриваются как носители культурной информации, в которых языковые единицы соотносятся с определёнными элементами национальной картины мира.

Для более глубокого осмысления содержания загадок применялся семантический анализ, позволивший определить смысловую структуру фольклорных текстов, выявить особенности метафоризации, образности и многозначности используемых лексических и синтаксических средств. Особое внимание уделялось анализу скрытых значений и ассоциативных связей, формирующих загадочную форму высказывания.

Дополнительно использован интерпретативный метод, направленный на раскрытие символических, мифопоэтических и культурно обусловленных значений образов, представленных в загадках. Данный метод позволил интерпретировать фольклорные тексты с учётом этнокультурного контекста и традиционных представлений, характерных для русской и узбекской культур.

Материалом исследования послужили образцы русских и узбекских народных загадок, отобранные из авторитетных фольклорных сборников и научных публикаций. При формировании корпуса материала учитывались загадки, отражающие природные явления, предметы быта, трудовую деятельность и социальные реалии, что обеспечило репрезентативность выборки и возможность комплексного сопоставительного анализа.

Результаты

Проведённый сравнительно-лингвокультурологический анализ русских и узбекских народных загадок позволил выявить специфику реализации культурных кодов, отражающих национальную картину мира, традиционный образ жизни и ценностные ориентиры двух народов. Полученные результаты свидетельствуют о том, что загадки функционируют как устойчивые

носители культурной информации, в которых языковая форма тесно связана с социокультурным контекстом.

Прежде всего, были выявлены различия в природно-географических культурных кодах. В русской традиции загадок доминируют образы снега, леса, холода, зимы и диких животных. Эти элементы отражают особенности северного климата, лесного ландшафта и обусловленного ими образа жизни. Природа в русских загадках часто предстает как мощная и порой враждебная сила, с которой человеку необходимо сосуществовать и бороться. В узбекских загадках, напротив, преобладают образы солнца, воды, земли, пустыни, урожая и растительности. Данные образы связаны с жарким климатом, ирригационным земледелием и высокой ценностью плодородия земли. Природа в узбекской традиции чаще осмысливается как источник жизни и благополучия, требующий бережного отношения и постоянного труда.

Во-вторых, существенные различия обнаружены в культурно-бытовых кодах. Узбекские загадки в значительной степени ориентированы на темы земледелия, ремесла, домашнего хозяйства и повседневного труда. В них отражаются такие ценности, как трудолюбие, терпение и коллективность. В русских загадках более широко представлены образы охоты, лесных промыслов, зимнего быта и предметов, связанных с выживанием в суровых природных условиях.

В-третьих, анализ показал сходство в использовании языковых средств образности. В обеих традициях активно применяются метафора, олицетворение и сравнение как основные способы создания загадочного образа. Однако интерпретация этих средств носит национально-специфический характер и определяется культурным контекстом, системой ценностей и символикой каждой традиции.

Таким образом, сходство русских и узбекских загадок проявляется на уровне структурно-языковых механизмов, тогда как различия наиболее ярко выражены в содержательном и культурно-семантическом плане.

Таблица 1

Культурные коды в русских и узбекских загадках

ПАРАМЕТР	РУССКАЯ ТРАДИЦИЯ	УЗБЕКСКАЯ ТРАДИЦИЯ
ПРИРОДНЫЕ ОБРАЗЫ	Снег, лес, холод, зима	Солнце, вода, земля, жара
ОСНОВНОЙ УКЛАД ЖИЗНИ	Охота, лесное хозяйство	Земледелие, ремесло
ДОМИНИРУЮЩИЙ КУЛЬТУРНЫЙ КОД	Выживание, сила природы	Труд, плодородие
ЯЗЫКОВЫЕ СРЕДСТВА	Метафора, олицетворение	Метафора, символика

Обсуждение

Полученные в ходе исследования результаты подтверждают ключевое положение лингвокультурологии о том, что фольклорные тексты, в частности загадки, являются важнейшим отражением национальной картины мира и выполняют функцию межпоколенческой культурной трансляции. Несмотря на универсальные жанровые характеристики загадок — лаконичность, образность и иносказательность, — их содержательное наполнение и символическая структура в значительной степени обусловлены культурно-историческими и природно-географическими факторами.

Анализ показал, что в русской традиции загадок доминирует модель взаимоотношений человека и природы, основанная на противостоянии и адаптации к суровым климатическим условиям. Частотное использование образов холода, леса, зимы и диких животных формирует представление о природе как о мощной и зачастую непредсказуемой силе. Данный культурный код отражает исторически сложившийся образ жизни и особенности менталитета, в котором ценятся выносливость, стойкость и способность к выживанию.

В узбекской традиции загадок, напротив, прослеживается модель гармоничного сосуществования человека и природы. Образы солнца, воды, земли и урожая репрезентируют природу как источник жизненной энергии и благополучия. Центральное место занимает трудовая деятельность человека, направленная на возделывание земли и сохранение плодородия. Это свидетельствует о доминировании таких культурных ценностей, как трудолюбие, терпение, коллективизм и уважительное отношение к природным ресурсам.

Сопоставление языковых средств образности показывает, что метафора и олицетворение являются универсальными механизмами создания загадочного образа в обеих традициях. Однако их семантическая интерпретация и прагматическая функция определяются национально-специфическим культурным контекстом. Таким образом, сходство на формальном уровне сочетается с глубинными различиями на уровне культурных смыслов.

В целом результаты исследования подтверждают, что загадки могут рассматриваться как эффективный инструмент межкультурного анализа, позволяющий выявить как универсальные закономерности фольклорного мышления, так и специфические черты национального мировосприятия. Это делает их ценным материалом для дальнейших исследований в области сравнительного языкознания, лингвокультурологии и межкультурной коммуникации.

Заключение

В результате проведённого сравнительно-лингвокультурологического исследования установлено, что русские и узбекские народные загадки представляют собой сложную систему языковых и культурных кодов, которые тесно связаны с национальными ценностями, традициями, образом жизни и историческим опытом народа. Загадки функционируют не только как форма устного народного творчества, но и как средство передачи культурных концептов, символов и стереотипов мышления от поколения к поколению.

Сравнительный анализ выявил как универсальные фольклорные механизмы, характерные для обеих культур (использование метафоры, олицетворения, сравнения, аллегории), так и ярко выраженные национально-специфические особенности, обусловленные природно-географическими, историческими и социальными условиями. Так, русские загадки отражают взаимодействие человека с суровой природой и подчеркивают её могущество, тогда как узбекские загадки акцентируют труд человека, гармонию с природой и ценность плодородной земли.

Результаты исследования имеют широкое теоретическое и практическое значение. Они могут быть использованы в научных работах по лингвокультурологии, фольклористике и сравнительному языкознанию, а также в образовательной практике при

преподавании языков, культуре межкультурной коммуникации и развитии навыков интерпретации фольклорных текстов. Дальнейшие исследования могут быть направлены на расширение корпуса анализируемых материалов, включение других жанров устного народного творчества и разработку методических рекомендаций по использованию фольклорных текстов в педагогической и культурологической практике.

Таким образом, изучение загадок в русской и узбекской традициях не только углубляет понимание национальной картины мира, но и способствует формированию межкультурного диалога, укреплению взаимопонимания и сохранению культурного наследия.

Рекомендации

1. **Научные исследования**: Результаты данного исследования могут быть использованы в дальнейших работах по лингвокультурологии, фольклористике и сравнительному языкознанию для изучения других жанров устного народного творчества, а также для анализа взаимосвязи языка и культуры в разных этнических группах.
2. **Образовательная практика**: Материал может применяться при преподавании русского и узбекского языков, литературы и культуры, с целью развития навыков межкультурной коммуникации, понимания культурных кодов и интерпретации фольклорных текстов.
3. **Сравнительные исследования**: Рекомендуется расширять корпус изучаемых материалов, включая загадки других народов и регионов, что позволит выявить универсальные и национально-специфические особенности фольклора на более широком межкультурном уровне.
4. **Методическая работа**: Разработать методические рекомендации по использованию загадок в образовательной и культурной практике, включая активные формы работы с учащимися, такие как обсуждение, творческое пересказывание, сопоставление традиций разных народов.
5. **Сохранение культурного наследия**: Рекомендуется создание электронных и печатных сборников загадок с комментариями о культурных кодах и национальных особенностях, что позволит сохранять культурное наследие и передавать его будущим поколениям.

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Euphemisms of Disability in Russian and English within Contemporary Public Communication

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Abstract
The article examines euphemisms used to name disability in Russian and English and interprets them as culturally sensitive linguistic tools that mediate between social norms, institutional regulation and personal identity. Drawing on pragmatics, sociolinguistics, linguistic politeness theory and disability studies, the research analyses how euphemistic nominations emerge, stabilise and shift across media discourse, legal and bureaucratic communication, education, and everyday interaction. The study compares the dominant euphemistic strategies in both languages and shows that disability naming tends to move from direct stigmatized labels to person oriented and rights oriented forms, while simultaneously generating new cycles of avoidance, abstraction and bureaucratisation. The empirical basis consists of illustrative examples from contemporary Russian and English public texts, including official documents, journalistic materials and public awareness communication. The analysis demonstrates that euphemisms of disability form a layered system in which lexical choice reflects competing ideologies, including person first versus identity first language, medical versus social models of disability, and charity narratives versus inclusion narratives. It is argued that euphemisms do not merely soften meaning but actively participate in constructing social reality, shaping attitudes to difference, normality and participation. In the context of globalisation and digital media, disability euphemisms circulate across languages, producing convergence in polite formulas but also local divergences rooted in distinct institutional histories and cultural expectations.
Keywords: euphemism, disability, Russian, English, stigma, politeness, person first language, identity, media discourse, inclusive communication

Introduction

Disability is among the most socially sensitive domains of naming. In many communities, direct labels for disability easily become carriers of stigma, pity, fear or social distancing. As a result, languages develop euphemistic ways of speaking that attempt to reduce offence, protect the interlocutor's social face, and signal alignment with contemporary ethical norms. In linguistic terms, euphemisms can be understood not simply as "nicer words" but as pragmatic instruments that regulate interaction, distribute social roles and index values shared by a group. Euphemisms arise where speakers perceive a conflict between the need to refer and the risk of causing harm, embarrassment, or moral blame, and disability discourse provides a clear environment for such conflicts [1–4].

At the same time, disability naming is not a purely interpersonal matter. It is shaped by institutions, legislation, educational policy, medical documentation, media standards and activist movements. The term used in an official form, a school document or a television report becomes part of a broader cultural script of how disability is understood, whether as an individual deficit, a medical condition, a social barrier, or a legitimate identity. Therefore, euphemisms of disability can be approached as symbolic forms that condense collective experience and represent shifting cultural models of inclusion and normality [3–6].

Russian and English offer a productive comparison. Both languages have experienced strong pressures toward "inclusive" and "non discriminatory" naming, yet their trajectories differ in institutional

vocabulary, dominant euphemistic mechanisms and ideological debates. English public discourse has long oscillated between person first formulas such as “person with a disability” and identity first formulas such as “disabled person”, while Russian discourse more often balances between everyday lexemes such as “инвалид” and administrative, educational and medical euphemisms such as “лицо с инвалидностью”, “человек с инвалидностью”, “лицо с ограниченными возможностями здоровья”, “ребёнок с ОВЗ”, “маломобильные граждане” and related forms. These options may look interchangeable, yet they index different frames, including rights, welfare, pathology, charity and social hierarchy.

The relevance of this research is explained by several factors. First, global media, translation and international policy discourse intensify contact between Russian and English naming conventions, producing borrowings, calques and hybrid formulas. Second, in both linguistic communities, disability is increasingly visible in public communication, from accessibility campaigns to inclusive education and workplace diversity. Third, the constant renewal of polite terms creates a phenomenon often described as a euphemistic cycle, where a new neutral designation may gradually accumulate negative connotations and be replaced again [2; 4; 7]. This cycle is especially evident in disability lexicon, where social attitudes and institutional practices change faster than stable everyday habits.

The aim of this article is to examine euphemisms of disability in Russian and English, focusing on their pragmatic motivations, structural patterns, functional diversity and discourse distribution. The study addresses the following questions

1. what euphemistic strategies dominate in Russian and English disability naming
2. how do euphemisms function as markers of identity, politeness and institutional regulation
3. how are traditional and bureaucratic euphemisms reinterpreted in contemporary media and digital communication

Materials and Methods

The study is qualitative and interpretive. The theoretical framework combines approaches from the pragmatics of euphemism and taboo language [1; 2], linguistic politeness and face management [3], sociolinguistic research on stigma and labeling [4; 8], and disability studies that distinguish medical and social models of disability [5; 6]. From this perspective, euphemisms are analysed as choices that signal a speaker’s orientation to norms, their stance toward disability, and their positioning of the referent in social space.

The empirical material is illustrative and consists of contemporary public examples in Russian and English. The analysis draws on several discourse domains

1. official and bureaucratic language, including administrative formulas and institutional categories
2. educational and medical communication, where diagnostic and support vocabulary is common
3. journalistic and media discourse, including public awareness campaigns
4. everyday and digital communication, where euphemisms compete with direct terms, slang, and identity language

The method is close contextual reading with attention to three levels First, lexical and morphological form, including nominal patterns, modifiers, and syntactic constructions Second, pragmatic function, including mitigation, distancing, respect signaling, and avoidance of stigma Third, ideological frame, including medicalisation, rights orientation, charity orientation, or identity affirmation

In both languages, examples are treated as discourse moves rather than as isolated dictionary items. Russian examples are kept in the original language to preserve their stylistic and institutional flavour and to avoid the loss of pragmatic nuance in translation. The goal is not to build frequency statistics but to reveal stable strategies and contrasts in the euphemistic systems.

Results

The analysis indicates that Russian and English disability euphemisms form multi layer systems where lexical choice depends on domain, audience and communicative goal. In both languages, euphemisms serve as tools of mitigation and as signals of moral alignment, yet they also perform deeper functions, including categorisation, social regulation and identity construction.

Euphemistic strategies in English English disability euphemisms often develop through person orientation, abstraction and positive reframing. A widely institutionalised strategy is person first naming, where the person is grammatically foregrounded and disability is expressed as an attribute or circumstance. Typical patterns include “person with a disability”, “people with disabilities”, “child with autism”, “student with a learning disability”. Such constructions minimise reduction of a person to a category and align with politeness norms that prioritise individual dignity.

A second strategy is functional description that avoids global labels. Instead of naming a person as “disabled”, speakers use terms such as “wheelchair user”, “Deaf person” in some communities, “blind person”, “person who uses assistive technology”, “person who needs accommodations”. This strategy shifts focus from a generalised category to concrete interactional needs and supports, which fits the social model frame that emphasises barriers and participation [5; 6].

A third strategy is positive or compensatory reframing, sometimes criticised for artificiality. Examples include “differently abled”, “physically challenged”, “special”. These expressions aim to replace deficit implications with a neutral or affirmative tone. However, in many English speaking contexts they are perceived as patronising or vague, because they can obscure real needs or sound like avoidance rather than respect. The existence of this tension demonstrates that euphemisms may increase politeness on the surface while decreasing perceived sincerity.

A fourth strategy is bureaucratic standardisation. Institutions often choose stable umbrella terms, such as “persons with disabilities”, “disability services”, “accessibility”, “reasonable accommodations”. These terms are designed for policy clarity and legal applicability, and they reduce interpersonal variability in naming. Yet bureaucratic stability also produces distance, making the referent appear as a case or category rather than a participant.

Euphemistic strategies in Russian Russian disability euphemisms demonstrate a strong institutional and bureaucratic component alongside everyday usage. A common official strategy is the replacement of the direct noun “инвалид” with person oriented formulas such as “человек с инвалидностью” and “лицо с инвалидностью”. The noun “лицо” functions as an administrative legal marker, and the prepositional phrase “с инвалидностью” turns disability into an attribute rather than an identity. The difference between “человек” and “лицо” is pragmatically important. “Человек” signals warmth and dignity, while “лицо” signals institutional distance and document style.

A second widely spread strategy is the use of broad euphemistic categories built around limitation or special status. Typical examples include “лицо с ограниченными

возможностями здоровья", "человек с ограниченными возможностями", "ребёнок с ОВЗ", "особенный ребёнок", "дети с особыми образовательными потребностями". These formulas vary in tone. "Ограниченные возможности" and "ОВЗ" are institutional, frequently used in education and medical contexts, while "особенный" is affective and often used in charity and media narratives. The pragmatic effect is mitigation through indirectness, yet the ideological frame may shift from rights orientation to paternalism, depending on context.

A third strategy is mobility based euphemism, such as "маломобильные граждане" and "маломобильные группы населения". This naming is common in accessibility discourse and urban planning, where the focus is on movement and infrastructure. It can be inclusive, because it covers not only disability but also temporary mobility limitation, older age, pregnancy, or parents with strollers. At the same time, it may invisibilise disability as an identity by dissolving it into a general planning category.

A fourth strategy is medical diagnostic naming used as a euphemistic substitute in everyday speech. Instead of a general label, speakers may refer to a diagnosis or functional impairment. Examples include "человек с нарушением слуха", "ребёнок с РАС", "ребёнок с задержкой развития". Such expressions can reduce stigma by using clinical neutrality, but they also medicalise the person and risk presenting disability as pathology rather than social difference.

Functional distribution across discourse domains Across both languages, the choice of euphemism correlates with discourse domain. In official contexts, stable umbrella terms dominate, such as "persons with disabilities" and "лицо с инвалидностью". In education, support oriented euphemisms occur, such as "students with accommodations" and "дети с ОВЗ". In media discourse, affective euphemisms and inspirational narratives are frequent, including "special needs" and "особенные дети". In activist and identity discourse, direct terms and identity first language may be preferred, including "disabled" as an identity marker and, in Russian contexts, the reclamation or neutralisation of "инвалид" by some speakers. These patterns show that euphemisms are not universally "better". Their appropriateness depends on community norms and communicative goals.

A key result is that euphemisms operate as indexical signs. They point not only to disability but also to the speaker's stance, institutional affiliation, and ideological frame. Choosing "человек с инвалидностью" instead of "инвалид" signals a modern rights oriented style. Choosing "особенный ребёнок" signals emotional involvement but may imply charity framing. Choosing "differently abled" signals positive intent but may be interpreted as avoidance. Therefore, euphemisms function as social markers that organise interaction beyond referential meaning.

Discussion

The comparison supports the view that euphemisms are cultural mechanisms of face management and social control. From the perspective of politeness theory, euphemisms reduce threats to positive face by expressing respect, avoiding devaluation, and showing sensitivity to the interlocutor's identity [3]. In disability discourse, such face management is crucial because naming can trigger stigma, which Goffman described as a socially constructed mark that transforms a person's status and interactional expectations [8]. Euphemisms attempt to interrupt the stigmatizing script by shifting

attention from deficit to personhood, rights, or participation.

However, euphemisms also produce ambiguity and tension. One tension concerns sincerity versus avoidance. Overly indirect or overly positive euphemisms may be interpreted as condescending or as refusal to name reality. For example, English “special needs” and Russian “особенный ребёнок” often evoke charity narratives and may infantilise adults. Such terms can maintain a separation between “normal” and “special”, reinforcing the very hierarchy they seek to soften. In this sense, euphemisms can reproduce social distance while masking it in polite vocabulary.

Another tension concerns institutional language and lived identity. Bureaucratic formulas are designed for classification and resource allocation. English “persons with disabilities” and Russian “лицо с инвалидностью” or “лицо с ограниченными возможностями здоровья” are useful for policy writing, yet in everyday interaction they may sound cold and overly formal. This reveals an asymmetry of communicative power. Institutions name groups to manage services and rights, while individuals negotiate names to represent identity and experience. Conflicts emerge when institutional euphemisms do not match self naming preferences.

A further tension concerns competing models of disability. Medical model language frames disability as impairment requiring treatment or care, whereas social model language frames disability as the outcome of barriers and exclusion [5; 6]. Euphemisms may align with either model. Russian “нарушение” and “задержка” lean toward medicalisation, while “доступная среда” and “инклюзия” lean toward social barriers. English “accessibility” and “accommodations” similarly shift discourse to participation. Yet even social model vocabulary can become euphemistic if it avoids naming disability where naming is necessary for visibility and rights claims.

The phenomenon of euphemistic renewal, sometimes conceptualised as a “treadmill”, is also relevant. New terms are introduced to avoid stigma, but stigma often transfers to the new term over time because social attitudes remain. This explains why sequences of labels appear in both languages, with older terms becoming marked as rude or outdated. The cycle demonstrates that euphemisms are symptoms of broader ideological change rather than purely linguistic fixes. When inclusion practices improve and barriers decrease, neutral naming becomes easier to sustain.

Digital media intensifies these processes. Online platforms expose users to international terminology, making English patterns influential in Russian discourse through translation and policy borrowing. Calques such as “человек с инвалидностью” reflect person oriented logic similar to “person with a disability”. At the same time, digital discourse encourages fast stance taking and identity signalling. Speakers choose terms to align with activist communities, to avoid public criticism, or to challenge perceived political correctness. Therefore, euphemisms become part of ideological competition, not only politeness.

A practical implication is that inclusive naming requires contextual competence rather than a single “correct” word. In English, debates about person first versus identity first show that different disability communities prefer different forms. In Russian, preferences vary across age groups, institutional domains and activist circles. The safest communication strategy is to use the most widely institutionalised respectful form in formal contexts, while in interpersonal contexts following self naming and community preferences. This approach

treats euphemisms as interactional choices rather than universal prescriptions.

Conclusion

The study has shown that euphemisms of disability in Russian and English form complex systems that perform multiple functions beyond mitigation. They organise social interaction, index ideological frames, structure institutional classification, and shape ethnocultural and civic notions of dignity, normality and participation.

In English discourse, dominant strategies include person first constructions, functional descriptions and policy oriented umbrella terms, alongside contested positive reframing expressions such as “differently abled”. In Russian discourse, euphemistic development is strongly connected with administrative and educational vocabulary, including “человек с инвалидностью”, “лицо с инвалидностью”, “лицо с ограниченными возможностями здоровья”, “ребёнок с ОВЗ”, “маломобильные граждане”, and affective media terms such as “особенный ребёнок”. In both languages, euphemisms function as signs of moral alignment and as tools of social regulation, yet they can also generate new problems, including vagueness, paternalism and the transfer of stigma to new labels.

In the context of globalisation and digital media, disability euphemisms circulate internationally, creating partial convergence in inclusive formulas but preserving local differences rooted in institutional traditions and cultural expectations. Further research may focus on corpus based comparisons across genres, interviews on self naming preferences within different disability communities, and analysis of how translation and policy borrowing reshape disability lexicons in multilingual settings.

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The Content Of Improving The System Of Training Future Teachers To Form Students' Immunity Against Harmful Habits

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Abstract
This article discusses the improvement of the system of training future teachers to form immunity against harmful habits in students, professional and pedagogical training, modern requirements, updating pedagogical education programs, practical exercises, trainings, prevention of future harmful habits, opinions of schoolchildren, specialists, family, school cooperation, education and upbringing, pedagogical technologies, educational methods, approaches based on effective communication, preventive activities, information pressure causing the spread of harmful habits, incorrect propaganda in social networks, family indifference, formation of a healthy social environment in students, etc.
Keywords: future teachers, students, harmful habits, immunity, formation, training, system, improvement.

Introduction

Today, one of the most urgent tasks of the education system worldwide is to improve pedagogical approaches aimed at forming a healthy lifestyle in the younger generation and protecting them from harmful habits. In this regard, it is important to organize the professional and pedagogical training of future teachers based on modern requirements, to deepen their knowledge, skills and competencies related to promoting a healthy lifestyle. In particular, by training teachers based on the UNESCO “Education 2030” program and the “Schools promoting a healthy lifestyle” model, it is possible to form psychological, social and cultural immunity against harmful habits in students. This, in turn, will allow combining the professional and pedagogical training of future teachers with practice, ensuring a healthy environment and increasing the effectiveness of preventive work.

Improving teacher training systems to build student immunity against harmful habits like substance abuse or aggression requires targeted pedagogical and psychological strategies. These approaches enhance teachers' skills in prevention, resilience-building, and classroom management. Research highlights teacher "immunity" as a key factor, where educators develop protective psychological traits to model healthy behaviors effectively.

Pedagogical features-tailor-made teacher education programs focus on sub-constructs like openness to change, resilience, self-efficacy, and coping strategies through structured workshops and support groups. These include role-playing, real-life scenarios, and multimedia to engage teachers in preventing habits via classroom routines, positive reinforcements, and student-friendly reporting systems for victims. Programs like GREAT Teacher emphasize ecologic models, training teachers to modify school environments, unify grade-level strategies, and reinforce student curricula on aggression prevention.

Psychological features-teacher immunity acts as a dynamic psychological armor against workplace stressors, with productive forms alleviating burnout and fostering positive attitudes toward teaching. Training builds emotional coping by addressing thoughts, feelings, and behaviors, promoting stress management, peer support, and high expectations to counter maladaptive cynicism. Recognizing risk factors like family history or peer

pressure equips teachers to create safe spaces, boosting student resilience and self-esteem against harmful influences.

Training system improvements-incorporate 12-hour workshops followed by 10 support sessions using Social Cognitive Theory for behavioral capability and self-efficacy. Prioritize tailor-made interventions over general ones, as they yield greater gains in teacher immunity, per experimental studies with EFL teachers. Integrate solution-focused approaches to evaluate classroom goals, adapt to changes, and collaborate with counselors for holistic prevention.

Core strategies-teacher training incorporates role-playing, multimedia resources, and real-life scenarios to make prevention relatable and skill-building. Programs teach classroom routines with positive reinforcements, peer mentoring, and student-led discussions to practice decision-making and resistance skills. Video clips and lectures prove highly effective for attitude change, particularly among high schoolers, outperforming posters or group talks in some studies.

Environmental factors-create university or school environments promoting healthy lifestyles through sports involvement, health-prioritizing disciplines, and positive role models from teachers. Involve students in scheduling routines and responsibilities to build accountability and reduce disruptions via non-verbal cues. Establish prevention clubs, dream boards, and fact-poster presentations to enforce positivity and long-term goal-setting.

Teacher training integration-tailor education to sub-constructs like resilience and self-efficacy via workshops focusing on ecologic models that unify strategies across grades. Collaborate with counselors for holistic support, including simulations, case studies, and reflection exercises on personal values. Systematic stimulation prioritizes spiritual-moral self-development and health values in curricula to prevent bad habits proactively.

Classroom activities effectively build resilience against computer and social media addiction by promoting self-awareness, alternative engagement, and balanced digital habits. These extend previous substance use strategies like role-playing to digital contexts, fostering offline skills and critical thinking. Research-backed approaches reduce screen dependency through interactive, rewarding alternatives.

Screen-free challenges-organize team-based detox challenges with rewards, such as 24-hour no-social-media pledges tracked via class logs, improving focus and peer bonds. Students journal reflections on mood and productivity post-detox, reinforcing benefits like better sleep and real interactions.

Mindfulness and journaling-replace scrolling breaks with guided mindfulness sessions or personal journaling on digital triggers, helping students recognize addiction signs like FOMO. Pair with discussions on algorithms and emotional impacts, building discernment skills through group sharing of experiences.

Extracurricular alternatives-incorporate sports, hobby clubs, or outdoor brain breaks to counter sedentary screen time, with activities like “Natural High Research” linking passions to offline fulfillment. Goal-setting exercises map screen-free routines, such as scheduled device-free family time modeled by teachers.

Digital wellness discussions-facilitate open talks on healthy vs. harmful content, using anonymous stories to practice boundary-setting like app limits or notification muting. Role-play refusal scenarios for online peer pressure, integrating into curricula for long-term habit formation

Conclusion: Modern pedagogical approaches are the main criteria in preparing future teachers for activities aimed at preventing harmful habits. In

particular, it is necessary to effectively use an activity-oriented approach, a competency-based approach, and anti-crisis (preventive) educational technologies. In particular, for the effective organization of preventive activities, future teachers should be prepared in the following areas:

1. Understanding the pedagogical and psychological nature of harmful habits - gaining in-depth knowledge about the negative impact of smoking, alcohol consumption, drug addiction, Internet addiction, and aggression on personal development;
2. Methodology for developing safe lifestyle skills in students - offering healthy alternative activities, conducting socio-psychological prevention through information technologies;
3. Effective communication and emotional intelligence - the ability to gain the trust of students, warn them of socio-psychological dangers, and instill positive values through educational conversations;
4. Establishing partnerships with family, school, and community - analyzing the student's environment, establishing healthy communication with the family, and collaborating with the neighborhood and other social institutions.

In addition, in modern pedagogy, it is also relevant that future teachers master individual work with students from risk groups, professional reflection, educational advice and consulting activities. They should be trained not only as knowledgeable, but also as specialists who are not indifferent to social problems in society, have an active life position, and embody educational initiative.

Improving the system of training future teachers to form immunity against harmful habits in students is a complex, multi-component, scientifically based pedagogical system aimed not only at professional training, but also at developing the teacher's personal social responsibility, cultural maturity, and ability to think strategically in education. By improving this system, we will be able to raise a healthy, conscious, critically thinking, and socially active generation.

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Intertextuality in English Literature in Cloud Atlas by David Mitchell

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Abstract
This article examines intertextuality in English postmodern literature through a focused analysis of David Mitchell's Cloud Atlas. The study aims to identify the theoretical premises of intertextuality and to determine its functions in shaping the novel's narrative structure and semantic coherence. The nested narratives, genre integration, and textual self-referentiality generate a complex intertextual framework within the novel. The findings demonstrate that in Cloud Atlas intertextuality operates as a core postmodern narrative strategy rather than a supplementary stylistic device.
Keywords: intertextuality, postmodern literature, narrative strategy, genre integration, David Mitchell, Cloud Atlas.

Introduction

Literary intertextuality functions through deliberate or incidental references between texts, realized via quotation, allusion, parody, pastiche, or structural imitation [20, p. 1]. In English literature, this is especially prominent in postmodern works where texts often signal self-conscious connections to other literary forms, histories, and genres [25, p. 1]. Postmodern literature, which foregrounds decentralization and skepticism toward grand narratives, frequently employs intertextual networks to subvert traditional storytelling and invite multiple interpretive frames [25, p. 1].

David Mitchell and Postmodern Narrative

David Mitchell is recognized as a significant contemporary figure in English postmodern fiction. Critics note that his work—particularly *Cloud Atlas*—utilizes intertextuality not just as surface references but as an intrinsic narrative mechanism that connects disparate stories and temporalities [2; 5]. *Cloud Atlas* challenges conventional narrative unity by nesting stories within one another, each with distinct styles and idioms, yet interlinked through motifs, echoes, and thematic resonances that recall other texts and literary traditions [21].

Intertextual Strategies in *Cloud Atlas*

Cloud Atlas's structure is emblematic of postmodern intertextuality: six nested stories, each interrupted and later resolved in reverse order, create a literary 'atlas' of interrelated narratives [21]. The novel's multiple genres—historical fiction, epistolary narrative, speculative fiction, and post-apocalyptic tale—serve as intertextual arenas that invoke broader literary histories. For example, the futuristic sections echo dystopian narratives akin to Margaret Atwood's speculative fiction, while the 19th-century tale recalls maritime literature traditions [11]. Mitchell also intertextually references philosophical works such as Nietzsche's *Thus Spoke Zarathustra*, which underpins thematic explorations of eternal recurrence, highlighting how texts engage in cross-generational dialogue [13].

Moreover, Mitchell interweaves intertextual links not only externally (with other authors' works) but internally (between his own texts). Characters and motifs recur across Mitchell's oeuvre, generating an intertextual web that extends beyond *Cloud Atlas* itself. For instance, characters from *Cloud Atlas* reappear in other Mitchell novels such as *Ghostwritten* and *Black Swan Green*, complicating boundaries between distinct fictional worlds [11]. This practice underscores the author's strategic use of intertextuality as both a narrative device and a means of constructing a broader fictional cosmos.

ANALYSIS AND DISCUSSION

The concept of intertextuality is central to understanding the narrative complexity and thematic richness of David Mitchell's *Cloud Atlas*. Originating in literary theory as the idea that no text exists in isolation but rather within a network of textual relations, intertextuality encompasses quotation, allusion, pastiche, and structural borrowing from other works and genres. In postmodern literature, intertextuality moves beyond simple reference to become a **fundamental organizing principle**—structuring plot, form, and reader interpretation. *Cloud Atlas* epitomizes this expansive use by interweaving six distinct narratives across time and space that do not just reference other texts but *mirror and refract* each other in a multilayered intertextual network.

One of the most visible manifestations of intertextuality in *Cloud Atlas* is its **nested or 'Matryoshka doll' narrative structure**. The novel contains six discrete stories, each in a different style, voice, and genre—from an 1850s Pacific journal to a post-apocalyptic future—each seemingly autonomous yet deliberately interconnected. This structural design, which resembles nested dolls where each narrative is embedded within another, reflects a broader intertextual strategy: *each story is a text within a text, and all six together form a composite intertextual mosaic*. Readers must therefore approach the novel not as a linear progression but as an interconnected constellation where meanings reverberate across discursive boundaries.

Unlike traditional multilayered novels where stories might be loosely connected, *Cloud Atlas* integrates these narratives so that they **interact with and comment upon each other**. Characters in later stories often discover or read earlier narratives within the book's own diegesis—Frobisher finds Adam Ewing's journal, Luisa Rey reads Frobisher's letters, Cavendish reads the manuscript of a Luisa Rey thriller, and so on. This technique creates an intracanonical intertextuality—*texts within the text*—where the product and reception of one narrative becomes material for another. This deliberate layering encourages readers to interpret the novel as a conversation among its parts, not merely a sequence of segments.

This structural interplay reflects broader patterns in English postmodern literature, where intertextual links are not incidental but fundamental to narrative meaning. In this context, intertextuality becomes a **mode of metafiction**—fiction that self-consciously acknowledges its own textuality and artifice. Mitchell's design foregrounds this awareness: characters are frequently aware of texts (letters, journals, manuscripts) as texts, creating a recursive loop that calls attention to the act of narration itself. The result is a self-reflexive narrative where the text becomes conscious of its own intertextual construction and demands that readers recognize these interconnections. Such self-awareness is characteristic of postmodern writing, in which texts destabilize any singular authoritative reading.

An important dimension of intertextuality in *Cloud Atlas* is its **reference to a broad range of literary forms, genres, and historical writing practices**. Each embedded narrative adopts a distinct genre convention—travel journal, epistolary letters, thriller, memoir, interview, and future myth—drawing on recognizable literary traditions. These genre signals act as intertextual markers, invoking other canonical texts and styles. For example, the Pacific journal of Adam Ewing harks back to early travel narratives and adventure texts, echoing traditions established in works by Melville and earlier sea voyage literature. The 1930s European setting and the musician Frobisher's letters evoke modernist epistolary forms, while the futuristic interviews and tribal myths in later sections connect with speculative and dystopian genres. By mobilizing these diverse traditions, Mitchell situates *Cloud Atlas* within an intertextual dialogue that includes but is not limited to his own invention.

These genre invocations are not superficial; they underscore the **thematic continuity** that links the seemingly disparate narratives. A key motif—connectedness across time, identity, and experience—is repeated, enabling intertextual echoes to resonate across different eras. Scholars note that Mitchell's layered approach embodies philosophical ideas such as Nietzsche's concept of eternal recurrence—the notion that patterns in life recur across time—not only structurally but at the level of character and theme. The recurrence of motifs, such as the comet-shaped birthmark and echoes of personal choice and consequence, creates a thematic intertextuality that binds all stories into a unified interpretive network.

These intertextual patterns serve a deeper function: they challenge the **linear perception of history and narrative**. By presenting interconnected lives that span centuries yet reflect similar moral struggles and societal dynamics, Mitchell destabilizes chronological progression in favor of a **cyclical model**. Critics have argued that this reflects longstanding philosophical and mythic conceptions of history as a cycle rather than a straight line—a view that resonates with intertextual strategies drawing on recurring patterns from ancient texts and cultural memories. This reinforces Mitchell's thematic claim that human experiences, including suffering and oppression, repeat across historical epochs, and that narrative and memory are pivotal to understanding these patterns.

At the level of **reader engagement**, intertextuality in *Cloud Atlas* redefines the role of the reader as an active interpreter rather than a passive receiver. The text's structural complexity and its reliance on cross-referencing narrative segments require readers to piece together connections, draw parallels, and recognize thematic parallels across disparate genres and historical frames. This interpretive role aligns with postmodern literary theory, which posits that readers co-construct meaning through engagement with textual networks. Far from providing a single authoritative meaning, *Cloud Atlas* opens up interpretive possibilities that depend on the reader's ability to trace intertextual networks and perceive correspondences among stories.

Another noteworthy dimension of intertextuality in *Cloud Atlas* lies in Mitchell's **reflexive dialogue with his own fictional universe**. Characters or narrative elements in *Cloud Atlas* reappear or are alluded to in other works by Mitchell. This intra-authorial intertextuality extends the network beyond a single novel, inviting readers familiar with Mitchell's broader oeuvre to perceive even wider textual interconnections. Such a strategy exemplifies how intertextuality is not confined to external references to other canonical texts but can also involve a

writer's own textual corpus, creating what might be described as an authorial intertextual ecosystem.

Given the novel's reliance on intertextual weaving, it also cultivates a **meta-narrative reflection on writing, storytelling, and the nature of fiction**. By embedding stories as manuscripts, journals, and media within other narratives, Mitchell blurs the line between fictional creation and narrative consumption. These embedded texts highlight the act of writing as a means of preserving history, shaping identity, and challenging or reinforcing power structures. For example, the act of reading or writing in *Cloud Atlas* often becomes a form of resistance against erasure—each narrative offers its own account of struggle, survival, and voice in the face of larger socio-historical forces.

Furthermore, *Cloud Atlas*'s intertextual strategy reveals how texts can be lodged within cultural and historical discourses. Characters are shaped by—and react to—systems of power, exploitation, and hierarchy. This interaction becomes part of the novel's intertextual matrix, where each embedded narrative engages with cultural and social histories, not merely as background but as active commentary. The intertextual layering thus becomes a **way of articulating historical consciousness**, revealing connections between personal stories and broader socio-political currents.

CONCLUSION

In *Cloud Atlas*, David Mitchell harnesses intertextuality not merely as an ornamental technique but as a structural and thematic cornerstone that shapes narrative complexity and reader engagement. Situated within the postmodern literary tradition, *Cloud Atlas* exemplifies how intertextual strategies can destabilize linear storytelling and foreground the interconnectedness of texts across genres and eras. This intertextual web enriches interpretive possibilities, inviting readers to recognize the dialogic nature of literature and the active role of reader cognition in producing meaning.

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Peculiarities Of Education Of Children With Mental Retardation: Psychological Characteristics And Pedagogical Approaches

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Abstract
This article is devoted to the study of the specific psychological and pedagogical characteristics of children with mental retardation in the educational process within the framework of the master's thesis. The study analyzes the cognitive processes of students with mental retardation - in particular, the specific aspects of attention and memory. It also considers effective pedagogical methods and approaches aimed at eliminating difficulties in the educational activities of these children, including the importance of an adapted learning environment, visual aids, gradualism and repetition. The article considers the principles of inclusive education developing in modern education and the necessary conditions for their implementation. The conclusion summarizes the main principles of supporting children with mental retardation in education.
Keywords: intellectual disability, special pedagogy, remedial education, attention, memory, inclusive education, individual approach, adapted environment.
Annotatsiya
Ushbu maqola magistratura dissertatsiyasi doirasida aqli zaiflik tashxisi qo‘yilgan bolalarning ta’lim olish jarayonidagi o‘ziga xos psixologik-pedagogik xususiyatlarini o‘rganishga bag‘ishlangan. Tadqiqotda aqli zaif o‘quvchilarning bilish jarayonlari – xususan, diqqat va xotira faoliyatining o‘ziga xos jihatlari tahli qilinadi. Shuningdek, ushbu bolalarning o‘quv faoliyatidagi qiyinchiliklarni bartaraf etishga qaratilgan samarali pedagogik metodlar va yondashuvlar, jumladan, moslashtirilgan o‘quv muhiti, vizual vositalar, bosqichma-bosqichlik va takrorlashning ahamiyati ko‘rib chiqiladi. Maqolada zamonaviy ta’limda rivojlanayotgan inklyuziv ta’lim tamoyillari hamda ularni amalga oshirishdagi zarur shart-sharoitlar haqida fikr yuritilgan. Xulosa qismida aqli zaif bolalarni ta’limda qo‘llab-quvvatlashning asosiy tamoyillari umumlashtirilgan.
Tayanch so‘zlar: aqli zaiflik, maxsus pedagogika, korreksion ta’lim, diqqat, xotira, inklyuziv ta’lim, individual yondashuv, moslashtirilgan muhit.

Kirish

Ta’lim tizimining asosiy vazifalaridan biri har bir bolaning individual ehtiyojlari va imkoniyatlarini inobatga olgan holda bilim olishi uchun sharoit yaratishdir. Aqli zaiflik (intellektual nogironlik) tashxisi qo‘yilgan bolalar uchun umumiy o‘rta ta’lim dasturlari odatda murakkablik tug‘diradi, chunki ularning bilish qobiliyatlari va psixik jarayonlarining rivojlanishi o‘ziga xos xususiyatlarga ega. Shu sababli, dunyoning ko‘plab mamlakatlarida, shu jumladan O‘zbekistonda ham, “Maxsus pedagogika” yoki “Defektologiya” sohasida ushbu bolalar uchun mo‘ljallangan korreksion (tuzatuvchi-maxsus) ta’lim tizimi ishlab chiqilgan va rivojlantirilmoqda. Ushbu maqolaning maqsadi aqli zaif bolalarning ta’lim olishidagi asosiy qiyinchiliklarni, ularning diqqat va xotira kognitiv jarayonlarining o‘ziga xosligini, shuningdek, bu muammolarni yechishga qaratilgan pedagogik yondashuv va usullarni tahli qilishdan iborat.

Asosiy qism

1. Aqli zaif bolalarning ta’lim olishdagi asosiy psixologik xususiyatlari

Aqli zaiflik intellektual funktsiyalarning cheklanganligi, mavhum fikrlash, mantiqiy tahli va umumlashtirish qobiliyatlarining

sustligi bilan namoyon bo‘ladi. Ushbu bolalar, qoida tariqasida, o‘z fikrini to‘liq ifodalashda, tushunchalarni taqqoslash va tahlil qilishda, ko‘rsatma asosida ishlashda qat’iyatli bo‘lishda va mustaqil ishlash ko‘nikmalarini shakllantirishda jiddiy qiyinchilikka uchraydilar. Yod olish va eslab qolish qobiliyati sust bo‘lib, materialni yuzaki va faqat tashqi, tasodifiy belgilar asosida eslab qolish tendentsiyasi kuzatiladi. Mazmunli, mantiqiy bog‘lanishlarni tushunish va saqlash ular uchun qiyin hisoblanadi.

2. Bilish jarayonlarining o‘ziga xosligi: Diqqat va xotira

Aqli zaif bolalarning diqqati o‘ziga xos xususiyatlarga ega. Ixtiyoriy (maqsadli) diqqatning rivojlanishi sekin kechadi va u barqaror emas. Bolalar tez charchab, diqqatini uzoq vaqt bir obyektga jamlay olmaydilar. Diqqatning chalg‘ituvchanligi yuqori, doirasi tor bo‘ladi. Bu holat, ayniqsa, murakkabroq vazifalarni bajarishda, mantikiy ketma-ketlikni saqlashda to‘siq bo‘lib chiqadi. Psixologik tadqiqotlar shuni ko‘rsatadiki, ularning diqqati ko‘pincha vazifaning mazmuniga emas, balki uning tashqi shakliga qaratiladi va yangi harakat usuliga o‘tishda inertlik kuzatiladi.

Xotira jarayonida ham o‘ziga xosliklar mavjud. Yodlash asosan mexanik xarakterga ega bo‘lib, mazmunli yodlash qobiliyati zaif rivojlangan. Materialni tushunmasdan, alohida iboralar va so‘zlar darajasida takrorlash odatiy hol hisoblanadi. O‘zlashtirilgan bilimlar tez unutiladi, shuning uchun doimiy va ko‘p marta takrorlash talab qilinadi. Mazmunli yodlashni rivojlantirish uchun bolalarni taqqoslash, muhim narsalarni ajratib ko‘rsatish, materialni mantiqiy qismlarga bo‘lish kabi oqilona usullardan foydalanishga o‘rgatish juda muhimdir.

3. Aqli zaif bolalar ta’limining samarali usullari va tamoyillari

Yuqoridagi psixologik xususiyatlarni inobatga olgan holda, ushbu bolalar bilan ta’lim ishlarini tashkil etishda quyidagi metodik tamoyillar asosiy ahamiyatga ega:

Vizuallashtirish va konkretlik: Mavzuni tushuntirishda vizual qo‘llanmalar, namunalar va real hayotiy misollardan keng foydalanish.

Bosqichma-bosqichlik va soddalashtirish: Har bir murakkab topshiriqni oddiy, ketma-ket bosqichlarga ajratish va ularni asta-sekin bajarish.

Faol usullar va o‘yin texnologiyalari: Materialni mustahkamlash va diqqatni jalb qilish uchun harakatli o‘yinlar, didaktik o‘yinlardan foydalanish.

Ko‘p takrorlash va ijobiy rag‘batlantirish: Yangi materialni mustahkam o‘zlashtirish va o‘quv motivatsiyasini saqlab qolish uchun muntazam ravishda takrorlash va har qanday kichik muvaffaqiyatni rag‘batlantirish.

4. Moslashtirilgan o‘quv muhitining ahamiyati

Aqli zaif bolalar uchun ta’limning muvaffaqiyati, asosan, o‘quv muhitining ularning ehtiyojlariga moslashtirilganligiga bog‘liq. Ideal moslashtirilgan muhit quyidagilarni o‘z ichiga oladi:

Kichik sinflar: Sinfda 6-10 nafargacha o‘quvchi bo‘lishi individual yondashuvni amalga oshirish imkonini beradi.

Individual dasturlashtirish: Har bir bolaning kognitiv, nutqiy va hissiy-imkoniyatlariga mos keladigan o‘quv reja va metodikalardan foydalanish.

Maxsus kadrlar: Ta’lim jarayonida maxsus tayyorgangan defektolog-pedagoglar, psixologlar va logopedlarning ishtiroki.

Keng qamrovli yordam: Nafaqat akademik, balki psixologik qo‘llab-quvvatlash, ijtimoiy moslashuv treninglari va ota-onalarga maslahat xizmatlari.

5. Zamonaviy yondashuv: Inklyuziv ta’lim imkoniyatlari va cheklovlari

Hozirgi davrda jamiyatda imkoniyati cheklangan shaxslarni integratsiyalash tamoyili asosida “inklyuziv ta’lim” tizimi rivojlanmoqda. U aqli zaif bolalarni umumiy

ta’lim maktablarida o‘qitishni nazarda tutadi. Biroq, inklyuziyaning samaradorligi bir qator qat’iy shartlarga bog‘liq: maxsus jihozlangan maktab binosi, malakali maxsus pedagoglar, har bir bola uchun tuzilgan individual o‘quv rejasi va butun pedagogik jamoa hamda ota-onalarning tayyorgarligi. Bu shartlarni bajarilmasligi bolaning o‘quv muvaffaqiyatsizligi va psixologik noqulayliklarga olib kelishi mumkin.

Xulosa

Aqli zaif bolalarni ta’lim-tarbiyalash murakkab, ko‘p qirrali va yuqori professional mahoratni talab qiladigan jarayondir. Ushbu bolalarning asosiy qiyinchiliklari bilish jarayonlarining o‘ziga xos rivojlanishida, xususan, ixtiyoriy diqqatning barqaror emasligi, mazmunli xotiraning sustligi va mavhum fikrlash qobiliyatining cheklanganligida namoyon bo‘ladi. Shu sababli, ularga ta’lim berishda an’anavigan usullardan ko‘ra, individual yondashuv, vizuallashtirish, bosqichma-bosqichlik, ko‘p takrorlash va rag‘batlantirish tamoyillari asosida ishlash samara beradi. Bundan tashqari, ta’lim muassasasining moddiy-texnik va kadrlar bazasi, shuningdek, bolaga ko‘rsatiladigan psixologik-pedagogik yordam tizimi ta’lim samaradorligini hal qiluvchi omillardir. Zamonaviy inklyuziv yondashuv ijobiy istiqbolga ega bo‘lsa-da, uning amalga oshirilishi yugoridagi barcha shartlar va resurslarning yetarli darajada ta’minlanishiga bog‘liq.

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The Issue Of Concept In Linguistics

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Annotation
The concept of concept is one of the main categories of cognitive sciences and linguoculturology. Despite the wide use of this term in foreign and domestic linguistics, there is still no single and generally accepted definition. Various approaches have been formed in modern linguistics to explain the concept. According to the results of scientific research, the concept serves the development of constitutional, religious, philosophical, historical and biological knowledge. This article analyzes scientific research conducted within the framework of the concept term, studies the existing scientific literature, and provides generalized conclusions.
Keywords: concept, linguoculturology, cognitive linguistics, ethnographic factor, physiological and biological knowledge, lexeme, coding.
Annotatsiya
Konsept tushunchasi kognitiv fanlar hamda lingvokulturologiyaning asosiy kategoriyalaridan biri hisoblanadi. Ushbu termin xorijiy va mahalliy tilshunoslikda keng qo‘llanilishiga qaramay, hozirgacha yagona va umumqabul qilingan ta’rifi mavjud emas. Zamonaviy tilshunoslikda konseptni izohlashga qaratilgan turli yondashuvlar shakllangan. Ilmiy tadqiqotlar natijalariga ko‘ra, konsept konstitutsiyaviy, diniy, falsafiy, tarixiy hamda biologik bilimlarning rivojlanishiga xizmat qiladi. Mazkur maqolada konsept atamasi doirasida olib borilgan ilmiy izlanishlar tahlil qilinadi, mavjud ilmiy adabiyotlar o‘rganilib, umumlashtirilgan xulosalar beriladi.
Kalit so‘zlar: konsept, lingvokulturologiya, kognitiv tilshunoslik, etnografik omil, fiziologik va biologik bilimlar, leksema, kodlash.

Kirish

Konsept tafakkurning asosiy birliklaridan biri bo‘lib, u tushuncha, obraz va lisoniy ma’noning umumlashgan shaklini ifodalaydi. Konsept shakllanishi individual obrazning vujudga kelishidan boshlanib, uning lisoniy birlik orqali ifodalanishi bilan yakunlanadi. “Konsept” termini tilshunoslikda bir vaqtning o‘zida ham qadimiy, ham nisbatan yangi termin sanaladi. Dastlab 1928-yilda S.A. Askoldov-Alekseev tomonidan “Konsept va so‘z” maqolasida ushbu tushuncha asosan so‘z bilan bog‘liq holda talqin qilingan. XX asr o‘rtalaridan boshlab esa konsept tilshunoslik terminologiyasida mustaqil ilmiy birlik sifatida qo‘llanila boshladi.

O‘tgan asrning 80-yillarigacha konsept tushuncha termini bilan sinonim tarzda ishlatilgan bo‘lsa, hozirgi bosqichda u mazmun jihatidan ancha keng qamrovli birlik sifatida talqin etilmoqda. Ilmiy izlanishlar natijasida konsept yaxlit va murakkab tizim sifatida shakllandi. Uning mohiyatini ochishda konseptni shifokorga murojaat qilgan bemor holatiga qiyoslash mumkin: bemor haqida to‘liq tasavvur hosil qilish uchun uning kasallik tarixi, sabab va oqibatlari o‘rganilgani kabi, konseptda ham muayyan tushunchaning kelib chiqishi, rivoji va semantik yuklamasi mujassam bo‘ladi.

Tushuncha odatda yagona obraz bilan cheklansa, konseptda ko‘plab obrazlar umumlashib, yadroviy mazmunni hosil qiladi. Masalan, “baxt” konsepti turli millatlarda turlicha mazmun kasb etadi: ayrim xalqlar uchun baxt — vatan muhabbati bilan bog‘liq bo‘lsa, boshqalar uchun u farzandli bo‘lish bilan izohlanadi. Demak, tushuncha umumiy xarakterga ega bo‘lsa, konsept har bir millatning etnik

tafakkur mahsuli sifatida individual xususiyat kasb etadi.

Adabiyotlar tahlili

N. Mahmudov o‘z ilmiy ishlarida konsept terminini eng ko‘p ta’riflangan tushunchalardan biri sifatida baholab, lingvokulturologik tadqiqotlarda konsept muammosi markaziy o‘rinni egallayotganini ta’kidlaydi. Ayniqsa, Rossiya tilshunosligida bu yo‘nalish keng rivojlangan bo‘lib, ko‘plab dissertatsiyalar muayyan konseptlarning tahliliga bag‘ishlangan.

Konsept keng qamrovli umuminsoniy birlik bo‘lib, unda ma’lum bir leksemaning “semantik kodi” mujassam bo‘ladi. Ushbu kodda so‘zning kelib chiqishi, jamiyatdagi taraqqiyoti, boshqa birliklar bilan munosabati aks etadi. Lingvokulturologiya doirasida konsept “til – tafakkur – madaniyat” uchligi asosida o‘rganiladi. Shuningdek, konsept tarkibida etimologik qatlam ham muhim o‘rin tutadi.

Inson ongida voqelik dastlab obraz sifatida shakllanib, qayta ishlanish jarayonida konseptga aylanadi va keyinchalik til vositasida ifodalanadi. Masalan, biror buyumni xarid qilishdan oldin inson ongida uning rang-barang xususiyatlari, sifat ko‘rsatkichlari, madaniy va an’anaviy mosligi haqida tasavvur paydo bo‘ladi. Ushbu ichki jarayonlar majmui aynan konseptni tashkil etadi.

Kognitiv tilshunoslikda konsept eng faol qo‘llaniladigan va ko‘p talqin etiladigan terminlardan biridir. Ba’zi olimlar uni falsafiy yoki psixologik kategoriya sifatida izohlasa, boshqalar uni leksik yoki grammatik birlik sifatida baholaydi. Masalan, N. Tixanova konseptni grammatik kategoriya deb hisoblasa, M. V. Nikitin uni murakkab, ko‘p omilli mental birlik sifatida ta’riflaydi.

Tadqiqot metodologiyasi

Mazkur tadqiqotda qiyosiy-tahliliy metoddan foydalanildi. Jahon va mahalliy olimlarning konseptga oid qarashlari taqqoslab o‘rganildi. Ayrim tadqiqotlar konseptning vaqt va makon bilan bog‘liq holda shakllanishini ko‘rsatadi. Masalan, A. Volchkovning uch torli do‘mbira haqidagi tadqiqotida konseptlar tarixiy bosqichlar asosida tahlil qilinib, ularning rivojlanish dinamikasi ochib beriladi.

Ushbu yondashuv shuni ko‘rsatadiki, konsept doimo harakatda bo‘ladi, vaqt o‘tishi bilan uning mazmuni boyiydi, ayrim semantik qatlamlar esa faoliyatdan chiqib ketishi mumkin. Biroq shakl o‘zgarishiga qaramay, konseptning mohiyati barqaror qoladi.

Tahlil va natijalar

Tadqiqot natijalari shuni ko‘rsatadiki, konsept umummilliy g‘oyalar, diniy qarashlar, psixologik va falsafiy bilimlar bilan uzviy bog‘liq holda shakllanadi. U quyidagi vazifalarni bajaradi:

- matnning semantik kodini yaratadi;
- tushunchaning kelib chiqish tarixini aks ettiradi;
- umumiy va milliy xususiyatlarni birlashtiradi;
- ijobiy va salbiy mazmunlarni o‘zida mujassamlashtiradi;
- hayotiy tajriba asosida boyib boradi;
- mental va psixik jarayonlarni ifodalaydi;
- jamiyat madaniyati haqida umumlashgan bilimlarni shakllantiradi.

Xulosa

Xulosa qilib aytganda, konsept murakkab va ko‘p qatlamli tizim bo‘lib, u cheksiz imkoniyatlarga ega tushuncha sifatida namoyon bo‘ladi. Uni chuqurroq o‘rganish orqali inson tafakkuri, madaniyati va tilning o‘zaro aloqadorligi yanada aniqroq namoyon bo‘ladi. Konsept vaqt o‘tishi bilan rivojlanib, yangi ma’no qatlamlari bilan boyib boradi.

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Gender Inequality Index (GII) in Uzbekistan: Regional Analysis

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Abstract
This study analyzes gender inequality in Uzbekistan using the Gender Inequality Index (GII), which considers reproductive health, women's empowerment, and labor market participation. Data from 2024 show a national GII of 0.136, with the highest inequality in Karakalpakstan, Bukhara, and Namangan. Factors include low female labor force participation, limited political representation, and regional disparities in maternal health and adolescent birth rates. The study highlights the need for targeted, region-specific policies to improve women's economic activity, reproductive health services, and decision-making participation.

Gender Inequality Index (GII) is a composite indicator that shows, in percentage terms, how much of a country's human development potential is lost due to disparities between women and men. The index value ranges from 0 to 1, where **0 represents absolute gender equality**, meaning that women and men achieve equal outcomes in all measured dimensions. A value of **1 indicates the highest level of inequality** in terms of opportunities and outcomes. According to the definition of the **United Nations Development Programme (UNDP)**, the lower the value of the Gender Inequality Index, the lower the level of inequality; conversely, a higher value reflects stronger gender inequality.

The Gender Inequality Index is calculated based on three main dimensions: **reproductive health**, **women's empowerment and opportunities**, and **participation in the labor market**. Within these dimensions, the situation of women is assessed in comparison with that of men.

The **Gender Inequality Index** is formed through a number of key components that make it possible to assess differences between women and men across various areas of society. First of all, the index includes indicators that reflect the state of **women's reproductive health**. In particular, the **maternal mortality ratio** represents the number of women who die due to pregnancy or childbirth-related causes per 100,000 live births. A high value of this indicator signals poor health outcomes for women and points to shortcomings in the quality and accessibility of healthcare services. In addition, the **adolescent birth rate** is measured by the number of births among girls aged 15–19 and reflects the prevalence of early marriage, the health status of young people, and the extent to which reproductive rights are ensured.

Another important dimension of the index relates to **empowerment and education**, as it assesses the level of women's participation in social and political life as well as gender equality in education. In this

context, the **share of women in parliament** represents the percentage of seats held by women in the national legislative body and serves as an indicator for identifying gender inequality in political representation. At the same time, the **proportion of women and men aged 25 and older with at least secondary or tertiary education** reflects gender gaps in access to education and in opportunities to complete educational attainment.

Indicators related to the **labor market** also occupy an important place in the structure of the Gender Inequality Index. The **labor force participation rate** reflects the involvement of women and men within the economically active population. This indicator makes it possible to assess existing institutional, social, or economic constraints on women's employment and plays a crucial role in identifying gender disparities in the labor market.

Reproductive health includes two indicators related to women's ability to become healthy mothers: the **maternal mortality ratio** (the number of maternal deaths per 100,000 live births) and the **adolescent birth rate** (the number of births per 1,000 girls aged 15–19). Through these two indicators, the level of protection of women's reproductive health in a country is assessed. A low maternal mortality ratio indicates good health outcomes for women and a high quality of healthcare services, while a low adolescent birth rate reflects higher levels of girls' education and a lower prevalence of early marriage, meaning that women have broader opportunities. Research shows that women's access to education also contributes to reducing adolescent pregnancies and child mortality.

Under **rights and opportunities**, the focus is on women's participation in politics and their educational attainment. Political involvement is measured by the **percentage of women in the national parliament**, while education is reflected by the **share of women with secondary or higher education**. The presence of women in parliament shows their real influence in decision-making, and educational attainment demonstrates the level of equality in skills and knowledge between women and men.

Labor market participation – this refers to the share of women in the workforce, or their overall labor force activity. The **percentage of women in paid employment** serves as a key indicator for assessing the economic dimension of gender inequality. While more detailed analysis could include women's income or informal work, these data are often not comparable internationally. Therefore, participation in the labor market is used as a general measure. According to the UN Development Programme, low female participation in the workforce reflects economic gender disparities and negatively impacts the overall human development of a country.

These indicators across the three dimensions (for women and men separately) are first calculated individually, and then overall disparities between them are determined using a specific formula. A key feature of the **Gender Inequality Index** is that during aggregation, **geometric and harmonic means** are used, which ensures that strong performance in one area cannot offset poor performance in another. In other words, even if women score well in education and political participation but poorly in reproductive health, this imbalance is fully reflected in the index. This makes the Gender Inequality Index a **sensitive measure** that highlights areas where women continue to face disadvantages, rather than masking them with achievements in other fields.

Since Gender Inequality Index (GII) data are updated annually, trends in increasing or decreasing gender inequality can be tracked more accurately over time. For

example, when first calculated in 2010, many countries worldwide had relatively high GII values, indicating significant inequality. In subsequent years, gradual reductions in inequality were observed. However, because progress has been slow, it was noted that achieving full gender equality globally could still take decades if this pace continues.

In some regions, unfortunately, the opposite trend occurred: conflict and instability in countries like Yemen, Afghanistan, and Mali led to worsening gender inequality and deteriorating conditions for women. This highlights that achieving gender equality is not only a matter of social and economic development but is also closely linked to peace and

Indicators and Methodology for Calculating the Gender Inequality Index (GII)

The indicators used to calculate the Gender Inequality Index (GII) are measured in different units, so it is essential to standardize them to a common scale. Without this adjustment, some indicators could disproportionately influence the index or have little impact at all. Standardization neutralizes the effect of very low values and prevents extremely high values from skewing the index, ensuring that all indicators contribute proportionally and fairly to the final GII score. For this reason, the UNDP methodology specifies minimum and maximum "goalposts" for each indicator.

1. **Reproductive health indicators** are specific to women.

Maternal Mortality Ratio (MMR) – the number of maternal deaths per 100,000 live births. This indicator can vary greatly and sometimes shows extreme values. To address this, UNDP truncates MMR values within the range of **10–1000**.

✓**Why 10 is the minimum:** In highly developed countries, MMR can be extremely low (e.g., 1, 2, or 3), but such low values are statistically unstable and can cause the index to fluctuate excessively year to year. Therefore, a minimum of 10 is considered the lowest realistic boundary for "very good" outcomes.

✓**Why 1000 is the maximum:** In very poor countries or conflict zones, MMR can exceed 1000 (e.g., 1100–1500). UNDP considers that differences above 1000 are not methodologically significant because all such cases indicate extremely adverse conditions. Using 1000 as the maximum prevents the index from being disproportionately "punished" by extreme values.

Adolescent Birth Rate (ABR) – the number of births per 1,000 girls aged 15–19. This indicator varies widely across countries: in some developed countries it may be 0–3, while in some developing countries it can exceed 150–200. Therefore, UNDP sets **truncation limits** for ABR:

✓Minimum (best) value = 0

✓Maximum (worst) value = 200

Unlike MMR, an ABR of 0 is theoretically and practically possible, representing an ideal situation. Studies (e.g., Gaye et al., 2010) have examined how these limits affect the index calculation.

For Uzbekistan, analysis often uses births among girls aged 15–17 per 1,000, instead of 15–19, because the legal minimum marriage age is 18. Girls under 18 are therefore treated as adolescents for reproductive health analysis.

These two indicators—MMR and ABR—together form the **reproductive health component** of the Gender Inequality Index.

Indicators for Political Empowerment, Education, and Labor Market Participation in GII Calculation

1. **Political participation – share of women in the national parliament**

The share of women in the national parliament is measured as a percentage, with a minimum of 0% and a maximum of

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100%. In calculating the Gender Inequality Index (GII), all indicators are combined using the **geometric mean**. If an indicator's value is 0, the geometric mean would collapse to zero, causing the overall index to be incorrectly low and distorting the calculation.

To prevent this, the UNDP methodology applies a **"technical zero replacement"** for proportional indicators (expressed as percentages or shares). A minimum value of **0.1% (0.001)** is used. This means that even if women hold 0% of parliamentary seats in practice, the calculation treats it as 0.001. This ensures the geometric mean remains stable and prevents the index from artificially falling to zero.

2. **Educational attainment – share of women and men aged 25 and older with at least secondary or higher education**. The minimum value is 0% (no one has secondary or higher education) and the maximum is 100% (all individuals have secondary or higher education). The GII formula also accounts for the **gender gap** in education. For example, if 80% of women have secondary or higher education and 90% of men do, the 10% difference contributes to the gender inequality component of the index.

3. **Labor market participation – share of women and men in the economically active population**. This is also measured as a percentage.

Step 2 in GII calculation: Indicators within each gender group are aggregated using the **geometric mean**. Using the geometric mean ensures that the index is sensitive to disparities in each component and prevents one strong indicator from offsetting weaknesses in others (Seth, 2009).

Formula for Women (Female Component) in GII Calculation:

$$G_F = \sqrt[3]{\left(\frac{10}{MMR} * \frac{1}{ABR}\right)^{1/2} * (PR_F * SE_F)^2 * LFPR_F}$$

PR_F – Political empowerment for women (share of women in parliament)

SE_F – Education indicator

$LFPR_F$ –Share of women in the economically active population

MMR – Number of maternal deaths per 100,000 live births

ABR – Number of births per 1,000 women aged 15–19

Formula for Men:

$$G_F = \sqrt[3]{1 * (PR_M * SE_M)^{1/2} * LFPR_M}$$

For men, only political empowerment, education, and share in the economically active population are considered.

Step 3 in calculating the Gender Inequality Index: Combining female and male indices (harmonic mean)

In the GII calculation, the indices calculated for women and men are combined. This is done using the following harmonic mean formula.

$$HARM(G_F, G_M) = \left[\frac{(G_F)^{-1} + (G_M)^{-1}}{2}\right]^{-1}$$

G_F- Index for women calculated using the geometric mean

G_M- Index for men calculated using the geometric mean

Step 4 in calculating the Gender Inequality Index: Calculating the arithmetic and geometric means for each indicator

To accurately measure inequality, it is necessary to combine the indicators for women and men. In this process, women and men are considered equal, meaning they are given equal weights. For each indicator, the values for women and men are first averaged using the arithmetic mean to produce a single value. Then, to form the overall index, all indicators are combined using the geometric mean.

$$G_{F,M} = \sqrt[3]{Healh * Empowerment * LFPR}$$

Reproductive Health Index : *Health* = $\frac{\sqrt{\left(\frac{10}{MMR} * \frac{1}{ABR}\right)+1}}{2}$

The Health Index is not interpreted as the average of women's and men's values. It only shows the extent of deviation from reproductive health standards.

4. Political and Education Index:

$$Empowerment = \frac{(\sqrt{PR_F * SE_F} + \sqrt{PR_M * SE_M})}{2}$$

PR_M, PR_F – The proportion of women/men in parliament (proportion of seats)

Labor force participation: $LFPR = \frac{LFPR_F + LFPR_M}{2}$

Step 5 in calculating the Gender Inequality Index: Comparing the indices

This stage is the final step in calculating the Gender Inequality Index. Here, two types of indices are compared with each other:

1. $HARM(G_F, G_M)$— The harmonic mean of the indices calculated for women and men

This shows the actual, real-world inequality.

2. $G_{F,M}$— he benchmark (ideal) index, obtained by combining the women's and men's indices with equal weights using arithmetic and geometric methods

3. The Gender Inequality Index is calculated using the following formula: $\frac{HARM(G_F, G_M)}{G_{F,M}}$

Why does the formula start with "1 – …"?

If gender equality is high → the Gender Inequality Index approaches 0.
If gender inequality is high → the Gender Inequality Index approaches 1.

Global indicators of the Gender Inequality Index

In 2023, significant differences were observed among countries worldwide in terms of gender equality, health, and education indicators. According to 2023 data, Denmark ranked at the top of the global ranking, recording the lowest Gender Inequality Index value at just 0.003. Norway (0.004), Sweden (0.007), Switzerland (0.010), and the Netherlands (0.013) also ranked among the top countries globally and were noted as having the lowest levels of gender inequality. Health, education, and income indicators for women and men in these countries are nearly equal, reflecting a very high level of gender parity.

In Iceland, only 3 out of every 100,000 live births resulted in maternal deaths due to pregnancy- or childbirth-related complications; the adolescent fertility rate was 3.4 per 1,000 girls, and women accounted for 47.6 percent of parliamentary seats. In addition, 99.9 percent of the population aged 25 and older had at least secondary education, and women's participation in the labor market stood at 70.5 percent. These figures indicate a well-functioning healthcare system, a high level of education, and a strong role of women in society.

Among developed countries, although the share of women in parliament in the United States is relatively lower, 21 out of every 100,000 live births resulted in maternal deaths due to pregnancy-related complications, and the adolescent pregnancy rate was 13.1 percent.

Experience of countries with high performance in the Gender Inequality Index Singapore also consistently ranks among the leading countries in the Gender Inequality Index due to its strong economic development and significant achievements in women's health and education (with a Gender Inequality Index of approximately 0.02 in 2023).

A value of the Gender Inequality Index close to 0 indicates that gender inequality is minimal. This means that in these countries, differences between women and men in terms of opportunities, rights, and achievements have been greatly reduced, and a largely equal environment has been established in practice.

We now turn to how these countries have achieved such results and which factors

have been decisive in their experience. The analysis shows that the most successful countries share the following common features:

Investment in women's health and respect for reproductive rights: In countries such as Denmark, Norway, and Sweden, maternal and child healthcare systems are highly developed. For example, in Denmark the maternal mortality ratio is 5 per 100,000 live births, and the adolescent birth rate is extremely low at 1.1 (that is, only one out of every 1,000 girls aged 15–19 becomes a mother). Women hold 43.6 percent of seats in the Danish parliament; 91 percent of Danish women aged 25 and older have attained at least secondary education; and 59.7 percent of women aged 15 and above participate in the labor market, compared to 67.7 percent among men. The world's first female minister was appointed in Denmark—Nina Bang became Minister of Education in 1924. Denmark appointed its first Minister for Gender Equality in 1999, and the country's first female Prime Minister took office in 2011. The current Prime Minister, Mette Frederiksen, is also a woman. Denmark even established a dedicated Ministry for Gender Equality in 1999 (and appointed the first equality minister), illustrating the seriousness with which the issue has been addressed at the level of state policy.

According to the **2025 Global Gender Gap Report**, Denmark ranks among the top countries in the world in terms of gender equality. Based on the table presented in the report, Denmark has achieved **79.1 percent gender parity overall**, placing it **14th out of 148 countries**.

In the Scandinavian and Western European countries, gender equality has been shaped at the level of state policy over many years. Key pillars of this process include the introduction of gender-neutral parental leave, support for women's active participation in the labor market, and the creation of equal opportunities in education and healthcare. In Denmark, Sweden, Finland, Norway, and Iceland, women hold a high share of seats in parliament and government, educational coverage is nearly universal, and maternal mortality and adolescent birth rates are low, reflecting the effectiveness of the social welfare state model. At the same time, even in the most advanced countries, full equality in economic opportunities has not yet been achieved: gender wage gaps and the relatively low representation of women in senior management positions persist. The experience of the Netherlands demonstrates that gender equality can be promoted not only at the national but also at the international level through feminist foreign policy, legal guarantees, and expanded access to resources. Overall, the experience of these countries shows that achieving gender equality requires sustained political will, strong institutional mechanisms, supportive cultural values, and continuous monitoring, while economic equality remains a key challenge for the future.

Gender Inequality Index indicators across the regions of Uzbekistan

As noted above, the Gender Inequality Index incorporates an indicator of women's reproductive health, which consists of two sub-indicators: maternal mortality ratio and early childbirths. For early childbirths, the indicator used is the birth rate among girls aged 15–17.

Maternal mortality ratio: In 2024, the maternal mortality ratio in Uzbekistan stood at **14.8 per 1,000 live births**, representing a **3.7 percent decrease compared to 2020**. This indicates that reforms in the field of maternal health have yielded some positive results. At the same time, significant regional differences in maternal mortality persist.

Specifically, the highest maternal mortality ratio was recorded in the **Republic of Karakalpakstan**, reaching **38.4 per 1,000 live births** in 2024. This situation can be explained by environmental challenges in the region, factors negatively affecting public health, the high share of rural population, and limited access to specialized medical services. In **Navoi (27.2 per 1,000)** and **Bukhara (23.9 per 1,000)** regions, maternal mortality also remains significantly above the national average, which is associated with dispersed population settlement, shortages of obstetric-gynecological personnel in some districts, and insufficient early detection mechanisms for high-risk pregnancies.

At the same time, the maternal mortality ratio was relatively low in **Jizzakh (7.8 per 1,000)**, **Samarkand (9.0 per 1,000)**, and **Namangan (11.0 per 1,000)** regions. These positive outcomes are attributed to factors such as the wide coverage of primary healthcare services, the implementation of early registration practices for pregnant women, and the better organization of perinatal services at the regional level.

Overall, regional differences indicate that medical infrastructure, personnel availability, environmental conditions, and access to healthcare services play a decisive role in reducing maternal mortality. Therefore, in regions with higher rates, it is necessary to strengthen targeted healthcare policy measures that take into account the specific characteristics of each area.

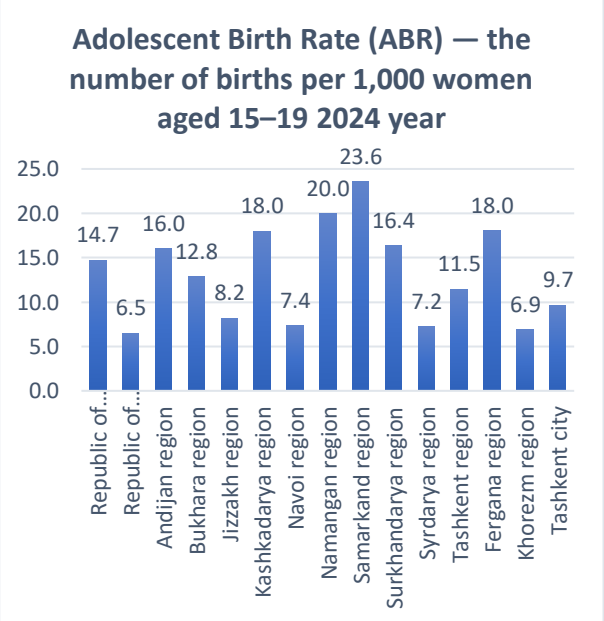
In 2024, the adolescent birth rate (ABR) — the number of births per 1,000 women aged 15–19 — varied across regions of Uzbekistan. Nationwide, the ABR was **14.7**, reflecting regional differences influenced by fertility levels, early marriage practices, and access to reproductive health services.

Regionally, the highest adolescent birth rates were recorded in **Samarkand (23.6), Namangan (20.0), Kashkadarya (18.0), and Fergana (18.0) regions**. The relatively high rates in Samarkand and Kashkadarya are largely explained by the overall higher fertility levels in these areas, which together account for a significant proportion of total births in the country.

In **Bukhara (12.8)** and **Surxhandarya (16.4)** regions, elevated adolescent birth rates are primarily associated with the persistence of early marriage trends, traditional family values, premature school dropouts among girls, and limited access to reproductive health information and services.

The lowest adolescent birth rates were observed in **Republic of Karakalpakstan (6.5), Khorezm (6.9), Syrdarya (7.2), Navoi (7.4), and Tashkent city (9.7)**, reflecting comparatively better access to education and reproductive health services in these areas.

Overall, the data indicate that adolescent reproductive behavior remains a socio-demographic concern, with no uniform decline in birth rates among girls aged 15–19 across the country.



Source: *Calculated by the authors based on data from the* ***State Committee of the Republic of Uzbekistan on Statistics***

At the same time, the fertility rate among adolescent girls in the Navoi, Khorezm, Namangan, and Andijan regions has been relatively low. This situation can be explained by the lower prevalence of early marriages in these areas, the relatively higher level of girls' participation in education, and the larger proportion of urban population. Additionally, in these regions, preventive measures related to reproductive health and access to medical services have been relatively better organized, which is also considered a positive factor.

In general, regional differences in the fertility rate among adolescent girls indicate the need for targeted policy measures that take regional characteristics into account, rather than relying solely on a nationwide approach to address this issue. In particular, in regions where early marriage trends are observed, it is important to encourage continued education, expand coverage of reproductive health information and services, and strengthen preventive work with families.

Women's representation in Parliament. The share of women in the Legislative Chamber and the Senate of the Oliy Majlis of the Republic of Uzbekistan has shown varying dynamics in recent years. This indicator is an important measure for assessing gender equality and the level of women's participation in decision-making processes.

In the Legislative Chamber, the share of women was 12.6% in 2018 and increased to 38.0% by 2024. Thus, during the period under analysis, this indicator rose by 25.4 percentage points, representing nearly a threefold increase. The largest increase occurred in 2019, when the share of women rose from 12.6% to 32.0% within a single year. In the following years (2020–2023), the indicator remained relatively stable, hovering around 32.0–32.7%. In 2024, another significant increase was observed, reaching 38.0%. This trend demonstrates the effectiveness of institutional changes in the electoral system aimed at increasing women's participation in the Legislative Chamber, mechanisms ensuring gender balance in party lists, and policy measures designed to enhance women's political engagement in society.

Share of positions held by women (deputy and senator seats) in the Legislative Chamber and the Senate of the Oliy Majlis

Indicators	2018	2019	2020	2021	2022	2023	2024
Legislative Chamber of the Oliy Majlis of the Republic of Uzbekistan	12.6	32.0	32.7	32.0	32.0	32.0	38.0
Senate of the Oliy Majlis of the Republic of Uzbekistan	20.0	24.7	23.7	24.0	25.0	25.0	25.0

Source: Data from the State Committee of the Republic of Uzbekistan on Statistics

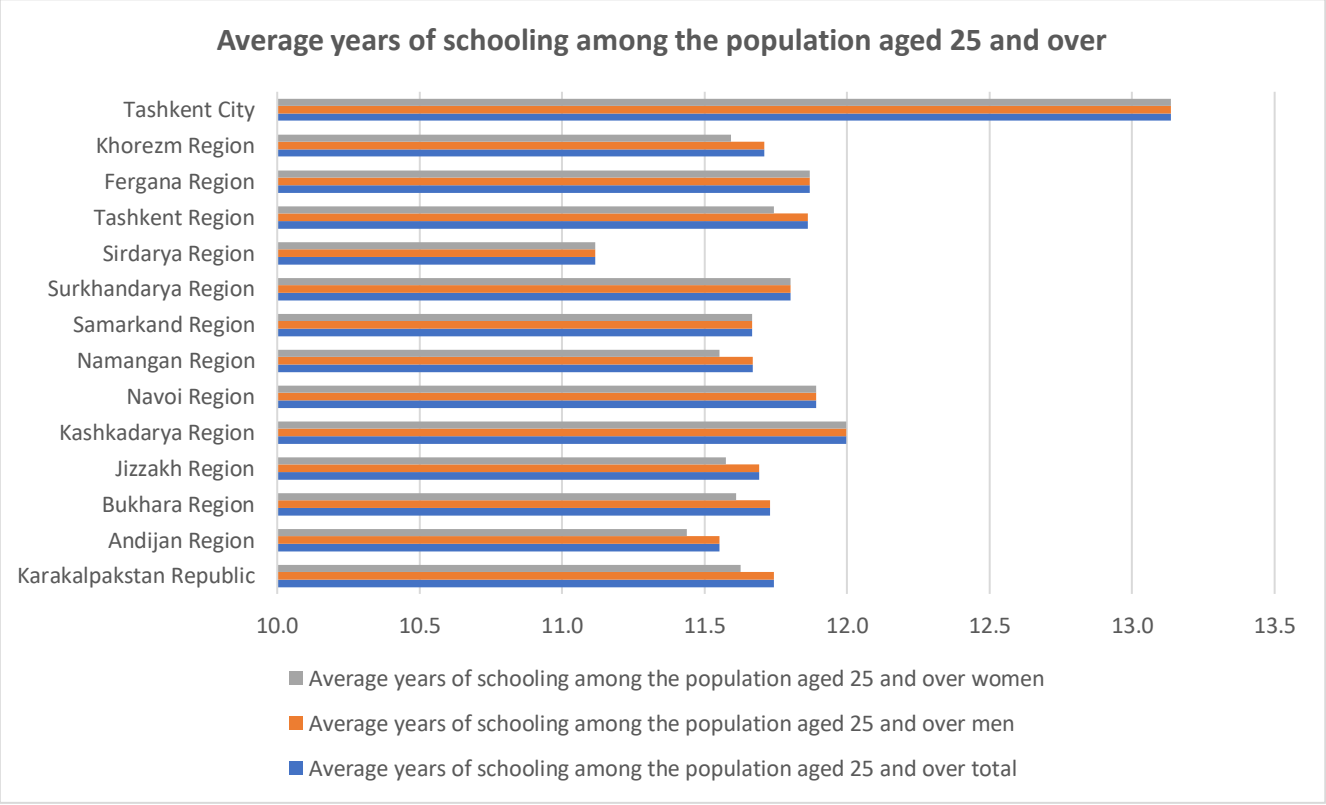
In the Senate of the Oliy Majlis, the share of women has been relatively stable and characterized by slow growth. Specifically, this indicator was 20.0% in 2018, increased to 24.7% in 2019, and slightly declined to 23.7% in 2020. In the following years, the share of women rose again, stabilizing at 25.0% from 2022 and remaining at this level

through 2024. Overall, during 2018–2024, the share of women in the Senate increased by 5.0 percentage points.

A comparative analysis between the Legislative Chamber and the Senate shows that in 2018, the share of women in the Senate was higher than in the Legislative Chamber (20.0% versus 12.6%). However, starting from 2019, the Legislative Chamber became the leader in women's representation. By 2024, this gap widened further, with the share of women in the Legislative Chamber exceeding that in the Senate by 13.0 percentage points.

Overall, the analysis shows that the process of increasing women's political representation has accelerated in the Legislative Chamber through active institutional support, whereas in the Senate, due to the specific features of the appointment and formation procedures, the share of women has stabilized at a certain level. This indicates that achieving gender equality requires differentiated and targeted approaches for each chamber.

Average years of schooling among the population aged 25 and older. As of 2024, the average years of schooling among the population aged 25 and older in Uzbekistan are relatively high across both genders and regions; however, certain regional and gender disparities remain.



Source: *Calculated by the authors based on data from the* ***State Committee of the Republic of Uzbekistan on Statistics***

At the national level, the average years of schooling among those aged 25 and older is 12.0 years for men and 11.7 years for women. This indicates that while overall educational attainment is high, women's average duration of education is slightly lower than that of men. This gap is primarily related to differences in access to and completion of higher education, as well as, in some regions, early marriage and family responsibilities.

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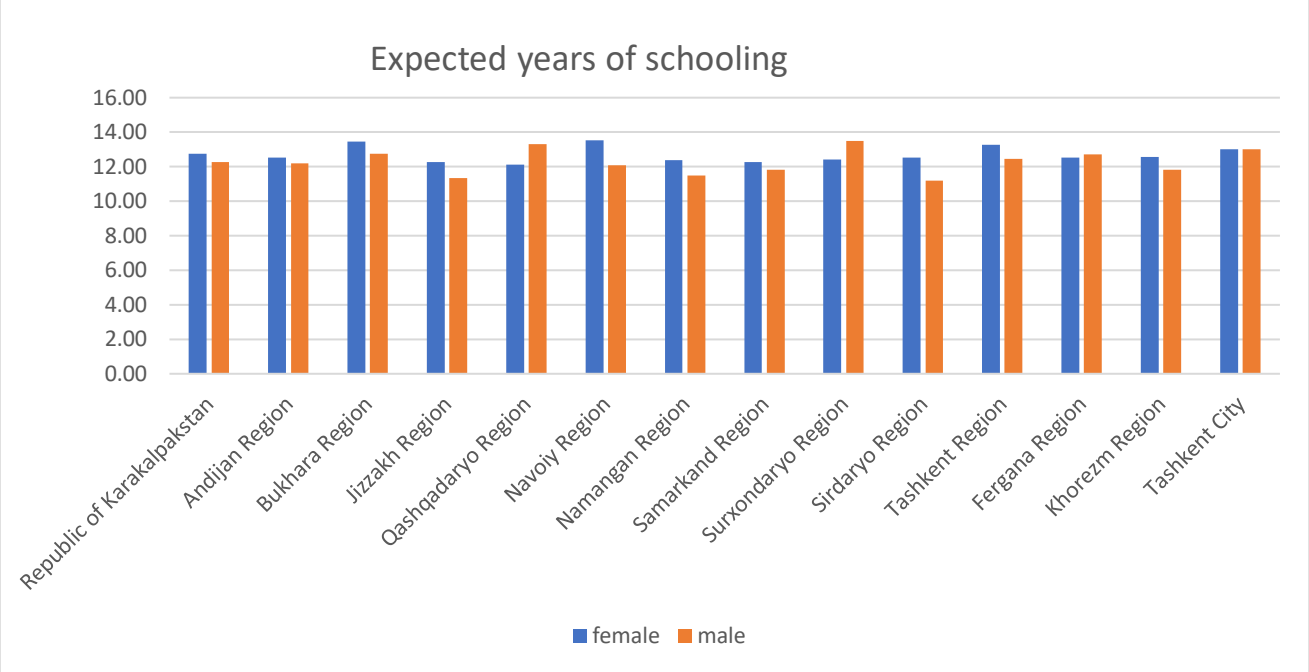


Source: *Calculated by the authors based on data from the* ***State Committee of the Republic of Uzbekistan on Statistics***

Regions with the highest indicators. Tashkent city leads all regions in terms of educational attainment, with the average years of schooling among the population aged 25 and older being the same for men and women—13.1 years. This is explained by the concentration of higher education institutions in the capital, the well-developed educational infrastructure, and relatively fewer barriers to women's education.

Additionally, in Kashkadarya region, the average years of schooling for both men and women is 11.99 years, with practically no gender gap. This indicates that, despite high educational coverage in the region, the duration of education is balanced between genders.

Regions with relatively low indicators. In Syrdarya region, the average years of schooling for both men and women is 11.12 years, one of the lowest in the country. Similarly, in Andijan, Namangan, and Khorezm regions, the average years of schooling range between 11.5 and 11.7 years. In these regions, the relatively lower duration of education may be associated with dense settlement in rural areas, early entry into the labor market, and limited opportunities for continuing education.

Analysis of Gender Differences. In most regions, the average years of schooling for men are **0.2–0.3 years** higher than for women. However, in Tashkent city, Kashkadarya, Surkhandarya, Navoiy, and Syrdarya regions, gender differences are hardly observed, which can be considered as regions where gender equality in education has been achieved.

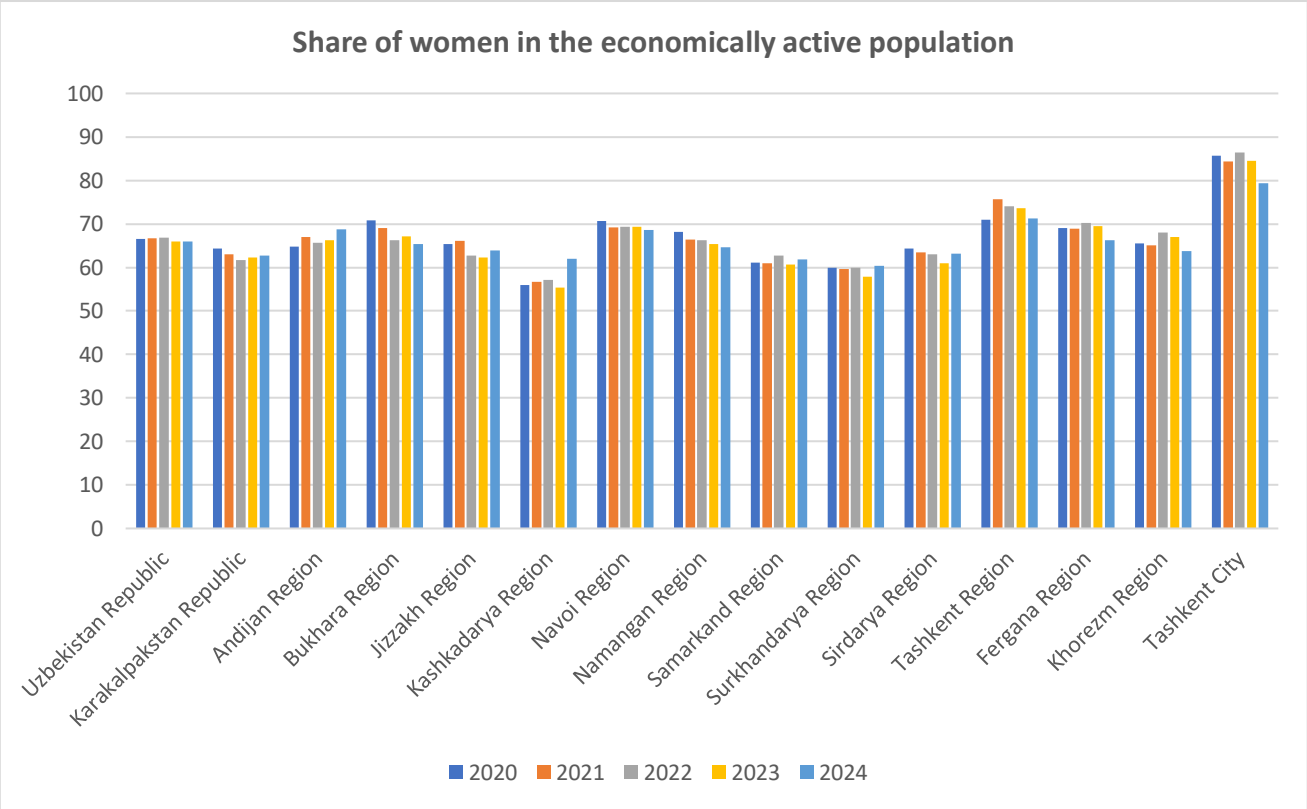
At the same time, in Andijan, Bukhara, and Khorezm regions, the average years of schooling for women are lower than for men, indicating that women's educational trajectories are being shortened due to family and social factors.

Overall, although the average years of schooling among the population aged **25 and over** in Uzbekistan are relatively high, certain differences persist across regions and between genders. In particular, the lower educational attainment of women in some regions may later negatively affect their opportunities in the labor market, income levels, and gender development indicators. Therefore, it is important to develop targeted regional and gender-

sensitive policy measures in the field of education.

Economic Activity by Region and Gender in Uzbekistan. The level of economic activity among the population shows significant differences by gender across regions. In all regions, men's economic activity is higher than that of women, indicating that gender imbalances in the labor market persist.

Among women, the level of economic activity in most regions ranges between 60–70 percent. Relatively higher figures are observed in Tashkent city, Navoiy, and Tashkent region, which can be explained by the broader opportunities in the services sector, industry, and formal labor market in these areas.



At the same time, in the Republic of Karakalpakstan, Kashkadarya, Surkhandarya, and Khorezm regions, women's economic activity is relatively low.

This may be associated with a high share of rural population, family and reproductive responsibilities, and limited formal employment opportunities.

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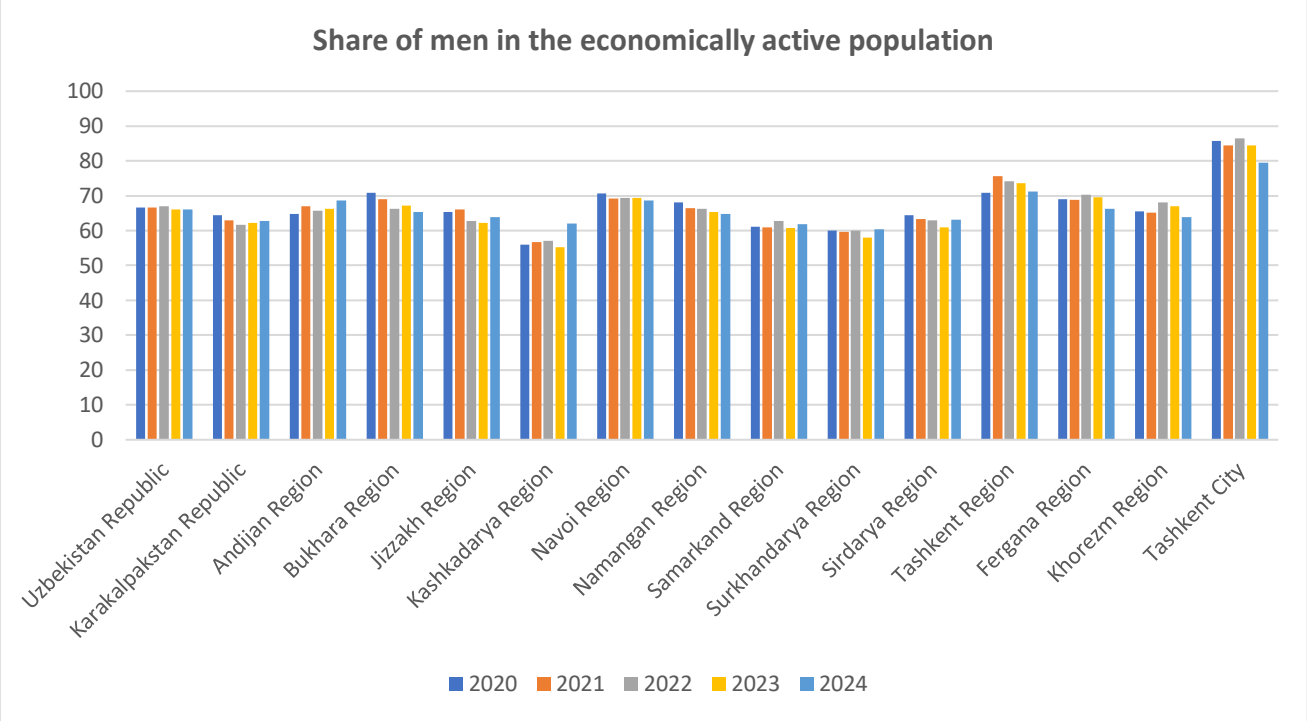

Economic Activity Among Men and Gender Comparison. Among men, the level of economic activity is around 75–90 percent in nearly all regions. In particular, men's economic activity is highest in Tashkent city, which can be explained by the high demand and diversity of jobs in the capital's labor market. In other regions, men's economic activity remains steadily high.

A gender comparison shows that in all regions, there is a gap of approximately 10–20 percentage points between women's and men's economic activity. This difference is especially pronounced in regions with a high share of rural population, indicating the presence of socio-economic and institutional factors that hinder women's participation in the labor market.

Overall, the data suggest the need to strengthen gender- and region-sensitive approaches in policies aimed at increasing economic activity. In particular, in regions where women's economic activity is low, it is crucial to develop childcare infrastructure, expand opportunities for remote and part-time work, and increase access to formal employment.

Analysis of the Gender Inequality Index by Region. The higher the value of the Gender Inequality Index (GII), the greater the imbalance between genders. The analysis shows that gender inequality is not uniform across the country but varies depending on regional characteristics.

The highest gender inequality is observed in Bukhara, the Republic of Karakalpakstan, Namangan, Syrdarya regions, and Tashkent city. In these areas, the high index values are associated with low female participation in the labor market, limited access to economic opportunities, and disparities in reproductive health and decision-making processes. In particular, in the Republic of Karakalpakstan, environmental and social factors further exacerbate gender inequality.

Regions with average index values include Kashkadarya, Surkhandarya, Navoiy, Fergana, and Khorezm. In these areas, gender inequality is mainly linked to insufficient female economic activity, a high share of informal employment, persistent occupational segregation in the labor

market, and limited access for women to high value-added sectors. However, the gradual improvement in social service coverage in these regions provides certain opportunities to reduce gender inequality.

Regions with the Lowest Gender Inequality Index. The regions with the lowest gender inequality are Tashkent region, Andijan region, Samarkand region, and Jizzakh region. In these areas, the relatively low level of gender inequality can be explained by high economic activity, a diversified labor market, broad access to education and healthcare services, and high levels of female employment. These regions serve as exemplary cases for developing effective regional practices to promote gender equality and for potential replication in other areas.

Overall Assessment and Policy Implications. In general, a nationwide approach alone is insufficient to reduce gender inequality in Uzbekistan. Targeted, region-specific policy measures are particularly necessary in areas with high Gender Inequality Index (GII) values, focusing on increasing women's economic activity, expanding access to reproductive health services, and strengthening their participation in decision-making processes. According to the calculations, in 2024, the Gender Inequality Index (GII) stood at **0.136**, representing an improvement of **0.162 points** compared to 2023. This positive trend indicates that Uzbekistan's level of gender inequality is approaching that of countries such as China (0.132) and Montenegro (0.121). It is worth noting, however, that in countries with very high human development, the average GII is **0.125**.

At the regional level, there is potential to bring Uzbekistan's gender inequality indicators closer to the level of these benchmark countries by 2026 through **targeted and evidence-based interventions** aimed at: expanding women's participation in the labor market, reducing maternal mortality, and lowering adolescent birth rates.

Conclusion:

Gender inequality in Uzbekistan is decreasing nationally but varies regionally. Regions with high GII require targeted interventions to enhance women's workforce participation, reduce adolescent births, and improve reproductive health access. Low-GII regions, such as Tashkent and Samarkand, show progress in gender equality. Region-focused policies are essential to further reduce disparities and align Uzbekistan with international standards.

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The Influence Of Sowing Dates And Fertilizing Rates On Seed Yield Of Sunflower Varieties

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Abstract
This article examines the impact of mineral fertilizers on the yield of sunflower varieties grown as secondary crops in the Kashkadarya province. The higher results were taken when sunflower sown in early dates and mineral fertilizer norms used at the norms $N_{120}P_{100}K_{60}$.
Keywords: Sunflower, plant, mineral fertilizer, rate, average yield, variety

INTRODUCTION

In the world, scientific work is being carried out in a number of priority areas on the use of modern agrotechnologies in sunflower cultivation for the production of vegetable oil. In this regard, special attention is paid to research aimed at developing economically effective agronomic measures for sunflower cultivation by determining optimal planting dates and feeding standards for sunflower cultivation, based on the soil and climatic conditions of each region. Today, "the world's irrigated area is 1.6 billion hectares. Of this, sunflower is grown on about 23 million hectares of land used in agriculture to meet the demand for vegetable oil of about 8 billion people." In recent years, as a result of the increase in the population, the demand for vegetable oil has also increased. Therefore, one of the urgent issues is the development of economically effective agronomic measures to determine the impact of planting dates, fertilizer rates on the yield and quality of oilseed crops when growing them as a repeated crop.

Practical significance of the study. In our republic, agronomic measures are being carried out to determine the impact of fertilizer rates on the yield of oilseed crops in various soil and climatic conditions, and certain results are being achieved. The Resolution of the President of the Republic of Uzbekistan on additional measures for the further development of seed production of agricultural crops sets out tasks for the placement of oilseed, leguminous and fodder crops by types and varieties, based on soil and climatic conditions. Therefore, it is of great importance for our republic to develop economically effective agricultural measures that will increase the yield of sunflower as a repeated crop in irrigated agricultural areas.

MATERIALS AND METHODS

Research on increasing sunflower yield by applying mineral fertilizers was conducted at the central experimental field of the Southern Research Institute of Agriculture.

Sowing, cultivation and determination of yield of sunflower varieties “Diyor” and “Jahongir” were carried out on the basis of generally accepted methods [2; 3].

Statistical analysis of the data was carried out using the WinQSB-2.0 and Microsoft Excel programs according to the method of B.A. Dospekhov “Methods of field experiments” [4].

RESULTS AND DISCUSSION

It was found that when the sunflower varieties "Diyor" and "Jahongir" were planted as a repeated crop and fed at different rates, there was a difference in the seed yield obtained from the options. Accordingly, the average yield of the sunflower varieties "Diyor" and "Jahongir" in the control option 1, where mineral

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fertilizers were not applied ($N_0P_0K_0$) in the first period (15-20.06.2023), was 15.4; 15.5 q/ha, respectively. In contrast, in the second option, where mineral fertilizers were applied at the rate of $N_{80}P_{60}K_{60}$ kg/ha, the yield was 20.8; 21.3 q/ha, respectively. Fertilizers play an important role in plant metabolism, and as their application rate increases, the accumulation of dry matter increases. As a result, an increase in yield is observed. It was also found that in option 3, where mineral fertilizers were applied at the rate of $N_{100}P_{80}K_{60}$ kg/ha, the yield was 22.2; 23.0 t/ha, respectively.

Table 1

The influence of sowing dates and fertilizing rates on sunflower seed yield 2023

№	Sowing dates	Name of the varieties	Mineral fertilizers rate, kg/ha	Yield, q/ha			Avarage
				I	II	II	
1	15-20.06 y	Diyor	$N_0P_0K_0$	14.8	15.4	15.9	15.4
2			$N_{80}P_{60}K_{60}$	19.8	21.6	21.1	20.8
3			$N_{100}P_{80}K_{60}$	22.5	22.4	21.8	22.2
4			$N_{120}P_{100}K_{60}$	27.5	28.3	28.7	28.2
5			$N_{140}P_{120}K_{60}$	25.6	26.4	26.7	26.2
6		Jahongir	$N_0P_0K_0$	15.7	14.8	16.1	15.5
7			$N_{80}P_{60}K_{60}$	21.2	20.9	21.9	21.3
8			$N_{100}P_{80}K_{60}$	23.2	22.3	23.4	23.0
9			$N_{120}P_{100}K_{60}$	27.3	28.2	28.7	28.1
10			$N_{140}P_{120}K_{60}$	26.3	27.3	26.1	26.6
11	25-30.06 y	Diyor	$N_0P_0K_0$	15.3	15.2	14.7	15.1
12			$N_{80}P_{60}K_{60}$	19.3	20.3	20.8	20.1
13			$N_{100}P_{80}K_{60}$	21.3	21.7	21.4	21.5
14			$N_{120}P_{100}K_{60}$	25.9	26.7	26.4	26.3
15			$N_{140}P_{120}K_{60}$	26.7	25.4	25.5	25.9
16		Jahongir	$N_0P_0K_0$	15.8	15.5	14.9	15.4
17			$N_{80}P_{60}K_{60}$	19.9	20.3	21.1	20.4
18			$N_{100}P_{80}K_{60}$	22.4	23.3	22.3	22.7
19			$N_{120}P_{100}K_{60}$	27.4	27.3	26.8	27.2
20			$N_{140}P_{120}K_{60}$	25.8	25.9	26.5	26.1
21	5-10.07 y	Diyor	$N_0P_0K_0$	15.2	14.7	15.5	15.1
22			$N_{80}P_{60}K_{60}$	19.6	20.2	19.1	19.6
23			$N_{100}P_{80}K_{60}$	22.3	22.8	23.7	22.9
24			$N_{120}P_{100}K_{60}$	24.3	24.9	24.6	24.6
25			$N_{140}P_{120}K_{60}$	24.5	23.2	24.7	24.1
26		Jahongir	$N_0P_0K_0$	14.8	15.7	15.5	15.3
27			$N_{80}P_{60}K_{60}$	19.5	20.1	19.8	19.8
28			$N_{100}P_{80}K_{60}$	22.3	21.5	23.8	22.5
29			$N_{120}P_{100}K_{60}$	24.6	25.8	25.8	25.4
30			$N_{140}P_{120}K_{60}$	22.2	24.8	24.3	23.8

In variant 4 ($N_{120}P_{100}K_{60}$) and variant 5, where the use of mineral fertilizers was increased, the yield was 28.2; 28.1 and 26.2; 26.6 t/ha, respectively. (Table 1).

It is not only the agrotechnical measures used to increase the yield of plants. Perhaps, planting at times that ensure optimal growth and development of plants also has its effect. In particular, it was found that the seed yield of sunflower in the control variant 1, in which mineral fertilizers were not applied ($N_0P_0K_0$), sown in the second medium term (25-30.06.2023), was 0.3 q/ha lower than the control variant planted early and without mineral fertilizers, and in the variety "Jahongir" it was 0.1 q/ha lower. This also confirms the dependence of varieties on soil and climatic conditions. In variant 2 ($N_{80}P_{60}K_{60}$) and variant 3 ($N_{100}P_{80}K_{60}$), where the rate of mineral fertilizer application was increased, the seed yield was 20.1; 20.4 and 21.5; 22.7 q/ha, and in option 4 ($N_{120}P_{100}K_{60}$) and option 5, the yield was 26.3; 27.2 and 25.9; 26.1 q/ha, respectively. (Table 1).

As we noted above, despite the agrotechnical measures used, it was found that climatic conditions had an impact on the growth and development of plants in the late periods. In this case, the plant was infected by pathogenic microorganisms. Therefore, a negative impact on seed yield was observed. In particular, the average yield of the sunflower varieties “Diyor” and “Jahongir” in option 1, where mineral fertilizers were not applied ($N_0P_0K_0$), sown in the late third period (05-10.07.2023), was 15.1; and 15.3 q/ha.

In variant 2 ($N_{80}P_{60}K_{60}$) and variant 3 ($N_{100}P_{80}K_{60}$), where the rate of mineral fertilizer application was increased, the seed yield was 19.6; 19.8 and 22.9; 22.5 q/ha, respectively, and in variant 4 ($N_{120}P_{100}K_{60}$) and variant 5, the yield was 24.6; 25.4 and 24.1; 23.8 q/ha, respectively (Table 1).

CONCLUSION

It was found that the yield obtained from the variants differs between the variants under the influence of the rate of mineral fertilizers used in each variant. It is also necessary to base the conclusion that the rate of mineral fertilizers affected the yield of sunflower varieties on reliable data. During the study, the seed yield (q/ha) obtained from each variant of the field experimental area was determined.

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Children Growing Up In Small Families And Social Adaptation

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Abstract
This study investigates the social adaptation of children raised in small families, with a focus on their social skills, emotional development, and peer relationships. As family sizes continue to decrease worldwide, understanding how this shift affects child development has become increasingly important. Using survey data collected from 300 students aged 10–15, this research compares children from small families (one or two children) with those from larger families (three or more children). A standardized social adaptation scale was employed to measure peer interaction, emotional regulation, school adjustment, and self-confidence.
Quantitative analysis revealed statistically significant differences between the two groups. Children from small families demonstrated stronger school adjustment and higher levels of emotional regulation, suggesting that increased parental attention and academic support may positively influence their development. However, they scored slightly lower in peer interaction compared to children from larger families, possibly due to fewer opportunities for daily social learning within the home environment. No significant differences were found in overall self-confidence.
These findings indicate that while small-family environments may enhance academic engagement and emotional stability, they may also limit certain aspects of socialization related to peer interaction. The results highlight the importance of providing structured social opportunities for children from small families through schools and community programs. The study offers practical implications for educators, parents, and policymakers seeking to support balanced social and emotional development in children across diverse family structures.
Keywords: small families, social adaptation, children, peer interaction, family structure

Introduction

Family structure is widely recognized as a fundamental factor influencing children’s social, emotional, and cognitive development. The family provides the earliest and most enduring context in which children acquire communication skills, emotional regulation strategies, and social values. In recent decades, many societies have experienced a demographic transition toward smaller family sizes, driven by urbanization, economic constraints, increased educational attainment, and changing cultural attitudes toward marriage and parenthood. As a result, an increasing proportion of children are growing up as only children or with a single sibling, which has prompted renewed scholarly interest in how such family environments shape developmental outcomes.

Social adaptation refers to a child’s ability to engage effectively in social interactions, comply with social norms, regulate emotions, and adjust successfully to school and community settings. These competencies are critical for academic achievement, psychological well-being, and long-term social functioning. Theoretical perspectives, including social learning theory and ecological systems theory, emphasize the role of close interpersonal relationships—particularly within the family—in shaping social behavior. Siblings, for example, often serve as early partners in negotiation, cooperation, conflict resolution, and emotional exchange.

Empirical research on the developmental consequences of small family size, however, has produced mixed findings. Some studies suggest that children from

small families benefit from greater parental investment, more individualized academic support, and stronger emotional bonds with caregivers. These advantages are often associated with higher academic achievement, better emotional regulation, and increased self-confidence. Conversely, other studies indicate that limited exposure to sibling interaction may restrict opportunities for everyday social learning, potentially affecting peer relationships, communication skills, and conflict management abilities. These contrasting findings highlight the complexity of the relationship between family structure and social development and underscore the need for further empirical investigation.

The present study seeks to contribute to this body of research by examining the association between small family size and children's social adaptation using quantitative methods. Specifically, the study addresses the following research questions:

1. Do children from small families differ significantly in social adaptation compared to children from larger families?
2. Which dimensions of social adaptation—such as peer interaction, emotional regulation, and school adjustment—are most influenced by family size?

Literature Review

Previous research has extensively examined the role of family structure in shaping children's social, emotional, and academic development. One of the most influential frameworks in this field is Bronfenbrenner's ecological systems theory, which emphasizes the family as a central microsystem influencing child development through daily interactions and emotional support (Bronfenbrenner, 1979)[1]. According to this perspective, variations in family size create distinct developmental environments that shape children's social adaptation in meaningful ways.

Research on children from small families, particularly only children, has produced mixed findings. Falbo and Polit (1986)[2], in their comprehensive quantitative review, found that only children often perform as well as or better than children with siblings in academic achievement and self-esteem. Their analysis challenged earlier stereotypes that portrayed only children as socially disadvantaged and suggested that increased parental investment and access to resources may foster positive developmental outcomes.

Similarly, Chen, Rubin, and Li (1997)[3] reported strong associations between academic achievement and social adjustment, particularly in school contexts. Their findings indicate that emotional regulation and school adaptation are closely linked and that family support plays a critical role in promoting both academic and social competence. These results support the view that children from small families may benefit from more individualized parental attention and emotional responsiveness.

In contrast, sociocultural theory emphasizes the importance of social interaction in development. Vygotsky (1978)[4] argued that learning and social competence emerge through collaborative activities, dialogue, and shared problem-solving. Within this framework, siblings serve as key social partners who provide daily opportunities for negotiation, cooperation, and emotional exchange. Empirical studies have shown that children

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from larger families often demonstrate stronger peer interaction skills, likely due to frequent engagement in such social processes within the home.

Recent research increasingly highlights the complexity and contextual nature of the relationship between family size and child development. Parenting style, socioeconomic status, cultural expectations, and school environments may moderate the effects of family structure on social adaptation. Supportive parenting practices and access to educational resources may compensate for limited sibling interaction in small families, while economic strain and limited parental time may reduce the social advantages of larger families.

Overall, the literature suggests that neither small nor large family size is inherently advantageous or disadvantageous. Instead, each family structure appears to promote distinct developmental strengths. While small families may foster academic engagement and emotional stability, larger families may enhance interpersonal skills and peer competence. However, many existing studies rely on cross-sectional designs and limited outcome measures, underscoring the need for further empirical research.

The present study extends this literature by systematically examining multiple dimensions of social adaptation—peer interaction, emotional regulation, school adjustment, and self-confidence—within a single quantitative framework. By comparing children from small and large families using standardized measures, this research seeks to clarify how family size is associated with specific aspects of social adaptation and to contribute empirical evidence to an ongoing scholarly discussion.

Methods

Participants. The study sample consisted of 300 students (150 boys and 150 girls) between the ages of 10 and 15, drawn from five urban public schools. The schools were selected to represent diverse socio-economic backgrounds within the urban population. Participants were categorized into two groups based on family size: the small-family group included 160 students from families with one or two children, while the large-family group included 140 students from families with three or more children. This grouping allowed for a comparative analysis of social adaptation across differing family structures while maintaining relatively balanced group sizes for statistical analysis.

Instruments. Data were collected using a standardized Social Adaptation Scale (SAS), a widely used instrument designed to assess children's adjustment across multiple social and emotional domains. The scale measures four key dimensions: peer interaction, emotional regulation, school adjustment, and self-confidence. Each dimension is assessed through a series of statements rated on a 5-point Likert scale, ranging from 1 (very low) to 5 (very high). The instrument demonstrated strong internal consistency in the present study, with a Cronbach's alpha coefficient of 0.89, indicating a high level of reliability.

Procedure. Data collection took place during regular school hours with the approval of school administrators and informed consent obtained from parents or legal guardians. Participation was voluntary, and students were assured that their responses would remain anonymous and confidential. The questionnaires were administered in classroom settings under the supervision of trained researchers, who provided standardized instructions to ensure consistency across schools. Students completed the surveys individually and were encouraged to respond honestly to all items.

Data Analysis. The collected data were analyzed using quantitative statistical

methods. Descriptive statistics, including means and standard deviations, were calculated for each group to summarize overall patterns of social adaptation. Independent samples t-tests were conducted to examine differences between children from small and large families across the four measured dimensions. Effect size calculations were also performed to assess the practical significance of the observed differences. Statistical significance was determined at the $p < 0.05$ level.

Results

Descriptive Statistics. Descriptive analyses were conducted to examine patterns of social adaptation among children from small and large families. Mean scores and standard deviations for each dimension are presented in Table 1. Overall, children from both family groups demonstrated moderate to high levels of social adaptation across all measured domains.

Table 1. Mean Social Adaptation Scores by Family Size

DIMENSION	SMALL FAMILIES (N=160)	LARGE FAMILIES (N=140)
PEER INTERACTION	3.42 (SD = 0.61)	3.68 (SD = 0.57)
EMOTIONAL REGULATION	3.85 (SD = 0.54)	3.71 (SD = 0.59)
SCHOOL ADJUSTMENT	4.01 (SD = 0.50)	3.76 (SD = 0.56)
SELF-CONFIDENCE	3.90 (SD = 0.55)	3.82 (SD = 0.58)

As shown in Table 1, children from small families reported higher mean scores in emotional regulation, school adjustment, and self-confidence, while children from larger families reported higher peer interaction scores. The highest mean score among all dimensions was observed in school adjustment for children from small families (M = 4.01), whereas the lowest mean score was observed in peer interaction for the same group (M = 3.42).

Inferential Statistics. Independent samples t-tests were conducted to determine whether the observed differences between groups were statistically significant. The analysis revealed significant differences in two dimensions:

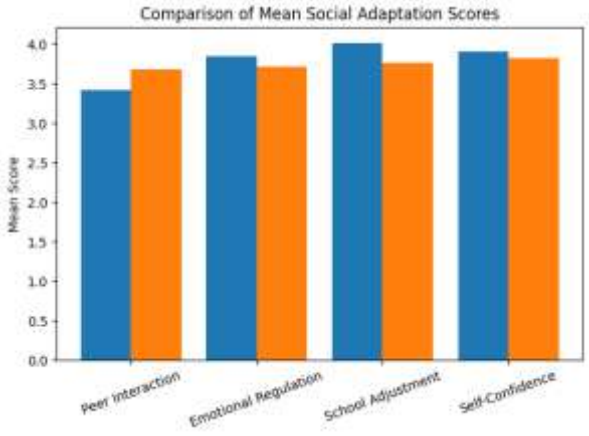
- **Peer Interaction:** $t(298) = -3.12$, $p = 0.002$
- **School Adjustment:** $t(298) = 3.45$, $p = 0.001$

These results indicate that children from larger families demonstrated significantly stronger peer interaction skills, whereas children from small families exhibited significantly better school adjustment. The magnitude of these differences suggests meaningful group-level variation in specific aspects of social adaptation.

No statistically significant differences were found between the two groups in emotional regulation or self-confidence ($p > 0.05$), indicating that family size may not substantially influence these dimensions.

Diagram 1. Comparison of Mean Social Adaptation Scores

(Insert bar chart comparing mean scores for small and large family groups across four dimensions.)



The bar chart visually illustrates the contrasting patterns between groups, particularly the higher peer interaction scores among children from larger families

and the higher school adjustment scores among children from small families.

Discussion

The findings of the present study indicate that children raised in small families demonstrate stronger school adjustment and slightly higher levels of emotional regulation compared to their peers from larger families. These outcomes may be attributed to increased parental attention, more individualized academic support, and greater emotional responsiveness within smaller family environments. Such conditions are likely to foster structured learning habits, emotional stability, and a secure attachment to caregivers, all of which contribute to successful adaptation in school settings.

In contrast, children from larger families exhibited significantly higher peer interaction scores, suggesting that regular engagement with siblings may facilitate the development of interpersonal skills. Consistent with social learning theory, frequent exposure to shared activities, conflict, cooperation, and negotiation within sibling relationships provides children with natural opportunities to practice social problem-solving and perspective-taking. These experiences may enhance their ability to navigate peer relationships outside the home, contributing to stronger social competence in group settings.

The coexistence of academic and emotional advantages in small-family children alongside stronger peer interaction skills in large-family children highlights the multifaceted nature of social adaptation. Rather than framing family size as uniformly advantageous or disadvantageous, the findings suggest that different family structures may promote distinct developmental strengths. This underscores the importance of adopting a balanced and context-sensitive perspective when evaluating child development outcomes.

Moreover, the substantial overlap in social adaptation scores between the two groups indicates that individual differences, parenting styles, school environments, and broader socio-cultural contexts likely play a significant role in shaping children's social functioning. Family size alone does not fully account for variation in social adaptation, and its effects may be moderated by factors such as parental education, socioeconomic status, and access to social resources.

These findings carry important implications for educational practice and family support policies. Educators may consider providing additional peer interaction opportunities for children from small families through collaborative learning activities, while also offering academic and emotional support structures for children from larger families. Future research should employ longitudinal designs and mixed-method approaches to further explore the dynamic and contextual nature of family influences on social adaptation.

Conclusion

This study provides empirical evidence that family size is meaningfully associated with specific dimensions of children's social adaptation. The findings indicate that children raised in small families tend to demonstrate stronger school adjustment and emotional stability, likely reflecting greater parental involvement and individualized support. In contrast, children from larger families exhibit stronger peer interaction skills, which may stem from increased opportunities for social learning through sibling relationships.

These results suggest that family structure contributes to distinct developmental strengths rather than uniform advantages or disadvantages. Consequently, educators, parents, and policymakers should consider family size as an important contextual factor when designing educational interventions, social skills programs, and family support services. Tailored strategies that address

the unique needs of children from different family environments may promote more balanced social, emotional, and academic development.

Future research should adopt longitudinal designs to examine how the influence of family size on social adaptation evolves over time. Additionally, incorporating qualitative methods such as interviews and observational studies would provide deeper insight into children's lived experiences and the mechanisms through which family dynamics shape social development. Such approaches would strengthen the evidence base and inform more effective, context-sensitive educational and family policies.

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Problems In The Application Of Innovative Technologies In Preschool Education

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Annotation
The article scientifically analyzes the advantages, effectiveness and emerging problems of using innovative technologies in preschool educational institutions. As part of the research, the experience of educators, existing technological resources, the adequacy of infrastructure, and the limitations of the institutional environment in introducing modern technologies were studied. At the same time, the individual development of children, how their interests and activities can be stimulated through innovative means, as well as the methodological approach of educators were analyzed.
The results obtained showed that innovative technologies make the preschool educational process more interactive and effective. Children participate more actively in play, cognitive and creative activities, their interest in receiving new knowledge increases, and their social and communicative skills develop. However, the lack of financial resources, the level of unqualified teachers, and the lack of methodological manuals are significant limitations in the widespread use of technologies.
Therefore, there is a need to improve the skills of teachers, create methodological materials, and strengthen technological infrastructure for the effective integration of innovative technologies in preschool educational institutions. The results of the study serve as an important scientific basis for identifying practical and strategic issues in the implementation of innovative technologies in preschool education, as well as for developing recommendations for teachers and specialists.
Keywords: preschool education, innovative technologies, pedagogical innovations, problems, child development.
Annotatsiya
Maqolada maktabgacha ta’lim muassasalarida innovatsion texnologiyalarni qo‘llashning afzalliklari, samaradorligi va yuzaga keladigan muammolari ilmiy tahlil qilinadi. Tadqiqot doirasida pedagoglar tajribasi, mavjud texnologik resurslar, infratuzilmaning yetarliligi hamda muassasa muhitining zamonaviy texnologiyalarni joriy qilishdagi cheklovlari o‘rganildi. Shu bilan birga, bolalarning individual rivojlanishi, ularning qiziqish va faoliyati innovatsion vositalar orqali qanday rag‘batlantirilishi, shuningdek, pedagoglarning metodik yondashuvi tahlil qilindi.
Olingan natijalar shuni ko‘rsatdiki, innovatsion texnologiyalar maktabgacha ta’lim jarayonini yanada interaktiv va samarali qiladi. Bolalar o‘yin, kognitiv va ijodiy faoliyatda faolroq ishtirok etadi, yangi bilimlarni qabul qilishga qiziqishi oshadi, shuningdek, ijtimoiy va kommunikativ ko‘nikmalari rivojlanadi. Biroq, texnologiyalarni keng qo‘llashda moliyaviy resurslarning yetishmasligi, pedagoglarning malakasizlik darajasi va metodik qo‘llanmalar yetarli emasligi muhim cheklovlar sifatida namoyon bo‘ladi.
Shu sababli, maktabgacha ta’lim muassasalarida innovatsion texnologiyalarni samarali integratsiya qilish uchun pedagoglarning malakasini oshirish, metodik materiallar yaratish va texnologik infratuzilmani mustahkamlash zarurati mavjud. Tadqiqot natijalari maktabgacha ta’limda innovatsion texnologiyalarni joriy etishdagi amaliy va strategik masalalarni aniqlash, shuningdek, pedagoglar va mutaxassislar uchun tavsiyalar ishlab chiqishda muhim ilmiy asos vazifasini bajaradi.
Kalit so‘zlar: maktabgacha ta’lim, innovatsion texnologiyalar, pedagogik innovatsiyalar, muammolar, bolalar rivoji.

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Kirish

Zamonaviy ta’lim tizimida innovatsion texnologiyalarni joriy etish bolalarning bilim olish, ko‘nikma shakllantirish va ijodiy faoliyatini rivojlantirishda muhim omil sifatida qaraladi. Maktabgacha ta’lim davrida bolaning kognitiv, ijtimoiy va emotsional rivojlanishi eng tez sur’atlarda kechadi, shuning uchun bu davrda o‘qituvchilar tomonidan qo‘llaniladigan pedagogik yondashuvlar va texnologik vositalar bolaning o‘ziga xos qobiliyatlarini aniqlash va rivojlantirishda katta rol o‘ynaydi. Innovatsion texnologiyalar bolalarning diqqatini jalb qilish, mustaqil faoliyatga rag‘batlantirish va o‘yin orqali bilim olishni samarali qilish imkonini yaratadi. Shu bois, maktabgacha ta’lim muassasalarida texnologik yangiliklarni samarali integratsiya qilish nafaqat pedagogik, balki ijtimoiy va psixologik ahamiyatga ham ega.

Bugungi kunda ko‘plab mamlakatlarda maktabgacha ta’lim muassasalarida interaktiv ta’lim vositalari, multimediya materiallari, raqamli o‘yin platformalari va boshqa innovatsion yondashuvlar keng qo‘llanilmoqda. Masalan, planshetlar, interaktiv doskalar, o‘quv dasturlari va audio-vizual resurslar bolalarning e’tiborini jalb qilish, bilimni mustahkamlash va ijodiy fikrlashni rivojlantirish imkonini beradi. Shu bilan birga, o‘yin texnologiyalari bolaning ijtimoiy ko‘nikmalarini shakllantirish, guruh bilan ishlashga o‘rgatish va o‘zaro muloqotni rivojlantirishga xizmat qiladi. Pedagoglar innovatsion texnologiyalar orqali dars jarayonini individualizatsiya qilish, har bir bolaning ehtiyojiga moslash va faoliyatni qiziqarli va interaktiv qilish imkoniyatiga ega bo‘ladi.

Biroq, innovatsion texnologiyalarni samarali joriy etish jarayoni bir qator muammolar bilan bog‘liq. Avvalo, moliyaviy cheklovlar muhim to‘siq sifatida namoyon bo‘ladi. Maktabgacha ta’lim muassasalarining aksariyatida texnologik qurilmalar va multimedia resurslarini sotib olish yoki texnik xizmat ko‘rsatish uchun yetarli mablag‘ ajratilmaydi. Natijada, pedagoglar va bolalar uchun yangi texnologiyalarni muntazam va tizimli qo‘llash qiyinlashadi. Moliyaviy resurslar bilan bog‘liq cheklovlar texnologiyalarning faqat cheklangan guruhlar yoki alohida darslarda qo‘llanishiga olib keladi, bu esa innovatsion metodlarning keng miqyosda samarali bo‘lishiga to‘sqinlik qiladi.

Ikkinchi muammo pedagoglarning texnologik savodxonligi bilan bog‘liqdir. Ko‘plab pedagoglar interaktiv vositalar va raqamli o‘quv dasturlarini qo‘llash bo‘yicha yetarli malakaga ega emas. Bu holat o‘quv jarayonida texnologiyalardan samarali foydalanishni cheklaydi va ba’zi hollarda bolalarning faoliyatini to‘liq qo‘llab-quvvatlay olmaydi. Shu sababli, pedagoglarning doimiy malaka oshirish kurslari, seminarlar va amaliy treninglar orqali texnologik kompetensiyalarini rivojlantirish muhim ahamiyatga ega.

Uchinchi muammo metodik resurslarning yetishmasligi bilan bog‘liq. Innovatsion texnologiyalarni joriy etishda faqat qurilma yoki dastur yetarli emas; pedagogik metodika, o‘quv rejalari, interaktiv topshiriqlar va baholash vositalari ham mos kelishi lozim. Ba’zi muassasalarda bu jihat yetarli darajada ishlab chiqilmaganligi sababli, pedagoglar texnologiyalardan samarali foydalanishda qiyinchiliklarga duch keladilar. Metodik qo‘llanmalar va innovatsion dars rejalarini yaratish va doimiy yangilab turish bolalarning ta’lim jarayonini sifatli va interaktiv qilishga xizmat qiladi.

Shuningdek, maktabgacha ta’lim muassasalarida innovatsion texnologiyalarni joriy etish jarayoni bolaning rivojlanish xususiyatlariga mos kelishi kerak. Har bir bola individual o‘sish sur’atiga ega bo‘lib, qiziqishlari, diqqatini jalb qilish

darajasi va psixologik tayyorgarligi turlicha bo‘ladi. Shu sababli, texnologiyalarni qo‘llashda individual yondashuvni hisobga olish, o‘yin va faoliyatning yoshga mosligini ta’minlash muhimdir.

Natijada, maktabgacha ta’lim muassasalarida innovatsion texnologiyalarni joriy etish nafaqat ta’lim sifatini oshiradi, balki bolalarning ijodiy va ijtimoiy rivojlanishini rag‘batlantiradi. Biroq bu jarayon moliyaviy, kadrlar va metodik jihatlardagi muammolarni hal etishni talab qiladi. Shu sababli, maktabgacha ta’limda innovatsion texnologiyalarni samarali qo‘llash uchun integratsiyalashgan strategiya ishlab chiqish, pedagoglarning malakasini oshirish, metodik materiallarni yaratish va texnologik infratuzilmani mustahkamlash zarurati mavjud.

Shu nuqtai nazardan, ushbu maqola maktabgacha ta’lim muassasalarida innovatsion texnologiyalarni qo‘llashning amaliy jihatlari va yuzaga keladigan muammolarni ilmiy asosda tahlil qilishga qaratilgan bo‘lib, pedagoglar, mutaxassislar va ta’lim siyosatini shakllantiruvchi mutasaddilar uchun foydali ilmiy manba vazifasini bajaradi.

Adabiyotlar sharxi

Innovatsion texnologiyalar maktabgacha ta’lim jarayonida pedagogik vosita sifatida keng e’tibor qozonmoqda. Tadqiqotlar shuni ko‘rsatadiki, ular o‘quv jarayonini individualizatsiya qilish, bolalarning qiziqishi va motivatsiyasini oshirish, shuningdek, interaktiv va ijodiy faoliyatga rag‘batlantirish imkonini beradi (Berk, 2018[1]; Santrock, 2019[2]). Berk (2018)[3] bolalarning yosh xususiyatlariga mos pedagogik texnologiyalar qo‘llanilganda, ularning mustaqil faoliyat ko‘nikmalari va ijodiy fikrlash qobiliyati sezilarli darajada rivojlanishini ta’kidlaydi. Shuningdek, Santrock (2019)[4] innovatsion texnologiyalarning maktabgacha yoshdagi bolalarning diqqatini jalb qilish va o‘qituvchi bilan samarali muloqot o‘rnatish imkonini oshirishini qayd etadi.

Maktabgacha ta’limda innovatsion texnologiyalar bir nechta shakllarda qo‘llaniladi. Ularga interaktiv doskalar, multimediya vositalari, o‘yin texnologiyalari, virtual faoliyatlar va raqamli resurslar yordamida tayyorlangan dars materiallari kiradi. Shu bilan birga, texnologiyalar bolalarning individual rivojlanishini monitoring qilish va baholash tizimlarini yaratish imkonini ham beradi. Bu yondashuvlar bolalarni o‘qish, yozish, muloqot qilish va ijodiy qobiliyatlarini rivojlantirishga yo‘naltiriladi, natijada pedagoglar bolalarning qobiliyatlarini har tomonlama qo‘llab-quvvatlay oladi (Berk, 2018)[5].

Biroq, innovatsion texnologiyalarni keng qo‘llash jarayonida bir qator muammolar ham mavjudligi tadqiqotlar orqali tasdiqlangan. Bronfenbrenner (1979)[6] oilaviy va ijtimoiy kontekst bolalarning rivojlanishiga muhim ta’sir ko‘rsatishini, shuningdek, pedagogik resurslar va maktab muhitining sifatiga bog‘liqligini qayd etadi. Shu bilan birga, Vygotsky (1978) ijtimoiy o‘rganish nazariyasi doirasida bolalar o‘zaro muloqot va faoliyat orqali bilim egallashini ta’kidlagan. Shu nuqtai nazardan, innovatsion texnologiyalarni qo‘llash nafaqat texnologik, balki metodik va ijtimoiy sharoitga ham bog‘liqdir.

Barcha mavjud tadqiqotlar innovatsion texnologiyalarni qo‘llashda uchta asosiy muammo mavjudligini ko‘rsatadi: moliyaviy cheklovlar, pedagoglarning texnologik savodxonligi yetarli emasligi va metodik

[1] Berk, L. E. (2018). *Development through the lifespan* (7th ed.). Pearson.
[2] Santrock, J. W. (2019). *Life-span development* (17th ed.). McGraw-Hill Education.
[3] Berk, L. E. (2018). *Development through the lifespan* (7th ed.). Pearson.
[4] Santrock, J. W. (2019). *Life-span development* (17th ed.). McGraw-Hill Education.
[5] Berk, L. E. (2018). *Development through the lifespan* (7th ed.). Pearson.
[6] Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.

qo‘llanmalar yetishmasligi (Bronfenbrenner, 1979[7]; Vygotsky, 1978[8]). Moliyaviy cheklovlar muassasalarda yangi texnologiyalarni doimiy yangilash va texnik xizmat ko‘rsatishni qiyinlashtiradi. Pedagoglarning malakasi yetarli bo‘lmagan holatlarda texnologiyalarni samarali qo‘llash imkoniyati kamayadi, natijada bolalarning bilim olish va faoliyatga qiziqishi cheklanadi. Metodik materiallarning yetishmasligi esa innovatsion texnologiyalarning pedagogik jarayonga integratsiyasini murakkablashtiradi.

Shu bilan birga, so‘nggi yillarda xalqaro va mahalliy tadqiqotlar innovatsion texnologiyalarning pedagogik samaradorligini oshirish va bolalarning ijtimoiy-iqtidori rivojini rag‘batlantirish borasida muvaffaqiyatli tajribalarni ham namoyon etgan. Masalan, multimediya va o‘yin texnologiyalari bolalarning mustaqil qaror qabul qilish, guruhda hamkorlik qilish va kreativ fikrlash qobiliyatlarini mustahkamlashga xizmat qiladi. Shu sababli, innovatsion texnologiyalarni qo‘llashning muvaffaqiyati ularni pedagogik maqsadlar bilan uyg‘unlashtirish, pedagoglarning malakasini oshirish va muassasa ichidagi texnologik infratuzilmani mustahkamlash bilan bog‘liqdir.

Umuman olganda, adabiyotlar sharxi shuni ko‘rsatadiki, maktabgacha ta’limda innovatsion texnologiyalar bolalarning kognitiv, ijodiy va ijtimoiy rivojlanishini rag‘batlantirish imkonini beradi, ammo ularni keng miqyosda va samarali qo‘llash uchun moliyaviy resurslar, pedagogik malaka va metodik qo‘llanmalar yetarli darajada ta’minlangan bo‘lishi zarur. Shu sababli, innovatsion texnologiyalarni joriy etish bo‘yicha tadqiqotlar nafaqat texnologik, balki pedagogik, metodik va psixologik omillarni ham o‘rganishni talab qiladi.

Tadqiqot metodologiyasi

Mazkur maqola maktabgacha ta’lim muassasalarida innovatsion texnologiyalarni qo‘llashdagi muammolarni aniqlash va tahlil qilishga qaratilgan bo‘lib, tadqiqot sifat va miqdoriy yondashuvlarni uyg‘unlashtirgan metodologik asosga ega. Tadqiqot jarayonida bir nechta metodlardan foydalanildi, ular ilmiy va amaliy nuqtai nazardan muammolarni keng qamrovda o‘rganish imkonini berdi.

Birinchidan, milliy va xorijiy pedagogik adabiyotlar, ilmiy maqolalar va metodik qo‘llanmalar tahlil qilindi. Bu bosqichda innovatsion texnologiyalarni maktabgacha ta’lim jarayoniga joriy etishning nazariy asoslari, samaradorlik va pedagogik samaraga ta’siri hamda mavjud cheklovlar o‘rganildi. Shu bilan birga, texnologik resurslar va ularning pedagogik jarayonga integratsiyasiga oid xalqaro tajribalar tahlil qilindi. Adabiyotlarni tizimli tahlil qilish orqali innovatsion yondashuvlarning ta’lim jarayonidagi ijobiy ta’siri va ularni qo‘llashdagi asosiy muammolar aniqlanib, maqola mavzusini ilmiy kontekstda yoritish imkoniyati yaratildi.

Ikkinchidan, tadqiqot amaliy kuzatuv metodiga asoslandi. Maktabgacha ta’lim muassasalarida pedagoglarning innovatsion texnologiyalarni qo‘llash amaliyoti bevosita kuzatildi. Kuzatuvlar davomida interaktiv doskalar, multimediya vositalari, o‘yin texnologiyalari va raqamli resurslar yordamida o‘tilayotgan mashg‘ulotlar tahlil qilindi. Kuzatuvlar pedagoglar tomonidan qo‘llanilgan metodik yondashuvlar, bolalarning texnologiyalar bilan ishlashdagi faoliyati, ularning qiziqish va diqqatini jalb qilish, shuningdek, individual va guruhli faoliyatga integratsiyalashuvi jihatidan o‘tkazildi. Bu usul tadqiqotga kontekstual nuqtai nazar qo‘shib, nazariy tahlil bilan amaliy kuzatuv natijalarini uyg‘unlashtirishga xizmat qildi.

[7] Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.

[8] Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Uchinchi metod sifatida, pedagoglar bilan intervyular o‘tkazildi. Intervyular orqali maktabgacha ta’lim muassasalarida texnologik resurslar mavjudligi, ularning sifat va ishlatilish darajasi, pedagoglarning malaka darajasi va metodik qo‘llanmalarga bo‘lgan ehtiyojlari aniqlangan. Pedagoglarning fikrlari innovatsion texnologiyalarni qo‘llashdagi real qiyinchiliklar, moliyaviy cheklovlar, kadrlar tayyorlash va ta’lim jarayonida texnologiyalarning samarali integratsiyasi borasidagi muammolarni o‘rganish imkonini berdi. Shu bilan birga, intervyular pedagoglarning muvaffaqiyatli tajribalarini ham ochib berdi, bu esa maqolada amaliy tavsiyalar ishlab chiqish uchun asos bo‘ldi.

Tadqiqot jarayonida olingan natijalar metodik va amaliy tajriba asosida umumlashtirildi. Kuzatuv va intervyu natijalari pedagogik tahlil bilan birlashtirildi, shunda innovatsion texnologiyalarni joriy etishning samaradorligi va mavjud cheklovlari aniqlanib, ularni bartaraf etish bo‘yicha tavsiyalar ishlab chiqildi. Tadqiqot natijalari shuni ko‘rsatdiki, moliyaviy resurslar yetishmasligi, pedagoglarning texnologik savodxonligi va metodik qo‘llanmalar yetarli emasligi maktabgacha ta’limda innovatsion texnologiyalarni samarali joriy etishdagi asosiy muammolar hisoblanadi. Shu bilan birga, pedagoglarning malakasi va tajribasi, shuningdek, maktab muhitining texnologik tayyorgarligi innovatsion texnologiyalarni muvaffaqiyatli qo‘llashda hal qiluvchi rol o‘ynaydi.

Metodologik yondashuvning muhim jihati shundaki, u nafaqat innovatsion texnologiyalarning samaradorligini baholash, balki ularni joriy etishda yuzaga keladigan muammolarni aniqlash va amaliy tavsiyalar ishlab chiqish imkonini beradi. Tadqiqot natijalari pedagoglarga, ta’lim muassasalariga va siyosat ishlab chiquvchilarga innovatsion texnologiyalarni maktabgacha ta’lim jarayoniga samarali integratsiya qilish, bolalarning faoliyatini rag‘batlantirish va ijtimoiy-kognitiv rivojlanishini qo‘llab-quvvatlash bo‘yicha aniq yo‘nalishlar beradi.

Shunday qilib, ushbu metodologiya maktabgacha ta’limda innovatsion texnologiyalarni qo‘llash bo‘yicha ilmiy va amaliy tadqiqotlarni amalga oshirishga mos keladi. U adabiyotlar tahlili, amaliy kuzatuv va pedagoglar intervyularini birlashtirgan holda muammoni tizimli o‘rganishga, mavjud cheklovlarni aniqlashga va ularni bartaraf etish bo‘yicha tavsiyalar ishlab chiqishga imkon yaratadi.

Natijalar

Tahlil natijalari shuni ko‘rsatdiki, maktabgacha ta’lim muassasalarida innovatsion texnologiyalarni tatbiq etish bolalarning faoliyatini sezilarli darajada rag‘batlantiradi. Amaliy kuzatuvlar va pedagoglar bilan intervyu natijalari asosida aniqlanishicha, texnologik vositalardan samarali foydalanish bolalarning o‘quv motivatsiyasini oshiradi, ularni mustaqil fikrlash va ijodiy faoliyatga jalb qiladi. Shu bilan birga, bolalarning guruh ichida hamkorlik qilish va ijtimoiy muloqotda qatnashish darajasi ham yaxshilanadi.

Biroq, barcha maktabgacha ta’lim muassasalarida innovatsion texnologiyalarni qo‘llash bir xilda amalga oshirilmayapti. Pedagoglarning malaka darajasi yetarli emasligi, amaliyotda qurilmalarni integratsiyalashdagi qiyinchiliklar va metodik materiallarning yetishmasligi jarayon samaradorligini pasaytiradi. Shu bilan birga, ba’zi muassasalarda internet va multimedia resurslarining cheklanganligi texnologiyalarning kengaytirilgan qo‘llanilishini to‘siqlaydi.

Kuzatuvlar shuni ko‘rsatadiki, pedagoglar uchun qo‘llanma, trening va tajribali mentorlar yetarli bo‘lmasa, innovatsion texnologiyalarni dars jarayoniga moslashtirish va bolalarning individual faoliyatini muvofiqlashtirish qiyinlashadi.

Shu sababli, innovatsion yondashuvni samarali tatbiq etish nafaqat texnik vositalar, balki pedagoglar malakasi va ta'lim muassasasining ichki metodik qo'llab-quvvatlashiga bog'liq ekanligi aniqlandi.

Quyidagi jadvalda asosiy natijalar va ularning ta'siri ko'rsatkichlari konspektiv tarzda keltirilgan:

№	ASOSIY YO'NALISH	ANIQLANGAN HOLAT	TA'SIR DARAJASI
1	Bolalarning ta'limga qiziqishi	Innovatsion vositalar bolalarning diqqatini jalb qiladi, ijodiy faoliyat va muammolarni hal qilish ko'nikmalarini rag'batlantiradi	Yuqori
2	Pedagoglarning texnologik savodxonligi	Ko'plab pedagoglar qurilmalarni samarali qo'llash bo'yicha yetarli tajribaga ega emas	O'rtacha
3	Resurslar va infratuzilma	Internet, multimedia va texnik jihozlar yetishmasligi, resurslardan optimal foydalanishdagi cheklovlar	Past
4	Metodik ta'minot	Pedagoglar uchun maxsus metodik materiallar va amaliy treninglar yetarli emas, bu jarayonni sekinlashtiradi	Past

Jadvaldagi ma'lumotlar shuni ko'rsatadiki, innovatsion texnologiyalar bolalarning o'quv faoliyatini rag'batlantiradi, lekin pedagogik va texnik cheklovlar ularni samarali tatbiq etishga to'siq bo'lmoqda. Shu bilan birga, metodik qo'llab-quvvatlash va pedagoglarning malakasi oshirilsa, innovatsion yondashuvlarning ta'lim jarayonida integratsiyasi sezilarli darajada yaxshilanadi.

Natijalar shuni ko'rsatadiki, maktabgacha ta'lim muassasalarida innovatsion texnologiyalarni muvaffaqiyatli tatbiq etish uchun nafaqat texnologik resurslar, balki pedagoglarning kasbiy malakasi, metodik qo'llanmalar, treninglar va muassasa ichki infratuzilmasi muhim ahamiyatga ega. Shu sababli, kelgusidagi tadbirlar texnologiyalarni samarali qo'llash bo'yicha strategiyalarni ishlab chiqish, moliyaviy va kadrlar bilan bog'liq cheklovlarni bartaraf etishga qaratilishi zarur.

Muhokama

Tahlil natijalari shuni ko'rsatdiki, maktabgacha ta'lim muassasalarida innovatsion texnologiyalarni qo'llash jarayoni murakkab va ko'p qirrali. Texnologik resurslar mavjudligi yetarli bo'lmasa ham, ularni pedagogik jarayonga samarali integratsiya qilish uchun malakali kadrlar va metodik ta'minot zarur. Tadqiqot shuni ko'rsatdiki, innovatsion texnologiyalar bolalarning o'quv jarayoniga qiziqishini oshiradi, kognitiv va ijtimoiy rivojlanishiga ijobiy ta'sir qiladi, biroq ular bilan bog'liq moliyaviy, texnik va metodik cheklovlar jarayonni cheklab qo'yadi.

Quyidagi jadval tadqiqot natijalarini tizimli tarzda ko'rsatadi:

Jadval 1. Maktabgacha ta'limda innovatsion texnologiyalarni qo'llash bo'yicha asosiy natijalar

ASOSIY KO‘RSATKICHLAR	HOLAT / KUZATISHLAR	TA’SIRI / IZOHLAR
BOLALARNING O‘QUV MOTIVATSIYASI	Innovatsion vositalar bilan mashg‘ulotlarda qiziqish yuqori	Kognitiv va ijtimoiy rivojlanishga ijobiy ta’sir; mustaqil fikrlashni rag‘batlantiradi
PEDAGOGLARNING TEXNOLOGIK SAVODXONLIGI	Ko‘pchilik pedagoglar interaktiv vositalardan samarali foydalanishda qiyinchilikka duch keladi	Texnologiyalarning to‘liq potensialidan foydalana olmaydi; dars jarayoni samaradorligi pasayadi
MOLIYAVIY VA TEXNIK RESURSLAR	Ba’zi muassasalarda interaktiv qurilmalar yetarli emas; internet va multimedia resurslari cheklangan	Innovatsion texnologiyalarni keng joriy qilish cheklanadi
METODIK QO‘LLANMALAR VA TRENINGLAR	Pedagoglar uchun maxsus qo‘llanmalar va treninglar yetarli emas	Innovatsion vositalarni darsga integratsiya qilish murakkablashadi
BOLALAR FAOLIYATI VA INTERAKTIVLIK	Interaktiv va o‘yin faoliyatlari bilan uyg‘unlashtirilgan mashg‘ulotlarda faoliyat yuqori	Texnologiyalarning ta’lim jarayonidagi samaradorligini oshiradi; ijtimoiy va ijodiy ko‘nikmalar rivojlanadi

Natijalar shuni ko‘rsatadiki, maktabgacha ta’lim muassasalarida innovatsion texnologiyalarni qo‘llashni yanada samarali qilish uchun quyidagi chora-tadbirlar zarur:

- Pedagoglar uchun maxsus malaka oshirish kurslari va treninglar tashkil etish;
- Innovatsion texnologiyalarni qo‘llash bo‘yicha metodik qo‘llanmalar ishlab chiqish;
- Moliyaviy resurslar va texnologik infratuzilmani optimallashtirish orqali barcha muassasalarda texnologiyalarni joriy qilish;
- Bolalar faoliyatini interaktiv va ijodiy tarzda tashkil etish orqali texnologiyalarning ta’lim jarayonidagi samaradorligini oshirish.

Xulosa

Maktabgacha ta’limda innovatsion texnologiyalarni qo‘llash bolalarning qiziqishi, ijodiy faolligi, kognitiv rivoji va ijtimoiy ko‘nikmalarini sezilarli darajada oshiradi. Interaktiv o‘yinlar, multimediya materiallari va raqamli resurslardan foydalanish bolalarni faol ishtirok etishga rag‘batlantiradi, ularning mustaqil fikrlash va muammolarni hal qilish qobiliyatlarini rivojlantiradi. Shu bilan birga, innovatsion yondashuvlar pedagoglarga o‘quv jarayonini individualizatsiya qilish va bolalar ehtiyojlariga moslashtirish imkonini beradi.

Biroq tadqiqot natijalari shuni ko‘rsatdiki, innovatsion texnologiyalarni keng joriy etishda bir qator cheklovlar mavjud. Jumladan, pedagoglarning texnologik savodxonligi va metodik malakasi yetarli emas, maktabgacha ta’lim muassasalarida metodik qo‘llanmalar yetishmaydi, moliyaviy va texnik resurslar cheklangan, ba’zi hududlarda internet va raqamli infratuzilma yetarli darajada rivojlanmagan. Bu omillar texnologiyalarning ta’lim jarayonida samarali integratsiyasini qiyinlashtiradi va bolalarning o‘quv faoliyatiga to‘liq ta’sir ko‘rsatish imkoniyatini cheklaydi.

Shu bois, kelgusida maktabgacha ta’lim muassasalarida innovatsion texnologiyalarni samarali qo‘llash uchun

quyidagi tavsiyalarni amalga oshirish muhim hisoblanadi:

1. **Pedagoglarning malakasini oshirish** – innovatsion texnologiyalar bo‘yicha muntazam kurslar, treninglar va seminarlar tashkil etish;
2. **Metodik qo‘llanmalarni yaratish** – interaktiv darslar, ijodiy faoliyat va raqamli resurslardan foydalanish bo‘yicha aniq ko‘rsatmalarni ishlab chiqish;
3. **Moliyaviy va texnik resurslarni optimallashtirish** – barcha maktabgacha ta’lim muassasalarida innovatsion texnologiyalarni teng va samarali joriy etish imkonini yaratish;
4. **Tajribalarni almashish va hamkorlikni rivojlantirish** – innovatsion usullarni muvaffaqiyatli qo‘llayotgan muassasalar tajribasini boshqalar bilan baham ko‘rish;
5. **Bolalar faoliyatini interaktiv va ijodiy tarzda tashkil etish** – texnologiyalarning ta’lim jarayoniga to‘liq integratsiyasini ta’minlash, bolalarning qiziqishi va faolligini oshirish.

Umuman olganda, maktabgacha ta’limda innovatsion texnologiyalarni qo‘llash nafaqat bolalarning kognitiv va ijodiy rivojiga, balki pedagogik jarayonning sifatini oshirishga ham xizmat qiladi. Shu bilan birga, samaradorlikni oshirish uchun kompleks strategiya ishlab chiqish, resurslarni muvofiqlashtirish va pedagoglarni doimiy qo‘llab-quvvatlash zarur. Kelgusida ushbu yo‘nalishda uzoq muddatli tadqiqotlar va hududlararo tajriba almashish amaliyoti ta’lim sifatini sezilarli darajada oshirish imkonini beradi.

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Developing Students' Functional Literacy Using the Results of PISA International Assessment Studies

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Abstract
This article examines the role of PISA international assessment studies in the education system of Uzbekistan and ways to develop students' functional literacy using their results. The article analyzes the concept of functional literacy, the methodology of assessing functional literacy in PISA studies, reforms in this field in Uzbekistan, and ways to address existing shortcomings based on international experience. This study developed proposals aimed at Uzbekistan's participation in PISA assessments, the integration of their results into the national education system, the enhancement of teachers' professional capacity, and the improvement of educational content. The article also discusses strategies for developing components of functional literacy - reading, mathematical, and scientific literacy, as well as methods for teaching them.
Keywords: PISA studies, functional literacy, education management, international assessment, reading literacy, mathematical literacy, scientific literacy, education reforms, competence-based education, education quality
Annotatsiya
Ushbu maqolada PISA xalqaro baholash tadqiqotlarining O'zbekiston ta'lim tizimidagi o'rni va ularning natijalaridan foydalanib o'quvchilarning funksional savodxonligini rivojlantirish yo'llari ko'rib chiqiladi. Maqolada funksional savodxonlik tushunchasi, PISA tadqiqotlarining funksional savodxonlikni baholashdagi metodologiyasi, O'zbekistonda ushbu sohada amalga oshirilayotgan islohotlar, hamda xalqaro tajribalar asosida mavjud kamchiliklarni bartaraf etish yo'llari tahlil qilinadi. Mazkur tadqiqotda PISA baholashlarida O'zbekistonning ishtiroki, ularning milliy ta'lim tizimiga uyg'unlashtirilishi, o'qituvchilarning kasbiy salohiyatini oshirish va ta'lim mazmunini takomillashtirishga qaratilgan takliflar ishlab chiqildi. Maqolada funksional savodxonlik komponentlari - o'qish, matematika va tabiiy fanlar bo'yicha savodxonlikni rivojlantirish strategiyalari hamda ularni o'qitish metodikasi haqida ham fikr yuritiladi.
Kalit so'zlar: PISA tadqiqotlari, funksional savodxonlik, ta'lim menejmenti, xalqaro baholash, o'qish savodxonligi, matematik savodxonlik, tabiiy-ilmiy savodxonlik, ta'lim islohotlari, kompetensiyaga asoslangan ta'lim, ta'lim sifati

Kirish

Bugungi kunda global ta'lim tizimi jadal sur'atlar bilan rivojlanib, yangi talablar va standartlar o'rnatilmoqda[1] (OECD, 2022). Xalqaro miqyosda o'quvchilarning bilim darajasini aniqlash, ta'lim sifatini baholash va mamlakat ta'lim tizimini boshqa davlatlar bilan taqqoslash uchun turli xil xalqaro baholash tizimlari mavjud. Shunday tadqiqotlardan biri PISA (Programme for International Student Assessment) hisoblanadi, bu iqtisodiy hamkorlik va rivojlanish tashkiloti (OECD) tomonidan har uch yilda o'tkaziladigan xalqaro baholash tadqiqoti bo'lib, 15 yoshli o'quvchilarning funksional savodxonligini baholashga qaratilgan.

O'zbekiston 2021-yildan boshlab PISA xalqaro baholash tadqiqotlarida ishtirok etmoqda. PISA baholash dasturi orqali

[1] OECD. (2022). *PISA 2022 Assessing Creative Thinking Framework*. Paris: OECD Publishing.

o‘quvchilarning o‘qish, matematik va tabiiy fanlardagi savodxonlik darajasi o‘lchanib, ularning kundalik hayotdagi muammolarni hal qilishga qanchalik tayyor ekani haqida xulosa chiqarish mumkin bo‘ladi. Bu tadqiqotlar o‘quvchilarning bilimlarini amaliyotda qo‘llash va muammolarni hal qilish qobiliyatini tekshiradi[2] (Schleicher, 2019).

Maqolada PISA tadqiqotlarining O‘zbekiston ta’lim tizimidagi o‘rni, uning natijalaridan foydalanib o‘quvchilarning funksional savodxonligini rivojlantirish yo‘llari, hamda ta’lim sifatini oshirish uchun zarur bo‘lgan chora-tadbirlar haqida so‘z yuritiladi.

Funksional savodxonlik tushunchasi va uning ahamiyati

Funksional savodxonlik deganda insonning kundalik turmushda duch keladigan holatlarda o‘z bilim va malakalaridan samarali foydalanish qobiliyati tushuniladi.[3] (Singh, 2021). Bu atama birinchi marta 1957-yilda YUNESKO tomonidan ishlatilgan va shaxsning o‘z jamiyatida to‘liq faoliyat ko‘rsatishi uchun zarur bo‘lgan savodxonlik darajasini anglatadi. Funksional savodxonlik o‘qish, yozish va hisoblash qobiliyatlaridan tashqari, axborotni tanqidiy tahlil qilish, tabiiy va ijtimoiy hodisalarni tushunish, muammolarni hal qilish strategiyalarini qo‘llash kabi ko‘nikmalarni ham o‘z ichiga oladi.

PISA tadqiqotlarida funksional savodxonlik quyidagi uch yo‘nalish bo‘yicha baholanadi:

1. **O‘qish savodxonligi** – o‘quvchining matnni tushunish, undan ma’lumot olish, uni tahlil qilish va baholash qobiliyati.
2. **Matematik savodxonlik** – o‘quvchining real hayotdagi muammolarni hal qilishda matematik tushunchalardan samarali foydalanish qobiliyati.
3. **Tabiiy-ilmiy savodxonlik** – bu o‘quvchining ilmiy bilim va g‘oyalarni anglab yetishi hamda ularni amaliy hayotdagi masalalarni yechishda qo‘llay olish salohiyatidir.

Quyidagi jadvalda PISA tadqiqotlarida baholanadigan funksional savodxonlik komponentlari va ularga tegishli kompetensiyalar keltirilgan:

Funksional savodxonlik turi	***Asosiy kompetensiyalar***
O‘qish savodxonligi	***- Matndagi ma’lumotni topish va uni chiqarish - Matn mazmunini tushunish - Matn mazmuni yuzasidan tahliliy fikr yuritish va unga asoslangan baho berish***
Matematik savodxonlik	***- Masalani matematik tilda ifodalash - Matematik usullardan foydalanish - Natijalarni talqin qilish va qo‘llash***
Tabiiy-ilmiy savodxonlik	***- Ilmiy hodisalarni tushuntirish - Ilmiy tadqiqotlarni baholash va loyihalash - Ma’lumotlarni ilmiy talqin qilish***

PISA tadqiqotlarining O‘zbekiston ta’lim tizimidagi ahamiyati

O‘zbekiston ta’lim tizimini xalqaro standartlarga moslashtirishning muhim qadam sifatida 2021-yilda PISA xalqaro baholash tadqiqotlarida ishtirok etish qaroriga kelindi. Bu qaror O‘zbekiston Respublikasi Prezidentining 2018-yil 5-sentyabrdagi "Xalq ta’limi tizimiga boshqaruvning yangi tamoyillarini joriy etish chora-tadbirlari to‘g‘risida"gi PQ-3931-son qarori asosida qabul qilindi.

[2] Schleicher, A. (2019). *PISA 2018: Insights and Interpretations*. Paris: OECD Publishing.

[3] Singh, A. (2021). Developing functional literacy skills in educational settings. *Journal of Educational Research and Practice, 11*(2), 45–62

O‘zbekistonning PISA baholashlarida qatnashuvi milliy ta’lim tizimi uchun bir qator quyidagi ijobiy imkoniyatlarni yaratadi:

1. **Ta’lim sifatini xalqaro miqyosda baholash** – PISA baholashlari O‘zbekiston ta’lim tizimining ustun va muammoli jihatlarini xalqaro mezonlar asosida tahlil qilish imkonini beradi.
2. **Ta’lim islohotlarini yo‘naltirish** – PISA natijalariga asoslangan holda, ta’lim sohasida samarali islohotlar o‘tkazish va strategik rejalarni ishlab chiqish mumkin[4] (Voogt va Roblin, 2020).
3. **Pedagoglarning kasbiy salohiyatini oshirish –** PISA baholashlari o‘qituvchilarga zamonaviy pedagogik metodlarni chuqurroq anglash va funksional savodxonlikni rivojlantirishga qaratilgan innovatsion yondashuvlarni o‘zlashtirish imkoniyatini yaratadi.
4. **O‘quv dasturlari va o‘quv materiallarini takomillashtirish** – PISA tadqiqotlarining natijalaridan kelib chiqqan holda, o‘quv dasturlari va materiallarni qayta ko‘rib chiqish va takomillashtirish zarur bo‘ladi.

O‘zbekiston ta’lim tizimida funksional savodxonlikni rivojlantirish yo‘llari

O‘zbekistonda funksional savodxonlikni shakllantirish va mustahkamlash maqsadida quyidagi asosiy yo‘nalishlarda tizimli chora-tadbirlarni amalga oshirish zarur hisoblanadi.

1. O‘qish savodxonligini rivojlantirish strategiyalari:

O‘qish savodxonligini rivojlantirish uchun quyidagi strategiyalar tavsiya etiladi:

- **Matn bilan ishlash metodikasini takomillashtirish** – o‘quvchilarni turli xil matnlar bilan ishlashga o‘rgatish, matn mazmunini tushunish, tahlil qilish va baholash ko‘nikmalarini shakllantirish.
- **Tanqidiy fikrlashni rivojlantirish** – o‘quvchilarni matndagi ma’lumotlarni tanqidiy nuqtayi nazardan baholashga o‘rgatish.
- **O‘qish madaniyatini shakllantirish** – o‘quvchilarni kitob o‘qishga qiziqtirish, kitobxonlik madaniyatini targ‘ib qilish va rivojlantirish[5] (Krashen, 2019).

O‘quvchilarda o‘qish savodxonligini shakllantirishga xizmat qiluvchi quyidagi samarali usullarni qo‘llash maqsadga muvofiqdir:

- **Turli xil matnlar bilan ishlash** – badiiy, ilmiy, publitsistik, ma’lumotnoma va boshqa turdagi matnlar bilan ishlash.
- **Matnni tahlil qilish usullari** – matn mazmunini tushunish, asosiy g‘oyani aniqlash, ma’lumotlarni taqqoslash, xulosalar chiqarish.
- **Loyiha va tadqiqot ishlari** – o‘quvchilarni mustaqil ma’lumot to‘plash, uni tahliliy qayta ishlash va natijalarini taqdim eta olish ko‘nikmalariga ega bo‘lishga yo‘naltirish.

2. Matematik savodxonlikni rivojlantirish strategiyalari:

Matematik savodxonlikni rivojlantirish uchun quyidagi strategiyalar tavsiya etiladi:

- **Matematik bilimlarni real hayot bilan bog‘lash** – matematikani o‘qitishda amaliy va hayotiy misollardan foydalanish.
- **Murakkab vaziyatlarni yechish –** o‘quvchilarda turli matematik muammolarni tahlil qilish va ularga mos yechim topish ko‘nikmalarini shakllantirish.
- **Matematik modellashtirish** – kundalik hayotdagi masalalarni matematik ifodalar orqali tasvirlash va ularga nazariy asoslangan yechimlar ishlab chiqishga o‘rgatishdir[6] (Binkley va boshqalar, 2020).

Matematik savodxonlikni shakllantirishda quyidagi samarali yondashuvlardan foydalanish tavsiya qilinadi:

[4] Voogt, J., & Roblin, N. P. (2020). A comparative analysis of international frameworks for 21st century competences: Implications for national curriculum policies. *Journal of Curriculum Studies, 52*(3), 299–321.

[5] Krashen, S. D. (2019). Reading and vocabulary acquisition: Supporting evidence and some objections. *Iranian Journal of Language Teaching Research, 7*(3), 33–48.

[6] Binkley, M., Erstad, O., Herman, J., Raizen, S., Ripley, M., Miller-Ricci, M., & Rumble, M. (2020). Defining Twenty-First Century Skills. In *Assessment and Teaching of 21st Century Skills* (pp. 17–66). Springer, Dordrecht.

• **Amaliy mashqlar** – Amaliy topshiriqlar orqali o‘quvchilarni hayotiy vaziyatlarda yechim topishga yo‘naltirish.
• **Matematik o‘yinlar va tanlovlar –** o‘quvchilarning matematikaga bo‘lgan qiziqishini oshirish va ularning mantiqiy-analitik tafakkurini shakllantirishga xizmat qiladi.
• **Matematik modellashtirish loyihalari** – o‘quvchilarni real hayotdagi muammolarni matematik tilda ifodalash va hal qilishga o‘rgatish.

3. Tabiiy-ilmiy savodxonlikni rivojlantirish strategiyalari:

Tabiiy-ilmiy savodxonlikni rivojlantirish uchun quyidagi strategiyalar tavsiya etiladi:
• **Ilmiy tadqiqot ko‘nikmalarini shakllantirish** – o‘quvchilarni kuzatish, tajriba o‘tkazish, ma’lumotlarni to‘plash va tahlil qilishga o‘rgatish.
• **Nazariy ilmiy bilimlarni amaliyotda qo‘llash –** o‘quvchilarda o‘zlashtirilgan ilmiy tushunchalarni hayotiy vaziyatlarda samarali tarzda tatbiq etish ko‘nikmalarini shakllantirish.
• **Ilmiy savodxonlikni rivojlantirish** – o‘quvchilarni ilmiy ma’lumotlarni tushunish, tahlil qilish va baholashga o‘rgatish.

Tabiiy-ilmiy savodxonlikni rivojlantirish uchun quyidagi usullar tavsiya etiladi:
• **Amaliy va laboratoriya mashg‘ulotlari** – o‘quvchilarni tajribalar o‘tkazish, kuzatish va ma’lumotlarni tahlil qilishga o‘rgatish.
• **Tadqiqot loyihalari –** o‘quvchilarda mustaqil ilmiy izlanishlar olib borish malakasini rivojlantirishga qaratilgan faoliyat shaklidir.
• **Ilmiy ekskursiyalar** – o‘quvchilarni ilmiy muassasalar, muzeylar va boshqa ilmiy obyektlarga ekskursiyalar uyushtirish.

O‘qituvchilar malakasini oshirish

O‘quvchilarning funksional savodxonligini rivojlantirish uchun o‘qituvchilarning malakasini oshirish muhim ahamiyatga ega. Mazkur maqsadga erishish uchun quyidagi chora-tadbirlarni amalga oshirish zarur hisoblanadi:

1. **PISA tadqiqotlari bo‘yicha o‘qituvchilarni tayyorlash** – o‘qituvchilarni PISA tadqiqotlarining metodologiyasi, baholash mezonlari va natijalarini tahlil qilish bo‘yicha o‘qitish.
2. **Yangi o‘qitish metodlarini o‘rgatish** – o‘qituvchilarni funksional savodxonlikni rivojlantirishga qaratilgan zamonaviy o‘qitish metodlari bilan tanishtirish.
3. **O‘quv materiallarini tayyorlash** – o‘qituvchilar uchun funksional savodxonlikni rivojlantirish bo‘yicha o‘quv qo‘llanmalar, metodik tavsiyalar va darsliklarni tayyorlash.
4. **Tajriba almashish** – o‘qituvchilar o‘rtasida tajriba almashish uchun seminarlar, konferensiyalar va master-klasslar tashkil etish.

O‘quv dasturlarini takomillashtirish

O‘quvchilarning funksional savodxonligini rivojlantirish uchun o‘quv dasturlarini takomillashtirish zarur. Buning uchun quyidagi ishlar amalga oshirilishi lozim:

1. **O‘quv dasturlarini PISA tadqiqotlari talablariga moslash** – o‘quv dasturlarini funksional savodxonlikni rivojlantirishga qaratilgan holda qayta ko‘rib chiqish.
2. **Kompetensiyaga asoslangan yondashuvni joriy etish** – o‘quv dasturlarini kompetensiyaga asoslangan yondashuvga o‘tkazish, o‘quvchilarning bilim, ko‘nikma va malakalarini amalda qo‘llash qobiliyatini rivojlantirish.
3. **Amaliy mashg‘ulotlarni ko‘paytirish** – o‘quv dasturlarida amaliy mashg‘ulotlar, loyihalar va tadqiqot ishlarini ko‘paytirish.
4. **Metodik materiallarni yangilash** – o‘qituvchilar uchun funksional savodxonlikni rivojlantirishga qaratilgan metodik materiallarni tayyorlash.

Xalqaro tajribalar

Dunyoning rivojlangan davlatlari PISA tadqiqotlarida yuqori natijalarni ko‘rsatmoqda. Ushbu davlatlarning

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tajribasini o‘rganish va ulardan foydalanish O‘zbekiston ta’lim tizimini rivojlantirish uchun muhim ahamiyatga ega[7] (Bray va Lykins, 2022). Quyidagi jadvalda PISA tadqiqotlarida yuqori natijalarni ko‘rsatgan davlatlarning tajribalari keltirilgan:

Davlat	***Yutuqlar***	***Tajribalar***
Finlandiya	***O‘qish savodxonligi bo‘yicha yuqori natijalar***	***- Individuallashtirish - O‘qituvchilar malakasini oshirish - O‘quvchilarning mustaqil o‘qishini rag‘batlantirish***
Singapur	***Matematik savodxonlik bo‘yicha yuqori natijalar***	***- Matematikani real hayot bilan bog‘lash - Muammoli vaziyatlarni hal qilish - O‘qituvchilarning malakasini oshirish***
Yaponiya	***Tabiiy-ilmiy savodxonlik bo‘yicha yuqori natijalar***	***- Amaliy va laboratoriya mashg‘ulotlari - Ilmiy loyihalar - Ilmiy savodxonlikni rivojlantirish***

XULOSA

PISA baholashlari O‘zbekiston ta’lim tizimining holatini chuqur o‘rganish, mavjud muammolarni aniqlash hamda sifat jihatidan rivojlanish yo‘llarini belgilashda muhim vosita bo‘lib xizmat qiladi. (Schleicher, 2019). O‘zbekiston ta’lim tizimida funksional savodxonlikni kuchaytirish maqsadida quyidagi ustuvor yo‘nalishlarda kompleks ishlarni amalga oshirish talab etiladi:

1. **O‘qish savodxonligini rivojlantirish** – o‘quvchilarni turli xil matnlar bilan ishlashga o‘rgatish, matn mazmunini tushunish, tahlil qilish va baholash ko‘nikmalarini shakllantirish.
2. **Matematik savodxonlikni rivojlantirish** – o‘quvchilarni matematik bilimlarni amaliy vaziyatlarda qo‘llashga o‘rgatish, muammoli vaziyatlarni hal qilish ko‘nikmalarini shakllantirish.
3. **Tabiiy-ilmiy savodxonlikni rivojlantirish** – o‘quvchilarni ilmiy bilimlarni real hayotdagi muammolarni hal qilishda qo‘llashga o‘rgatish, ilmiy tadqiqot ko‘nikmalarini shakllantirish.
4. **O‘qituvchilar malakasini oshirish** – o‘qituvchilarni PISA tadqiqotlarining metodologiyasi, baholash mezonlari va natijalarini tahlil qilish bo‘yicha o‘qitish, yangi o‘qitish metodlari bilan tanishtirish.
5. **O‘quv dasturlarini takomillashtirish** – o‘quv dasturlarini funksional savodxonlikni rivojlantirishga qaratilgan holda qayta ko‘rib chiqish, kompetensiyaga asoslangan yondashuvni joriy etish.
6. **Xorijiy tajribalarni tahlil qilish –** PISA baholashlarida ilg‘or natijalarga erishgan mamlakatlar amaliyotini o‘rganib, ularni milliy ta’lim tizimida qo‘llashga yo‘naltirilgan yondashuvdir.

Yuqorida bayon etilgan yo‘nalishlar asosida O‘zbekiston ta’lim tizimida funksional savodxonlikni shakllantirish va mustahkamlash bo‘yicha izchil chora-tadbirlarni amalga oshirish zarur. Bu esa o‘quvchilarning bilim, ko‘nikma va malakalarini amalda qo‘llash qobiliyatini rivojlantirish, ularda XXI asr ko‘nikmalarini shakllantirish va hayotga tayyorlash imkonini beradi (Voogt va Roblin, 2020).

[7] Bray, M., & Lykins, C. (2022). *Shadow education: Private supplementary tutoring and its implications for policy makers in Asia.* Asian Development Bank.

Zhao (2020) ta'kidlaganidek, PISA tadqiqotlarini tanqidiy nuqtayi nazardan ko'rib chiqish ham muhim, chunki har qanday baholash tizimining o'z cheklovlari mavjud, ammo bunda asosiy maqsad ta'lim sifatini oshirish uchun mavjud imkoniyatlardan maksimal darajada foydalanish hisoblanadi.[8]

FOYDALANILGAN ADABIYOTLAR RO'YXATI

O'zbekiston Respublikasi Prezidentining 2018-yil 5-sentyabrdagi "Xalq ta'limi tizimiga boshqaruvning yangi tamoyillarini joriy etish chora-tadbirlari to'g'risida"gi PQ-3931-son qarori.

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Лингвокультурная Репрезентация Ценностных Доминант В Языковой Картине Мира Русского И Узбекского Народов (На Материале Пословиц И Поговорок)

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Аннотация
В статье рассматриваются лингвокультурологические аспекты языковой картины мира русского и узбекского народов на материале пословиц и поговорок. Анализируются ценностные доминанты, закреплённые в пословицах, выявляются общие и специфические черты репрезентации культурных смыслов. Материал исследования включает более 150 паремий русского и узбекского языков. Применены методы лингвокультурологического анализа, сравнительно-сопоставительного исследования и семантико-интерпретационного анализа. Результаты показывают, что русская языковая картина мира ориентирована на индивидуальные ценности, а узбекская — на коллективные. В то же время обе культуры проявляют универсальные ценности: труд, семью, мудрость. Статья полезна для лингвистов, преподавателей и студентов, исследующих языковую картину мира и культурную специфику народов.
Ключевые слова: языковая картина мира, лингвокультурология, ценностные доминанты, пословицы, поговорки, русский язык, узбекский язык

ВВЕДЕНИЕ.

Лингвокультурологический подход в современном языкознании ориентирован на изучение языка как формы отражения коллективного сознания народа, его ценностей, мировоззренческих установок и культурных приоритетов. В этом контексте особое значение приобретает понятие языковой картины мира, представляющей собой совокупность знаний, представлений и оценок, закреплённых в языковых единицах и воспроизводимых в процессе коммуникации. Языковая картина мира формируется исторически и отражает национально-культурную специфику социума, что делает её важным объектом межкультурных и сопоставительных исследований.

Особую роль в репрезентации культурных смыслов играют пословицы и поговорки, которые аккумулируют опыт многих поколений и фиксируют устойчивые ценностные ориентиры народа. Паремиологические единицы отличаются высокой степенью обобщённости, образностью и оценочностью, благодаря чему они служат своеобразным «концентратом» национальной культуры. Через пословицы и поговорки передаются представления о труде и семье, времени и судьбе, знаниях и нравственных нормах, что позволяет рассматривать их как значимый источник для выявления ценностных доминант языковой картины мира.

Сопоставительное изучение русских и узбекских паремий представляет особый научный интерес, поскольку данные языки принадлежат к различным типологическим группам и развивались в неодинаковых культурно-исторических условиях. Вместе с тем оба народа обладают богатой паремиологической

традицией, отражающей универсальные и специфические ценности, сформированные в процессе общественного развития. Сравнительный анализ пословиц и поговорок позволяет выявить как общие культурные константы, так и национально обусловленные различия в системе ценностных представлений.

Несмотря на значительное количество работ, посвящённых языковой картине мира и паремиологии, проблема лингвокультурной репрезентации именно ценностных доминант в русских и узбекских пословицах и поговорках остаётся недостаточно систематизированной. В ряде исследований паремии рассматриваются преимущественно с точки зрения семантики или стилистики, тогда как их аксиологический потенциал требует более глубокого и комплексного осмысления в рамках лингвокультурологического подхода.

Целью настоящего исследования является выявление и сопоставительный анализ ценностных доминант, репрезентированных в языковой картине мира русского и узбекского народов на материале пословиц и поговорок. Для достижения поставленной цели предполагается решение следующих задач: определить теоретические основания лингвокультурологического анализа паремий; выявить основные ценностные доминанты, отражённые в русских и узбекских пословицах и поговорках; провести их сопоставительный анализ; определить сходства и различия в способах языковой репрезентации ценностей. Объектом исследования являются пословицы и поговорки русского и узбекского языков, предметом — ценностные доминанты, реализуемые в данных паремиологических единицах.

МЕТОДОЛОГИЯ.

Материалом настоящего исследования послужили пословицы и поговорки русского и узбекского языков, зафиксированные в авторитетных паремиологических словарях, сборниках народного фольклора и электронных корпусах текстов. В исследование включались устойчивые народные высказывания, отражающие оценочные суждения и культурно значимые представления о человеке, обществе и мире. Общий корпус анализируемых единиц формировался с учётом репрезентативности и тематического разнообразия.

Методологическую основу исследования составил лингвокультурологический подход, предполагающий рассмотрение языковых единиц в неразрывной связи с культурным и ценностным контекстом их функционирования. В работе также использовались методы семантического и контекстуального анализа, позволяющие выявить глубинные смысловые компоненты паремиологических единиц, а также элементы аксиологической оценки, заложенные в их структуре.

Для выявления сходств и различий в языковой репрезентации ценностей применялся сопоставительный метод, направленный на анализ аналогичных по содержанию и функции пословиц и поговорок русского и узбекского языков. Данный метод позволил определить как универсальные ценностные ориентиры, характерные для обеих культур, так и национально-специфические доминанты, обусловленные историческими и социокультурными факторами.

Отбор паремиологического материала осуществлялся на основе тематического принципа. В корпус исследования включались пословицы и поговорки, репрезентирующие ключевые

ценностные сферы: труд, семья, морально-нравственные качества личности, отношение ко времени, знаниям и жизненному опыту. Анализ единиц проводился с учётом их семантики, образной структуры и оценочной направленности.

Исследование реализовывалось поэтапно. На первом этапе осуществлялся анализ теоретических источников по проблемам языковой картины мира, лингвокультурологии и паремиологии. На втором этапе формировался корпус пословиц и поговорок русского и узбекского языков. На третьем этапе проводился лингвокультурологический и сопоставительный анализ материала с последующей интерпретацией полученных результатов. Заключительный этап был посвящён обобщению выводов и формулированию основных положений исследования.

РЕЗУЛЬТАТЫ.

Проведённый лингвокультурологический анализ пословиц и поговорок русского и узбекского языков позволил выявить систему ценностных доминант, отражающих особенности языковой картины мира обоих народов. Несмотря на различия исторического и социокультурного развития, паремиологический материал демонстрирует как универсальные, так и национально-специфические ценности.

Одной из наиболее репрезентативных ценностных доминант в обоих языках является **ценность труда**. В русских пословицах труд осмысливается как основа жизненного благополучия и морального достоинства личности: *Без труда не вытащишь и рыбку из пруда*. Аналогичная идея прослеживается и в узбекских паремиях, где труд представлен как путь к чести и достатку: *Mehnat qilgan to‘q bo‘lar* («Кто трудится, тот будет сыт»). В обоих языках труд противопоставляется лени, которая оценивается резко негативно, что свидетельствует о сходстве аксиологических установок.

Значимое место в языковой картине мира занимает **ценность семьи и родственных связей**. Русские пословицы подчёркивают роль семьи как источника поддержки и нравственного воспитания: *В семье и каша гуще*. В узбекских пословицах семья осмысляется не только как ближайшее окружение человека, но и как основа социальной устойчивости: *Oila — jamiyatning tayanchi* («Семья — опора общества»). При этом для узбекской паремиологии характерно более выраженное коллективистское начало, что отражает традиционные культурные модели.

Анализ материала показал, что **морально-нравственные качества личности** занимают центральное место в системе ценностей обоих народов. В русском языке высоко ценятся честность, справедливость и сдержанность: *Правда дороже золота*. В узбекской языковой картине мира аналогичные качества также получают положительную оценку: *Halollik — eng katta boylik* («Честность — самое большое богатство»). Данные примеры свидетельствуют о совпадении базовых этических норм, закреплённых в народном сознании.

Отдельного внимания заслуживает **отношение ко времени и жизненному опыту**. Русские пословицы часто акцентируют идею терпения и постепенного достижения цели: *Тише едешь — дальше будешь*. В узбекских паремиях время осмысливается как ценнейший ресурс, требующий разумного использования: *Vaqt oltindan qimmat* («Время дороже золота»). Несмотря на различие образных средств, в обоих языках подчёркивается

важность осознанного отношения к жизни и накопленного опыта.

Таким образом, результаты исследования показывают, что пословицы и поговорки русского и узбекского языков служат эффективным средством репрезентации ценностных доминант, формирующих языковую картину мира. Универсальные ценности сочетаются с национально-специфическими чертами, что подтверждает лингвокультурологическую значимость паремиологического материала и его потенциал для сопоставительных исследований.

ДИСКУССИЯ.

Полученные результаты подтверждают тезис о том, что пословицы и поговорки являются одним из наиболее устойчивых и репрезентативных средств фиксации ценностных ориентиров в языковой картине мира. Сопоставительный анализ русского и узбекского паремиологического фонда показал, что базовые ценностные доминанты во многом совпадают, однако способы их языкового выражения отражают культурную специфику каждого народа.

Совпадение таких ключевых ценностей, как труд, честность, семейные отношения и жизненный опыт, позволяет говорить о наличии универсального аксиологического ядра, характерного для традиционных обществ. В обоих языках данные ценности закреплены в форме кратких, легко воспроизводимых высказываний, что свидетельствует об их высокой значимости для коллективного сознания. При этом различия в образной системе пословиц указывают на специфику национального менталитета и исторического опыта.

Особого внимания заслуживает различие в интерпретации социальной роли личности. В русской языковой картине мира акцент чаще делается на индивидуальном моральном выборе и личной ответственности человека, что проявляется в пословицах с оценочной направленностью. В узбекской паремиологии более отчётливо выражена коллективистская модель мышления, где ценность личности тесно связана с семьёй, родом и обществом в целом. Данное различие отражает культурные традиции и социокультурные условия формирования национальных языков.

Интересным является и отношение ко времени как ценностной категории. Несмотря на сходство общих установок, русские пословицы чаще акцентируют идею терпения и постепенного достижения результата, тогда как узбекские поговорки подчёркивают практическую значимость времени и необходимость его рационального использования. Это различие может быть объяснено особенностями хозяйственного уклада и культурных приоритетов.

Результаты исследования также подтверждают положение лингвокультурологии о том, что языковая картина мира формируется не только через отдельные лексические единицы, но и через устойчивые фразеологические и паремиологические структуры. Пословицы и поговорки выполняют функцию своеобразных «культурных маркеров», аккумулируя социальный опыт и передавая его из поколения в поколение.

Таким образом, проведённый анализ позволяет рассматривать паремиологический материал как важный источник для изучения национальных ценностных систем и межкультурного взаимодействия. Полученные выводы могут быть использованы в дальнейших исследованиях по сопоставительной лингвистике, лингвокультурологии, а

также в практике преподавания русского и узбекского языков.

ЗАКЛЮЧЕНИЕ.

Проведённое исследование показало, что пословицы и поговорки выступают значимым элементом языковой картины мира, в котором отражаются устойчивые ценностные доминанты русского и узбекского народов. Их анализ позволяет выявить глубинные культурные смыслы, закреплённые в языковом сознании и передающиеся в процессе межпоколенной коммуникации. Сопоставление паремиологических единиц двух языков подтвердило наличие общего аксиологического основания, связанного с базовыми представлениями о труде, нравственных нормах, семейных ценностях и жизненном опыте. В то же время различия в образных моделях и семантических акцентах свидетельствуют о специфике национального мировосприятия, обусловленной историческими, социальными и культурными факторами. Анализ показал, что в русской языковой картине мира доминирует ориентация на личную ответственность и моральную оценку поступков индивида, тогда как в узбекской паремиологии более выражена коллективистская направленность, подчёркивающая значимость социальных связей и гармонии внутри сообщества. Эти особенности находят системное отражение в устойчивых языковых формулах, что подтверждает их культурную устойчивость и функциональную значимость.

Полученные результаты подтверждают продуктивность лингвокультурологического подхода к изучению языковой картины мира и демонстрируют высокий потенциал паремиологического материала для выявления ценностных структур национального сознания. Исследование также подчёркивает важность сопоставительного анализа как метода выявления как универсальных, так и специфических элементов культуры, отражённых в языке.

Практическая значимость работы заключается в возможности использования полученных выводов в курсах по лингвокультурологии, сопоставительной лингвистике, межкультурной коммуникации, а также в практике преподавания русского и узбекского языков. Материалы исследования могут служить основой для дальнейших научных работ, посвящённых изучению языковой картины мира в межъязыковом и межкультурном аспекте.

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The Effect Of Stimulants And Silicon Complex Fertilizers On The Yield Of Soybean Varieties

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ABSTRACT
This article presents data on the effect of stimulants and silicon complex fertilizers on the yield of soybean varieties and their analysis. According to it, it was found that stimulants and silicon complex fertilizers affected the yield of soybean varieties. The use of stimulants and silicon-based fertilizers and their combined use in a complex manner led to an increase in yield. Good results were recorded when using the Maltamin stimulant (3.5 l/ha), Sila silicon fertilizer (450 ml/ha), and Fon +Sila silicon + Maltamin (450 ml/ha+3.5 l/ha) as foliar feeding.
Keywords: soybean, variety, Nafis, Vilana, fertilizers, stimulants, Uzbiogumin, Regoplant, Maltamin, Sila silicon, yield.

INTRODUCTION

In our republic, in recent years, it is important to make good use of areas that have been harvested from grain crops, to grow a second crop, to increase soil fertility, to grow high-quality valuable grain crops, including soybean, and to produce a high yield with the effective use of regional bioclimatic resources.

Soybean crop among legumes is a valuable crop to increase soil fertility that accumulates a lot of nitrogen during the season, and has a lot of protein and oil in its seeds (2, 5).

The soil and climatic conditions of Uzbekistan provide an opportunity to plant and harvest several different crops per year, with the effective use of irrigated land. The high temperature that lasts from mid-May to the end of September is very favorable for the growth of heat-loving crops (soybeans, mung beans, etc.) and grain formation (4, 5).

Soybean is a biologically clean crop that improves soil structure and activates biological processes. Analysis shows that 0.65-0.72% humus in the soil before soybean planting reaches 0.95-1.03% after soybean planting (4).

In recent years, in addition to organic, mineral and green fertilizers, bacterial fertilizers and inoculants have been widely used in agriculture to increase the yield of leguminous crops, including soybean has taken research results in various sources on how to make, collect, absorb, satisfy the plant's need for nitrogen up to 50-70% and increase soil fertility, improve water-physical properties, drastically reduce the use of nitrogen fertilizers (7, 8, 9, 10, 11, 12).

Kh.N. Atabaeva., F.B. Namozov., A.A. Kurbanov and S.Sh. Khayrullaev in their experiments conducted in 2018-2020, when they applied micronutrients to the soybean crop, micronutrients affected the height of the soybean stem, leaf, root development, nodule formation, grain quality and productivity, and provided a high yield [10].

According to R. Jo'raeva., J. Toshpol'atov., A. Iminov., Kh. Bozorov and L. Zaynitdinova, S. Khatamov and S. Sh. Khayrullaev, in their experiments conducted in 2015-2017, soybean plant mineral fertilizers and belonging to the rhizobium group it was observed that the yield increased by 12.6-12.8 q/ha when exposed to azotobacteria strains compared to the control variant [11, 14].

According to Khayrullayev Sardor Shamsiddin ugli (2021), the application of micronutrients in the suspension method 2 times during the application period of soybean varieties in the conditions of meadow-swamp soils provides an increase in grain quality [16]. According to data of Atabayeva Khalima Nazarovna, Khayrullaev Sardor Shamsiddin o'g'li, and Usmonova Shohista Usmon qizi (2020), sulfur has a positive effect on the branching of soybean varieties on the background of mineral fertilizers, and in 2018 the number of branches in the variety "Orzu" increased by 0.8-1.3 compared to the control option due to the micro element sulfur. In the "Nafis" variety, this figure was 0.3-0.4, and good results were obtained from medium and high sulfur standards. In 2019, these indicators increased by 0.3-0.7 in the variants of sulfur compared to the control in the "Orzu" variety, increased by 0.1-0.3 in the "Nafis" variety, and good results were obtained from the medium and high standards of sulfur [13]. According to Iminov Abduvali Abdumannobovich, Khayrullayev Sardor Shamsiddin ugli, et al, Nitragine treatment of soybean and mung bean seeds before sowing had a positive effect on seed germination under both laboratory and field conditions, the germination rate of seeds in the laboratory under the conditions of cotton cultivation in the following year under the background of non-treatment by nitragine before sowing the seeds of soybean and mungbean crops grown as a secondary crop after winter wheat was 0.3-1.3%, and field fertility was 0.2-0.8% higher. Also, it was found that the use of phosphorus and potassium fertilizers in soybean and mung bean crops grown as a secondary crop was 0.6-1.0% higher in the laboratory, and 0.6-0.7% higher in the field than in the control options without mineral fertilizers in studies [12]. According to Umarova Nigora Sadriddinovna, Bo'riboyev Bekzod Yetmish ugli, Khayrullayev Sardor Shamsiddin ugli, Usmonova Shokhista Usmon kizi, & Turdaliyeva Shokhista Tulkinjon kizi, the demand of the soybean plant for mineral fertilizers, it was observed that when NPK and liquid fertilizer were used together, all the biometric parameters and yields of the plant increased by varieties compared to other methods. The use of mineral fertilizers in different ways in typical sierozem soil conditions affects the grain yield of local and foreign varieties. In other words, the average yield of medium-ripe soybean varieties "Nafis" was 43.4 c / ha, "Vilana" was 42.4 c / ha, and the best way to increase the yield is to apply fertilizers as NPK in combination with liquid fertilizer [17]. According to data of Khayrullayev Sardor Shamsiddin o'g'li and Usmonova Shohista Usmon qizi, the location of the lower first pod in soybean varieties is 12.8-15.9 cm in Orzu variety, 3-3.1 cm in Radimax stimulator, 2.2-2.4 cm in Gummat stimulator, 2.1 cm in Tecamin stimulator and 3.1 cm in Algora stimulator was found to be high. The most effective results were observed in Radimax, Gummat and Algora bio-simulators, and the location of the lower first pod was detected 14.7-17.6 cm in the "Nafis" variety, which was 2.5-2.9 cm higher in the Radimax stimulator, 2.2-2.5 cm higher in the Gummat stimulator, 2.1 cm higher in the Tecamine stimulator, and 2.4 cm higher in the Algora stimulator than in the control variant. The most effective results were observed in Radimax, Gummat and Algora biosimulators [15]. According to Atabayeva, K. N., Umarova, N. S., Yakubov, S., & Khayrullaev, S. S, positive results were obtained from moderate levels of sulphur and manganese, and low levels of iron. Macro and micronutrients had a positive effect on soy yield. An additional 7.6 quintals (q)/ha was harvested in exchange for macro fertilizer. Compared to the background variant, the yield was 4.6-8.3 q/ha for sulphur and 4.9-9.8 q/ha for manganese. The yield of the iron element

was lower than that of the background variant. Grain quality has changed in exchange for macro and micronutrients. In exchange for mineral fertilizers, this figure increased by 2.4%. In exchange for the element sulphur, the protein increased by 3.1-5.8%; an increase of 4.4-8.4% was observed in exchange for the element manganese. It was noted that the protein increased by 7.9-8.7% in exchange for the element iron [18]. Khayrullayev, S. S., & Kizi Usmonova, S. U explained that mineral fertilizers and sulfur microelements activate the symbiotic activity of soybean variety "Orzu", averaging 32.4-42.3 million nodules per hectare, the number of nodules due to the background of mineral fertilizers increased by 13.6%, and there was an increase of 19.4-23,4% due to sulfur, as well as an average weight of nodules was 6.46-9.56 c / ha, the weight of nodules increased by 5.3% due to mineral fertilizers, and 17.1-32.4% due to sulfur. During the application period, 6.46-9.56 c / ha of nodules mass was accumulated per hectare according to the studied variants, which contributes to the increase of nitrogen and organic matter in the soil and a slight increase in biological efficiency [19]. Usmonova Sh.U, Khayrullaev S.Sh, Shomuqimov N.N, & Gaynanova A.F, said that the influence of stimulants on soybeans affected the weight of 1000 grains of Vilana cultivar, under the influence of Gummat stimulator this figure was 2.2-7.4 grams higher than on basis of mineral fertilizers (Background), and under the influence of Rival stimulator-3.0-6.0 grams [20]. According to Khayrullaev S. S, In the variant, where not used mineral fertilizers and micronutrients, the leaf area in the control variant of the Orzu variety of soybean was 51.1 thousand m^2 / ha. Under the influence of microelements, the leaf area of Orzu was 59.1-64.6 thousand m^2 / ha. The highest rates of exposure to micronutrients were observed with medium use of sulfur and manganese. Under influence macro and micro fertilizers, the leaf area of Orzu variety increased from 4.0 to 13.5 thousand m^2 / ha, or from 7.3 to 20.9% [21].

It was found that when the plants were exposed to urea at different rates, they had an effect on their biometric indicators, and when the urea rate was increased to 15 grams, all biometric indicators were better than other options (Umarova Nigora Sadriddinovna, et.al. 2023) [22]. The application of stimulants to plants increases their resistance to abiotic factors. All the stimulators in the experiment showed their effect for the preservation of the plant, and the foliar feeding variant of the fulvogummat stimulator showed a better result than the other stimulators (Usmonova Shokhista Usman kizi, et.al. 2023) [23].

Usmonova Shokhista and other scientists noticed that the growth process has a great role in the formation of the plant's fruit, and the use of stimulants in the experiment showed a positive effect on the growth process of the plant. The studied stimulators have an effect on the growth process, among the stimulators Fulvogummat stimulator was 164.9 cm tall when fed from the leaf, and recorded a good indicator among the variants (Usmonova Shokhista Usman kizi and et.al. 2023) [24].

MATERIALS AND METHODS

Place and conditions of experiment. The experiments were conducted in the experimental fields of Tashkent State Agrarian University. In this case, the experimental variants were in 4 repetitions for each variety, the number of variants was 10, the number of plots was 40, the length of each plot was 10 m, the width was 2.8 m. The variants were placed in a randomized method. Each option had 4 rows, and the total area of each plot was 28.0 m^2, of which 2 rows in the middle were designated as counting rows, and 2 rows on the edge were designated as protection rows. The number

of counting plants was 20. The experiments were carried out in field and laboratory conditions.

The experiments were carried out in the field and laboratory methods. The experiments were carried out using the methods of “Methods of conducting field experiments” (UzPITI), “Methodology of field experiments” (B. Dospekhov), “Methodology of State variety testing of agricultural crops”, “Methods of agrochemical, agrophysical studies of the soil of Central Asia”, leaf surface Nichiporovich (weight method), number and weight of nodes G.S.Posipanov. The field experimental systems of the conducted dissertation research were carried out as follows (see Table 1).

Varieties which used in the experiment

Nafis variety. The variety was created by the method of individual selection at the Rice Research Institute of Uzbekistan.

The growing period is 115-120 days. The height of the plant is 145-150 cm. The location of the lower pod is 14-16 cm, the number of branches is 2-4, the number of pods in one plant is 120-130, the number of grains in one pod is 2-4.

Grain quality and technological parameters: weight of 1000 seeds is 165-175 g. The protein content of grain is 40-41%, the oil content is 25-27%. Resistant to lodging, shedding, diseases and mechanized harvesting.

Yield: 30-32 q/ha grain yield and 250-300 q/ha blue mass can be obtained from the variety under favorable conditions.

Vilana variety: The variety was created at the All-Russian Research Institute of Oil crops. This variety was obtained by cross-breeding the L-309 hybrid generation with the 0240 collection sample and individual and mass selection in the F_2 and F_3 varieties. The plant hairs are gray. The flowers are purple, the pods are brown, the seeds are yellow, dull, without spots. The variety is mid-ripening, resistant to adverse conditions, drought-resistant, and yields increase when watered. The growing season is 116-120 days. Seed yield without irrigation is 32-34 q/ha, and with irrigation up to 42 q/ha. Plant height is 111-115 cm, the lower pod location is 16-17 cm. The protein content in the grain is 40.1-40.3%, the oil content is 22.4-22.6%.

Uzbiogumin Stimulator. A natural biostimulant for plant growth and development, ensuring high yields and healthy plants. UzBioGumin specialized production technology, based on the latest scientific advances, extracts and preserves the full range of biologically active substances created by nature itself: humic and fulvic acids, macro- and microelements in the form of bioavailable organic compounds, and beneficial microflora.

Composition: Humic acids at least 20 g/l. Total nitrogen (N) content is 1.2%. Water-soluble phosphorus (R2O5) 1.9%. Water-soluble potassium (K_2O) 8.3%. Microelements: Soil, Fe, Cu, Mn, Mo, Mg, N, P, K, Ca, and Zn.

Maltamin Stimulator. Maltamin is a plant growth regulator with growth-promoting properties, obtained from malt sprouts. This product is intended for use in growing grains and legumes. It increases seed germination and vigour, accelerates the plant's progression through the main stages of development, enhances root and aerial development, increases yields, and improves the quality of finished products (protein, starch, and vitamin content, and reduces nitrate levels). Ingredients: melanoidins 42.0-56.0 g/l, amino acids 5.5-7.4 g/l, low molecular weight carboxylic acids 7.3-9.8 g/l, pectins 0.9-1.2 g/l, phenolic carboxylic acids 0.5-0.7 g/l, sodium sulfate 68.0-75.0 g/l, sodium hydroxide 12.0-15.0 g/l, and water.

Regoplant Stimulator. Regoplant is a plant biostimulant from a series of composite products. Its action is based on the synergistic interaction of products from

the biotechnological cultivation of micromycete fungi from the ginseng root system and avermectin. The product also includes a biopreparation with antiparasitic action. It is a balanced composition of biologically active compounds—analogues of phytohormones, amino acids, fatty acids, oligosaccharides, chitosan, and microelements—as well as bioprotective compounds. Composition: Complex of biologically active compounds - waste products of micromycete fungi - 0.3 g/l (saturated and unsaturated fatty acids (C 14 -C 28), polysaccharides, 15 amino acids, analogs of phytohormones of cytokine and auxin nature)

Complex of biogenic microelements - 1.75 g/l, in particular: B 3+ - 0.23 g/l, Cu 2+ - 0.26 g/l, Mn 2+ - 0.2 g/l, Zn 2+ - 0.32 g/l, Co 2+ - 0.14 g/l, Fe 2+ - 0.5 g/l, Mo 6+ - 0.1 g/l, Potassium salt of alpha-naphthylacetic acid - 1 mg/l, Aversetin C - waste product of the actomycete Streptomyces aarmytilis - 0.01 g/l.

Sila Silicon complex fertilizer. The Sila Silicon complex fertilizer is a new type of modern fertilizer, a broad-spectrum antidote that helps crops better absorb micronutrients and become more resistant to diseases and pests. It helps increase yields, restore soil fertility, and remove radionuclides. The product consists of a mixture of nanopowders of silicon (nano-silicon), iron, zinc, copper, calcium, magnesium, sulfur, and other elements, placed in a polyethylene glycol medium to prevent oxidation. The active silicon content in the product is 50-60 percent. The silicon particles are nano-sized, making them easily absorbed by plants at the cellular level. Silicon nanoparticles not absorbed by plants, as well as the portion of the product not applied to plants, quickly turn into ordinary sand due to oxidation under the influence of oxygen and water. Using the "SILA SILICON" mineral complex results in accelerated seed germination, a shorter plant growth cycle, a significant increase in yield and product quality, longer shelf life, and increased plant resistance to adverse growing conditions, which is especially important for risky farming areas. The product can revive plants damaged by frost.

Phenological observations were made during the periods of budding, tillering, flowering, podding and ripening. These observations were made on plants counted in all replicates. In all experiments, the development periods and their duration were determined by variants.

Before harvesting, biometric measurements were taken on the counted plants. The counted plants were analyzed in 4 replicates: for this, the counted plants were separated from the plots separately by variant and replicate, and their stem height, number of branches, height of the lower first pod, number of pods and grains, pod and grain weight, grain yield (%), hay mass and 1000 grain weight were determined. To determine the 1000 grain weight, 1000 seed samples were counted, weighed and the average indicator was determined. The yield of soybean varieties was determined. For this, the pods of the plants in the counted rows were collected in the plots, threshed and the grain weight was determined. The yield was determined when the yield in the plot was converted into hectares using the number of bushes.

Statistical analysis of the obtained data was carried out using the Microsoft Excel program and the method of B.A.Dospekhov's “Method of field experiments” (B.Dospekhov, 1985, 2012);

RESULTS AND DISCUSSION

Stimulants and silicon complex fertilizers have a positive effect on the growth, development and biometric indicators of soybeans, as well as on increasing crop yield. In 2023-2025, the yield of the Nafis variety when applied without fertilizer will be 18.6-20.0-19.0 t/ha, depending on the year; When using mineral fertilizers, it was 28.2-

29.9-28.9 q/ha, and when using mineral fertilizers together with water, it was 28.4-30.2-29.1 q/ha. When using Uzbiogumin, Regoplant, and Maltamin stimulants, the Maltamin stimulant showed better results than other stimulants, 14.1-14.8-14.1 q/ha or 75.8-74.0-74.2% compared to the one used without fertilizers, 4.5-4.9-1.8 q/ha or 15.9-16.4-6.2% compared to the one used with mineral fertilizers, and 4.0-4.6-4.0 q/ha or 15.9-16.4-6.2% compared to the one used with mineral fertilizers. Increased by 14.1-15.2-13.7%. When using complex silicon fertilizer, the yield increased by 14.6-15.3-14.6 q/ha or 78.5-76.5-76.8% compared to the case without fertilizer, by 5.0-5.4-4.7 q/ha or 17.7-18.1-16.3% compared to the case with mineral fertilizers, and by 4.8-5.1-4.5 q/ha or 15.3-16.9-15.5% compared to the case with mineral fertilizers combined with water. When using the silicon complex fertilizer in combination with Uzbiogumin, Regoplant and Maltamin stimulants, the highest yield was achieved when using the Maltamin stimulant, increasing by 16.1-16.8-16.0 q/ha or 86.5-84.0-84.2% compared to the case without fertilizer, by 6.5-6.9-6.1 q/ha or 22.8-23.1-21.1% compared to the case with mineral fertilizers, and by 6.3-6.6-5.9 q/ha or 22.1-21.8-20.3% compared to the case with mineral fertilizers and water. Based on average 3-year data, the yield of the Nafis variety when used without fertilizer was 19.2 q/ha; When using mineral fertilizers, it was 29.0 q/ha and when using mineral fertilizers together with water, it was 29.2 q/ha. When using Uzbiogumin, Regoplant and Maltamin stimulants, the Maltamin stimulant showed better results than other stimulants, increasing by 14.3 q/ha or 74.5% compared to the case without fertilizers, by 4.5 q/ha or 15.5% compared to the case with mineral fertilizers, and by 4.3 q/ha or 14.7% compared to the case with mineral fertilizers together with water. When using complex silicon fertilizer, the yield increased by 14.8 q/ha or 77.1% compared to the application without fertilizer, by 5.0 q/ha or 17.2% compared to the application of mineral fertilizers, and by 4.8 q/ha or 16.4% compared to the application of mineral fertilizers in combination with water. When using the silicon complex fertilizer in combination with the stimulants Uzbiogumin, Regoplant and Maltamin, the yield increased by 16.3 q/ha or 84.9% compared to the application without fertilizer, by 6.5 q/ha or 22.4% compared to the application of mineral fertilizers, and by 6.3 q/ha or 21.6% compared to the application of mineral fertilizers in combination with water.

Table 1. The effect of stimulants and silicon complex fertilizers on the yield of soybean varieties, q/ha (2023-2025)

Application norms of stimulants and complex silicon fertilizers	Yield, q/ha			
	2023	**2024**	**2025**	**Average**
Nafis				
Control (without fertilizer)	18.6	20.0	19.0	19.2
Background - (N-60, P-120, K-80 kg/ha)	28.2	29.9	28.9	29.0
Background - (N-60, P-120, K-80 kg/ha)+suv	28.4	30.2	29.1	29.2
Background +Uzbiogumin (1.8 l/ha)	31.3	34.2	33.2	32.9
Background +Regoplant (150 ml/ha)	32.0	34.0	30.7	32.2
Background +Maltamin (3.5 l/ha)	32.7	34.8	33.1	33.5
Background +Sila kremniya (450 ml/ha)	33.2	35.3	33.6	34.0

Background +Sila kremniya+ Uzbiogumin (450 ml/ha+1.8 l/ha)	33.6	35.7	34.0	34.4
Background +Sila kremniya+ Regoplant (450 ml/ha+150 ml/ha)	33.8	35.9	34.2	34.6
Background +Sila kremniya+ Maltamin (450 ml/ha+3.5 l/ha)	34.7	36.8	35.0	35.5
Vilana				
Control (without fertilizer)	16.5	17.8	16.9	17.1
Background - (N-60, P-120, K-80 kg/ha)	25.1	26.6	25.7	25.8
Background - (N-60, P-120, K-80 kg/ha)+suv	25.3	26.8	25.9	26.0
Background +Uzbiogumin (1.8 l/ha)	27.9	30.4	29.5	29.3
Background +Regoplant (150 ml/ha)	28.5	30.3	27.3	28.7
Background +Maltamin (3.5 l/ha)	29.1	31.0	29.5	29.9
Background +Sila kremniya (450 ml/ha)	29.5	31.4	29.9	30.3
Background +Sila kremniya+ Uzbiogumin (450 ml/ha+1.8 l/ha)	29.9	31.8	30.2	30.7
Background +Sila kremniya+ Regoplant (450 ml/ha+150 ml/ha)	30.1	32.0	30.4	30.8
Background +Sila kremniya+ Maltamin (450 ml/ha+3.5 l/ha)	30.8	32.8	31.2	31.6

In 2023-2025, the yield of the Vilana variety without fertilizer will be 16.5-17.8-16.9 tonq/ha, depending on the year; When using mineral fertilizers, it was 25.1-26.6-25.7 q/ha and when using mineral fertilizers together with water, it was 25.3-26.8-25.9 q/ha. When using Uzbiogumin, Regoplant and Maltamin stimulants, the Maltamin stimulant showed better results than other stimulants, 12.6-13.2-12.6 q/ha or 76.4-74.2-74.6% compared to the one used without fertilizers, 4.0-4.4-3.8 q/ha or 15.9-16.5-14.8% compared to the one used with mineral fertilizers and 3.8-4.2-3.6 q/ha or 15.9-16.5-14.8% compared to the one used with mineral fertilizers and Increased by 15.0-15.7-13.9%. When using complex silicon fertilizer, the yield increased by 13.0-13.6-13.0 q/ha or 78.8-76.4-76.9% compared to the case without fertilizer, by 4.4-4.8-4.2 q/ha or 17.5-18.0-16.3% compared to the case with mineral fertilizers, and by 4.2-4.3-4.0 q/ha or 16.6-16.0-15.4% compared to the case with mineral fertilizers combined with water. When using the silicon complex fertilizer in combination with Uzbiogumin, Regoplant and Maltamin stimulants, the highest yield was achieved when using the Maltamin stimulant, increasing by 14.3-15.0-14.3 q/ha or 86.6-84.3-84.6% compared to the case without fertilizer, by 5.7-6.2-5.5 q/ha or 22.7-23.3-21.4% compared to the case with mineral fertilizers, and by 5.5-6.0-5.3 q/ha or 21.7-22.4-20.5% compared to the case with mineral fertilizers and water.

Based on average 3-year data, the yield of the Vilana variety when used without fertilizer was 17.1 q/ha; When using mineral fertilizers, it was 25.8 q/ha and when using mineral fertilizers together with water, it was 26.0 q/ha. When using Uzbiogumin, Regoplant and Maltamin stimulants, the Maltamin stimulant showed better results

than other stimulants, increasing by 12.8 q/ha or 74.8% compared to the case without fertilizers, by 4.1 q/ha or 15.9% compared to the case with mineral fertilizers, and by 3.9 q/ha or 15.0% compared to the case with mineral fertilizers together with water. When using complex silicon fertilizer, the yield increased by 13.2 q/ha or 77.2% compared to the application without fertilizer, by 4.5 q/ha or 17.4% compared to the application of mineral fertilizers, and by 4.3 q/ha or 16.5% compared to the application of mineral fertilizers in combination with water. When using the silicon complex fertilizer in combination with the stimulants Uzbiogumin, Regoplant and Maltamin, the yield increased by 14.5 q/ha or 85.8% compared to the application without fertilizer, by 5.8 q/ha or 18.4% compared to the application of mineral fertilizers, and by 5.6 q/ha or 21.5% compared to the application of mineral fertilizers in combination with water.

CONCLUSION

In conclusion, the use of stimulants and silicon-based fertilizers and their combined use in a complex manner led to an increase in yield. Good results were recorded when using the Maltamin stimulant (3.5 l/ha), Sila silicon fertilizer (450 ml/ha), and Fon +Sila silicon + Maltamin (450 ml/ha+3.5 l/ha) as foliar feeding.

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Structural-Semantic Research Of Phraseological Units With Animal Names In English And Uzbekistan

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Annotation
This article provides a comparative analysis of the structural and semantic features of phraseological units with animal names in English and Uzbek. In the course of the research, the lexical, semantic and cultural layers of phraseologisms were studied in depth, and their role in folk thought and culture was highlighted. The results of the analysis revealed that, along with similarities in the two languages, there are significant cultural differences. The article also shows the use of these units in modern communication, problems in the translation process, and their importance in intercultural communication. The results of the research are of practical importance for translators and linguists.
Keywords: phraseology, zoophraseology, animal name, English language, Uzbek language, comparative analysis, semantics, intercultural communication.
Annotatsiya
Mazkur maqolada ingliz va o‘zbek tillarida hayvon nomlari ishtirok etgan frazeologik birliklarning struktur-semantik xususiyatlari taqqosiy tahlil qilindi. Tadqiqot jarayonida frazeologizmlarning leksik, semantik va madaniy qatlamlari chuqur o‘rganilib, ularning xalq tafakkuri va madaniyatidagi o‘rni yoritildi. Tahlil natijalarida ikki tilda o‘xshashliklar bilan birga, sezilarli madaniy tafovutlar mavjudligi aniqlandi. Maqolada zamonaviy kommunikatsiyada bu birliklarning qo‘llanilishi, tarjima jarayonidagi muammolar va ularning madaniyatlararo muloqotdagi ahamiyati ham ko‘rsatib o‘tildi. Tadqiqot natijalari tarjimonlar va tilshunoslar uchun amaliy ahamiyat kasb etadi.
Kalit so‘zlar: frazeologizm, zoofrazeologizm, hayvon nomi, ingliz tili, o‘zbek tili, taqqosiy tahlil, semantika, madaniyatlararo kommunikatsiya.

KIRISH

Har bir til o‘z milliy va madaniy tafakkuri, tarixiy tajribasi, va xalqning dunyoqarashi bilan chambarchas bog‘liq bo‘lgan frazeologik birliklar tizimiga ega. Ayniqsa, hayvon nomlari ishtirok etgan frazeologizmlar har bir xalqning hayot tarzi, mifologiyasi va mentalitetini o‘zida mujassam etadi. Ingliz va o‘zbek tillaridagi bunday birliklar tilshunoslikda doimo e’tiborni tortib kelgan, chunki ular orqali nafaqat lingvistik xususiyatlar, balki madaniyatlararo farqlar va o‘xshashliklarni ham ochib berish mumkin. Hayvonlarga oid frazeologik birliklar (zoofrazeologizmlar) inson tafakkurining arxaik qatlamlariga borib taqaladi va ular orqali odamzod tabiatni, hayvonot olamini qanday idrok etgani va uni o‘zining nutqiy va madaniy hayotida qanday aks ettirganini ko‘rish mumkin.

Bugungi globallashuv jarayonida turli tillar va madaniyatlar o‘rtasidagi o‘zaro ta’sir kuchayib borayotgan bir paytda, milliy frazeologik boyliklarning o‘ziga xosligini tadqiq qilish va ularni qiyosiy tahlil etish dolzarb ahamiyat kasb etadi. Xususan, ingliz va o‘zbek tillari bir-biridan uzoq turkumga mansub bo‘lsa-da, ularning frazeologik sistemasida ko‘plab umumiyliklar va o‘ziga xos farqlar mavjud. Hayvon nomlari bilan bog‘liq frazeologik birliklar ana shu umumiylik va farqlarni yoritishda muhim manba bo‘lib xizmat qiladi. Chunki har ikki tilda ham hayvon obrazlari inson xarakteri, ijtimoiy

munosabatlar va axloqiy qadriyatlarni ifodalashda keng qo‘llaniladi.

Mazkur tadqiqot aynan shu hayvon nomlari ishtirok etgan frazeologik birliklarning struktur-semantik xususiyatlarini o‘rganishga qaratilgan. Tilshunoslikda frazeologizmlar tizimini o‘rganish an’anasi ancha uzoqqa borib taqaladi. Jumladan, ingliz adabiyotida hayvon nomlarining lingvistik xususiyatlarini o‘rganishga bag‘ishlangan ishlar mavjud bo‘lib, ularning ayrimlari bu birliklarning semantik maydonini chuqur tahlil qiladi (Abdullajonovna, 2024). O‘zbek tilshunosligida ham oxirgi yillarda zoofrazeologizmlar etimologiyasi, lingvopoetikasi va madaniy mazmuni bo‘yicha bir qator tadqiqotlar olib borilmoqda (Ochildiyeva, 2025; Shavkatovna, 2025).

Tadqiqotning dolzarbligi shundan iboratki, hozirgi zamon tilshunosligida faqat frazeologizmlarning ma’nosini emas, balki ularning struktur tuzilishi va semantik mexanizmlarini qiyosiy jihatdan o‘rganish orqali til va madaniyat o‘zaro bog‘liqligini yanada chuqur ochib berish mumkin. Bundan tashqari, bu masala tarjimashunoslik, madaniyatlararo kommunikatsiya va til o‘qitish sohalari uchun ham katta amaliy ahamiyatga ega. Chunki hayvon nomlari qatnashgan frazeologizmlar ko‘pincha bevosita tarjima qilib bo‘lmaydigan, milliy xususiyatga ega bo‘lgan birliklar sirasiga kiradi. Shu sabab, ularni struktur-semantik jihatdan qiyoslash orqali tarjima jarayonida yuzaga keladigan muammolarni hal etish imkoniyati kengayadi.

Mazkur maqolaning asosiy maqsadi — ingliz va o‘zbek tillaridagi hayvon nomlari ishtirok etgan frazeologik birliklarning struktur-semantik xususiyatlarini qiyosiy tahlil qilish va ularning umumiy va farqli jihatlarini aniqlashdir. Shu bilan birga, hayvon obrazlarining har ikki til madaniyatida qanday semantik yuklama bilan qo‘llanishi va ular orqali qanday ijtimoiy-axloqiy qadriyatlar ifodalanishini tahlil qilish ham muhim vazifa sifatida qo‘yilgan.

Tadqiqotning vazifalari quyidagilardan iborat:

- Ingliz va o‘zbek tillarida hayvon nomlari qatnashgan frazeologik birliklarning korpusini tuzish va ularni tasniflash.
- Struktur jihatdan bu birliklarning model va andozalarini aniqlash.
- Semantik tahlil orqali hayvon obrazlarining ma’no spektrini ochib berish.
- Qiyosiy tahlil asosida har ikki til frazeologizmlarining umumiy va o‘ziga xos xususiyatlarini aniqlash.
- Tarjima va madaniy kommunikatsiya nuqtayi nazaridan olingan natijalarni amaliy tavsiyalar shaklida bayon qilish.

Shuningdek, tadqiqot davomida mavjud adabiyotlarga tayanilgan holda, ingliz va o‘zbek tillarida hayvon nomlarining lingvistik va madaniy semantikasi o‘rtasidagi bog‘liqliklar ochib beriladi. Bu esa frazeologik birliklarning nafaqat tilshunoslik, balki sotsiologik, psixologik va madaniyatshunoslik doirasida ham o‘rganilishi zarurligini ko‘rsatadi. Shu bois, mazkur maqola ingliz va o‘zbek tillari frazeologiyasini qiyosiy tadqiq etishga qaratilgan avvalgi ishlarning mantiqiy davomidir va zamonaviy tilshunoslikda frazeologik birliklarning struktur-semantik tadqiqi bo‘yicha yangi metodologik yondashuvlarni taklif qiladi.

ADABIYOTLAR TAHLILI

Mazkur mavzuga oid adabiy manbalarni tahlil qilish shuni ko‘rsatadiki, ingliz va o‘zbek tillarida hayvon nomlari ishtirok etgan frazeologik birliklarni o‘rganish tilshunoslikda muhim yo‘nalishlardan biri bo‘lib qolmoqda. Abdullajonovna (2024) o‘z tadqiqotida ingliz adabiyotida uchraydigan hayvon nomlarining lingvistik xususiyatlarini tahlil qilib, ular semantik jihatdan inson fazilatlari, illatlari va ijtimoiy rollarni ifodalashda qanday xizmat qilishini

yoritgan. Tadqiqotda hayvon obrazlarining universal va milliy xususiyatlari ajratib ko‘rsatiladi, bu esa ularning frazeologik birliklardagi rolini anglashda muhim ahamiyatga ega. Rejapov (2025) esa ingliz va o‘zbek tillarida fauna va flora bilan bog‘liq paremial birliklarni qiyosiy tahlil qilishga e‘tibor qaratadi. Muallif hayvon nomlari orqali ifodalangan maqol va matallarni qiyoslab, ularning semantik maydoni va madaniy konnotatsiyalarini ochib bergan. Ushbu ish ayniqsa hayvon obrazlarining ikki til madaniyatida qanday aks etishini taqqoslash nuqtayi nazaridan qimmatli manbadir.

Shavkatovna o‘zining "Hayvon arxisemali frazeologik birliklarning lingvopoetikasi" nomli tadqiqotida (2025) frazeologizmlarda hayvon obrazlarining poetik va estetik jihatlarini tahlil qiladi. U frazeologik birliklarning ichki semantik tuzilishini ochib berar ekan, ularning poetik ekspressivligi va estetik qiymatini ham alohida tahlil etgan. Ochildiyeva (2025) esa o‘zbek tilidagi zoofrazeologizmlarning etimologik xususiyatlarini o‘rgangan. U, frazeologik birliklarning tarixiy ildizlarini ochib berish orqali, ular qanday shakllanganini va qanday madaniy o‘zgarishlarga uchraganini ko‘rsatib beradi. Uning tahlillari orqali hayvon nomlari ishtirokidagi frazeologizmlarning o‘zbek xalqining tarixiy-madaniy tafakkuridagi o‘rni aniqlanadi.

Nishonova (2025) tomonidan ingliz va o‘zbek tillaridagi zoonimlar ishtirokidagi frazeologik birliklar o‘rtasidagi umumiylik va farqlarga e‘tibor qaratilgan. Tadqiqotda muallif zoonimlar asosida shakllangan frazeologizmlarning qiyosiy tahlilini berib, ularning tarjima jarayonida yuzaga keladigan muammolarini ham ko‘rsatadi. Tursin va Abisheva (2018) o‘z ishida ingliz, rus va qozoq tillaridagi zoonimlar ishtirokidagi maqollarni madaniyatlararo kontekstda o‘rganib, ularning lingvomadaniy xususiyatlarini ochib bergan. Bu tadqiqot, hayvon nomlari bilan bog‘liq birliklarning xalq mentaliteti va milliy qadriyatlar bilan qanday bog‘liqligini anglashga yordam beradi. Abdiloyev esa o‘zining maqolasida (yili ko‘rsatilmagan) o‘zbek va nemis tillarida hayvon nomlari ishtirok etgan frazeologik birliklarning ifodalanishini tahlil qilib, turli til sistemalarida hayvon obrazlari qanday semantik yuklama olishini qiyoslagan.

TADQIQOT METODOLOGIYASI

Mazkur tadqiqotda ingliz va o‘zbek tillarida hayvon nomlari ishtirok etgan frazeologik birliklarning struktur-semantik xususiyatlarini o‘rganish uchun qiyosiy va struktur-semantik tahlil usullari qo‘llanildi. Dastlab, har ikkala til korpuslaridan hayvon nomlari bilan bog‘liq frazeologizmlar tanlab olindi. Tanlangan birliklar sintaktik tuzilishi, semantik maydoni va funksional xususiyatlari asosida guruhlash orqali tahlil qilindi. Frazeologik birliklarning semantik qatlamini ochish uchun komponent tahlili va sema tahlili usullari qo‘llandi. Shuningdek, ularning madaniyatlararo xususiyatlarini aniqlash maqsadida kontrastiv tahlil amalga oshirildi.

NATIJALAR

O‘tkazilgan tadqiqot natijalari ingliz va o‘zbek tillaridagi hayvon nomlari bilan bog‘liq frazeologik birliklar o‘zaro umumiylik va farqlarga ega ekanligini yaqqol ko‘rsatdi. Dastlab, har ikkala tilda qo‘llaniladigan frazeologizmlarning soni va ularning semantik maydonlari aniqlanib, quyidagi jadvalda umumlashtirildi:

Til	Tanlangan birliklar soni	Emotsional-semantik birliklar (%)	Madaniy-ma’noli birliklar (%)
Ingliz tili	120	65	35
O‘zbek tili	105	58	42

Jadval 1. Har ikkala tilda qo‘llaniladigan frazeologizmlarning soni va ularning semantik maydonlari

Jadvaldan ko‘rinib turibdiki, ingliz tilida hayvon nomlari ishtirokidagi frazeologik

birliklar soni nisbatan ko‘proq bo‘lib, ularning asosiy qismi emotsional va ekspressiv ma’nolarni ifodalaydi. O‘zbek tilida esa, bunday birliklarning madaniy va tarixiy konnotatsiyalari kuchliroq ekani kuzatildi.

Struktur jihatdan, ikki tildagi birliklar uchta asosiy model asosida guruhlashtirildi: 1) Subyekt sifatida hayvon ishtiroki; 2) Sifatlash funksiyasida qo‘llanishi; 3) Mazmuniy metafora asosida shakllanishi. Masalan, ingliz tilida "as sly as a fox" (tulkidek ayyor) birligi bilan o‘zbek tilidagi "tulkidek hiylakor" frazeologizmi to‘g‘ridan-to‘g‘ri semantik moslikka ega. Shu bilan birga, ayrim birliklar faqat o‘z milliy madaniyatiga xos bo‘lib, boshqa tilda aniq ekvivalenti mavjud emas. Masalan, o‘zbek tilida "sigirdan qo‘rqib, qoponga tushdi" degan birlik ingliz tilida to‘g‘ridan-to‘g‘ri muqobil topilmadi, balki "out of the frying pan into the fire" kabi umumiy ma’noda mos birliklar orqali ifodalanadi.

Hayvon nomlari ishtirokidagi frazeologik birliklarning semantik tahlili ularning ijtimoiy va madaniy stereotiplar bilan bog‘liqligini ochib berdi. Quyidagi jadval buni ko‘rsatadi:

Hayvon nomi	Ingliz tilidagi asosiy semantik yuk	O‘zbek tilidagi asosiy semantik yuk
Fox (tulki)	Ayyoqlik, makkorlik	Ayyoqlik, hiylakorlik
Dog (it)	Do‘stlik yoki haqoratli ma’no	Haqoratli, past nazar
Lion (sher)	Qahramonlik, kuch	Qahramonlik, kuch
Donkey (eshak)	Ahmoqlik, jiddiy emaslik	Mehnatkashlik, lekin kam baholanish

Jadval 2. Frazeologik birliklarning semantik tahlili ularning ijtimoiy va madaniy stereotiplar bilan bog‘liqligi

Bu natijalar shuni ko‘rsatadiki, ba’zi hayvonlar har ikki tilda deyarli bir xil semantik yuklama bilan qo‘llanilsa ("fox", "lion"), boshqalari esa (masalan, "donkey" va "eshak") turlicha madaniy konnotatsiyaga ega. Ingliz tilida "donkey" ahmoqlik va past darajadagi aql bilan bog‘lansa, o‘zbek tilida esa "eshak" mehnatkash, ammo kamsitilgan ijtimoiy obrazni bildiradi.

Tadqiqot davomida aniqlanishicha, ingliz tilida hayvon nomlari orqali inson xatti-harakatlarini tanqid qilish va ifodalash kuchli namoyon bo‘ladi. Masalan, "eat like a pig" (cho‘chqadek yemoq), "blind as a bat" (ko‘rqushdek ko‘r) kabi frazeologizmlar inson kamchiliklarini oshkora yoritadi. O‘zbek tilida esa bunday birliklar ko‘proq ijtimoiy va tarixiy kontekst bilan boyitilgan: "bo‘ridan qo‘rqib, qamishzor aylanma" yoki "it o‘z yegan joyini bilmaydi".

Tahlil natijalari, shuningdek, frazeologik birliklarning qo‘llanish chastotasida ham farqlar borligini ko‘rsatdi. Ingliz tilida hayvon ishtirokidagi frazeologizmlar zamonaviy ommaviy axborot vositalari va kundalik nutqda keng tarqalgan bo‘lsa, o‘zbek tilida ularning asosiy qo‘llanish doirasi xalq og‘zaki ijodi va adabiyotga taalluqlidir. Yana bir muhim natija shuki, har ikki tilda hayvon nomlari bilan bog‘liq frazeologizmlar insoniyat tarixidagi qadimiy mifologik va diniy tasavvurlar bilan chambarchas bog‘liq. Masalan, ingliz tilidagi "serpent" (ilon) salbiy obrazga ega bo‘lib, Injildagi syujetga borib taqaladi, o‘zbek tilida esa "ilon" ko‘proq xavf va bexavotirlik timsoli sifatida qo‘llanadi.

MUHOKAMA

O‘tkazilgan tadqiqot natijalari ingliz va o‘zbek tillarida hayvon nomlari ishtirokidagi frazeologik birliklarning nafaqat leksik-semantik jihatdan, balki madaniy va tarixiy ildizlari jihatidan ham farqlanishini ko‘rsatdi. Masalan, ingliz tilida "dog" so‘zi do‘stlik va sadoqatni bildiradigan holatlarda qo‘llanilgan bo‘lsa-da, ayrim birliklarda (masalan, "a dirty dog") salbiy ma’noga ega. O‘zbek tilida esa "it" so‘zi asosan past baholovchi ma’noda qo‘llanadi. Bu tafovut har bir til va madaniyatda hayvon obrazlari

qanday talqin etilishi milliy tafakkur bilan uzviy bog‘liq ekanligini tasdiqlaydi.

Shuningdek, o‘zbek tilida frazeologizmlarning ko‘plab birikmalari xalq og‘zaki ijodining mahsuli bo‘lib, ularning shakllanishida milliy urf-odatlar, tarixiy voqealar va hayot tarzi muhim rol o‘ynagan. Ingliz tilida esa ko‘plab zoofrazeologizmlar Bibliyadagi syujetlar, antik mifologiya va o‘rta asr adabiyotidan olingan. Tadqiqotda aniqlangan yana bir muhim jihat — bu frazeologik birliklarning zamonaviy nutqdagi qo‘llanish chastotasi. Ingliz tilida ular keng qo‘llanilayotgan bo‘lsa, o‘zbek tilida ba’zilari faqat adabiy va folklor matnlarida uchraydi. Mazkur natijalar ikkala tildagi frazeologizmlarning tarjimasi va taqqosiy o‘rganilishi davomida madaniyatlararo kommunikatsiyada muhim ahamiyatga ega bo‘lishini ko‘rsatadi. Chunki to‘g‘ri talqin va ekvivalent topish uchun faqat lug‘aviy emas, balki madaniy kontekstni ham hisobga olish zarur.

XULOSA

Tadqiqot jarayonida ingliz va o‘zbek tillaridagi hayvon nomlari ishtirokidagi frazeologik birliklar semantik, struktur va madaniy jihatdan tahlil qilindi. Olingan natijalar shuni ko‘rsatdiki, ikki tilda ko‘plab umumiyliklar mavjud bo‘lsa-da, ular orasida muhim milliy va madaniy tafovutlar ham bor. Ayniqsa, ayrim hayvon obrazlari har bir tilda turlicha semantik yuklama va emotsional rangga ega bo‘lib, bu ularning tarixiy va madaniy kontekstiga bog‘liq. Tadqiqot zoofrazeologizmlarning tarjimasi, taqqosiy o‘rganilishi va ularning zamonaviy kommunikatsiyadagi o‘rnini chuqurroq anglash uchun muhim zamin yaratdi. Bu natijalar, ayniqsa, tarjimonlar, tilshunoslar va madaniyatshunoslar uchun amaliy ahamiyat kasb etadi. Kelgusida mazkur mavzuni kengaytirish maqsadida boshqa tillar (masalan, rus, turk, nemis) bilan qiyosiy tahlil o‘tkazish va zoofrazeologizmlarning zamonaviy media va internet tilida qanday rivojlanayotganini o‘rganish tavsiya etiladi.

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Cultivation Of High And Quality Grain Crops From Autumn Triticale In Semi-Desert Regions

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Abstract
This article presents a comprehensive analysis of sowing dates, seeding rates, and cultivation technology of the autumn triticale varieties “Svat” under the soil and climatic conditions of the Navoi region. The study examines plant growth and development, viability, productivity, and quality indicators of the yield. In addition, data obtained on optimal sowing dates and seeding rates of autumn triticale seeds are thoroughly analyzed.
Since triticale is a hybrid of wheat and rye, it is considered a crop with higher adaptability compared to both wheat and rye. The protein content of the grain ranges from 12–13%, while straw contains 10–12% protein. The crop is widely used as feed for livestock, and its grain is utilized in the production of bread and animal feed. However, the quality of bread products made from triticale grain is lower than that of wheat flour. Depending on soil and climatic conditions, grain yield ranges from 45–65 centners per hectare, while green biomass yield amounts to 340–450 centners per hectare. To achieve high yields, it is essential that fields are kept free from weeds and various diseases, and that mineral fertilizers are applied in a timely manner and at scientifically recommended rates.
Keywords: triticale, variety, sowing dates, seeding rates, fertilization, mineral fertilizers, yield.

Introduction. Today, triticale is “sown in about 65 countries of the world on more than 5.0 million hectares per year, producing 14-16 million tons of grain per year, and an average of 3.5-4.0 tons of grain per hectare [1].” The countries that grow triticale on large areas include “Poland, Germany, Belarus, Russia and the USA, which produce 87.8 percent of the triticale grain produced in the world [2].” Today, triticale is considered the highest quality feed for livestock and is of great importance in strengthening the high-quality feed base for livestock in order to fully satisfy the needs of the world's population in dairy and meat products throughout the year. In this regard, it is important to determine the optimal planting dates and norms for local and foreign varieties acclimatized to our local conditions in various natural climatic conditions, and to develop and produce scientifically based recommendations for the development of agrotechnical measures in accordance with this. As a result of the fundamental reforms carried out by our Government in recent years to develop livestock farming and strengthen the feed base, many varieties of triticale with high nutritional value and nutritional value have been imported from foreign countries and introduced into the climatic conditions of our Republic, which has resulted in an increase in the share of triticale in irrigated areas by 18.4 thousand hectares, and an average increase in grain yield per hectare by 4.8 centners. The Decree of the President of the Republic of Uzbekistan No. PF-5853 dated October 23, 2019 “On Approval of the Strategy for the Development of Agriculture of the Republic of Uzbekistan for 2020-2030” sets many tasks for agricultural workers to “satisfy the domestic market demand for dairy and meat products, taking into account the needs of the population, at

[1] https://data.worldbank.org/indicator/AG.YLD.CREL.KG
[2] https://apps.fas.usda.gov/psdonline/circulars/production.pdf

the expense of domestic capabilities and halving the volume of imported products," and strengthening scientific research is of great importance in ensuring the implementation of these tasks. The study includes the effects of sowing dates and rates of winter triticale varieties on seedling density, growth and development, total and productive stem number, leaf surface formation and accumulation of biological dry mass, net photosynthesis productivity, crop structure formation, grain and straw yield, grain quality indicators, and the economic efficiency of agrotechnical measures applied during cultivation in the semi-desert region of Navoi region.

Experimental methods and techniques: Scientific research was carried out in 2023-2024 in the fields of the Novoy Scientific and Experimental Station of the Scientific and Research Institute of Grain and Legume Crops, in arable loamy-meadow soils. The experiment studied the influence of seed sowing dates and criteria on the growth, development and grain yield of the winter triticale variety "Svat". In the experiment, seeds of the winter triticale variety "Swat" were sown at three different planting dates (September 15, October 1, October 15) and three planting rates (4.0 million/ha, 5.0 million/ha, 6.0 million/ha).

The methodological manual "Methods of conducting field experiments" (2007) was used to select experimental sites and place variants, the methodological manual "Methods of State Variety Testing of Agricultural Crops" (Moscow, Kolos, 1964) was used to conduct phenological observation and calculation work on winter triticale, and the methodological manual "Methods of Irrigation Experiments" (Moscow, 1985) by B.A. Dospekhov was used to provide mathematical and statistical processing of the results obtained.

Preliminary agrochemical characteristics of the experimental area.

Soil layer, cm	Humus content, %	Total forms, %			Concentration of mobile forms, mg/kg.		
		N	P	K	$N\text{-}NO_3$	P_2O_5	K_2O
0-30	0.8 8 9	0.0 82	0.1 14	1, 40	10.1	24.0	174
30-50	0.6 35	0.0 63	0.0 93	1, 18	5.4	16.3	148

According to the data obtained, at the beginning of the implementation period (2023-2024), the humus content in the 0-30 cm layer of the experimental field soil was 0.889%, total nitrogen was 0.082%, phosphorus was 0.114%, and potassium was 1.40%. In the 30-50 cm layer of the soil, the humus content was 0.635%, total nitrogen was 0.063%, phosphorus was 0.093%, and potassium was 1.18%.

When analyzing the active forms of nutrients, it was found that the 0-30 cm layer of soil contained 10.1 kg/mg of nitrate, 24.0 kg/mg of mobile phosphorus, and 174 kg/mg of exchangeable potassium, while the 30-50 cm layer of soil contained 5.4 kg/mg of nitrate, 16.3 kg/mg of mobile phosphorus, and 148 kg/mg of exchangeable potassium.

In the feeding of winter triticale, urea (46%), ammonium nitrate (N–34%), superphosphate (P_2O_5 –20%) and potassium salt (K_2O–40%) were used as nitrogen fertilizers. In the experiment, 100% of phosphorus and potassium fertilizers were applied in the fall, under plowing. Nitrogen fertilizers were divided into two, the 1st feeding was applied during the accumulation period, and the 2 nd feeding was applied during the tillering period.

Practical results of the study : In the autumn "Swat" variety of triticale, high results in terms of the number of sprouted seedlings were observed in the variants whose seeds were sown on September 15,

and it was observed that the seeds showed a higher result of 2.4-4.2 units/m 2 compared to the variants sown on October 1. it was noted that the seeds showed a higher result compared to the options planted on September 15, up to 1.8-4.8 units/m^2 , compared to the options planted on October 15 ; It was also noted that planting seeds on September 15 compared to planting seeds on October 1 and October 15, during the ripening phase of triticale plants, the height of the stem is 6.6-12.6 cm, the leaf area is 1288.9-4108.3 m^2 /ha, and the accumulation of dry mass is higher up to 6.98-20.06 ts/ha; In the winter triticale plant, sowing seeds of the "Swat" variety on September 15 led to an increase in the total number of stems at all sowing rates, with the highest number observed in variants planted on October 1-15, up to 6.3-60.6 seeds/m^2 , while high results in terms of the number of productive stems were recorded in variants planted on October 1, with the highest number observed in variants planted on September 15 and October 15, up to 3.7-25.5 seeds/m^2 ; Sowing the seeds of autumn triticale varieties on October 15 ensured that the length of one spike was up to 0.4-0.9 cm, and the weight of 1000 grains was 1.2-3.6 g higher than the sowing of seeds on September 15 and October 1. It was determined that compared to planting on October 15, the number of grains in one ear is up to 1.0-2.7 grains, and the grain weight is up to 1.8-22.3 g/l; In terms of grain yield, triticale seeds were found in options planted at the rate of 6.0 million viable seeds per hectare on October 15, and the grain yield was higher by 0.7-16.8 t/ha compared to other options, but high economic profitability was observed in options planted at the rate of 4.0 million viable seeds per hectare on October 1, compared to other options It was noted that it was high from 4.6 to 38.5 percent.

According to the obtained results, when the seeds of the autumn triticale variety "Swat" were planted at the rate of 4.0-5.0-6.0 million germinating seeds per hectare in the period of September 15, it was found that the average grain yield was 72.1-70.5-62.4 ts/ha in the 1-2-3 options, while the seeds in the period of October 1 The grain yield of 4-5-6 options planted at the rate of 4.0-5.0-6.0 million fertile seeds per hectare was 74.7-76.8-78.5 t/ha, and the grain yield of the 7-8-9 options planted at the rate of 4.0-5.0-6.0 million fertile seeds per hectare during the period of October 15 was analyzed. It was observed that it was 69.4-77.2-79.2 ts/ha.

When the obtained grain yield was studied in terms of seed sowing standards, the highest yield was recorded in option 4, where seeds were sown on October 1, and seeds were sown on September 15 and October 15, at the rate of 4.0 million viable seeds per hectare. 2.6 t/ha to 5.2 t/ha additional grain yield compared to variants. According to the options planted at the rate of 5.0 million viable seeds per hectare, high grain yield was observed in option 8, where the seeds were sown in the period of October 15, and the seeds were 0.4 ts/ha to 6.7 ts/ha higher than the options planted at the rate of 5.0 million units of fertile seeds per hectare in the periods of September 15 and October 1. The high results of the options planted at the rate of 6.0 million fertile seeds per hectare were also determined in the option where the seeds were sown on October 15, and it was noted that the seeds were 0.7 t/ha to 16.8 t/ha higher than the options planted at the rate of 6.0 million fertile seeds per hectare in the periods of September 15 and October 1.

Conclusions: Based on the results of the study conducted to determine the optimal sowing dates and seed consumption rates for the period of sowing of winter triticale "Svat" variety in the conditions of gray-meadow soils in the semi-desert region of Navoi region, the following conclusions can be drawn:

1. Due to the moderate light, heat, and humidity of the winter triticale "Svat" variety when sowing on September 15, the seeds were sown at a rate of 4.0 million seeds per hectare, up to 2.4-6.0 seeds/m^2 when sowing at a rate of 5.0 million seeds per hectare, up to 3.5-9.0 seeds/m 2 when sowing at a rate of 6.0 million seeds per hectare , up to 4.2-12.6 seeds/m^2 when sowing at a rate of 6.0 million seeds per hectare. is observed to be high.

2. At the end of the period of planting autumn triticale seeds on October 1, the actual seedling thickness will be up to 2.2-4.8 pieces/m^2 compared to the options planted at the rate of 4.0 million viable seeds per hectare on September 15 and October 15 , and up to 3.5-4.6 units/m^2 compared to the options planted at the expense of 5.0 million viable seeds . It provides 1.8-5.1 units/m^2 higher than the options planted at the expense of 6.0 million viable seeds .

3. Sowing of autumn triticale seeds on October 15 has an effect on the duration of the growing period of the variety, and it is observed that compared to sowing of seeds on September 15, it is reduced to 23-24 days, compared to October 1, to 11-12 days.

4. The planting of autumn triticale seeds on September 15 has an effect on the stem height of the variety, reaching the ripening phase, the seeds are 8.5-12.6 cm compared to sowing at the rate of 4.0 million viable seeds per hectare in the period of October 1-15, 7.1-9.8 cm compared to planting at the expense of 5.0 million viable seeds, 6.0 million viable seeds it is observed that it is 6.6-8.7 cm higher compared to sowing at the expense of seeds.

5. The sowing of autumn triticale seeds in the period of September 15 will increase the total number of stalks to 6.3-40.2 units/m ^{2} compared to sowing at the rate of 4.0 million viable seeds per hectare in the period of October 1-15, up to 38.1-60.6 units/m ^{2} compared to the sowing of 5.0 million viable seeds per hectare , at the expense of 6.0 million viable seeds It is suggested that it will be 15.5-41.7 units/m^2 higher than the one planted, while the sowing of seeds on October 1 is 8.2-25.5 units/m^2 compared to the sowing of seeds on September 15 and October 15 at the rate of 4.0 million fertile seeds per hectare , compared to the sowing of 5.0 million fertile seeds 3.7-9.9 up to 8.4-25.1 pcs / m ^{2} compared to the one planted with 6.0 million pieces of fertile seeds .

6. High grain yield in autumn triticale was recorded in the variants sown at the rate of 6.0 million viable seeds per hectare on October 15, and the grain yield was higher by 0.7 t/ha to 16.8 t/ha compared to the options where the seeds were sown at the rate of 4.0-5.0-6.0 million viable seeds per hectare on September 15 and October 1. ensured that.

7. In the conditions of the soil and climate of the semi-desert region of Navoi region, it is recommended to plant autumn triticale at the rate of 4.0 million seeds per hectare when planted in the second decade of September, 4.0 million seeds per hectare when planted in the first decade of October, and 5.0 million seeds per hectare when planted in the second decade of October.

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Effect Of Local Bentonite Powder On The Growth, Development And Yield Of Cotton Variety S-01 Under Moderately Saline Grassland Gray Soils

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Abstract
In this article, the influence of local bentonite powder on the growth and development and productivity of the regional S-01 cotton variety in the conditions of moderately saline meadow gray soils of Navoi region is studied, the obtained results are analyzed and fully explained.
Key words: Agroruda, bentonet, shelling, seed feeding, resource efficient technology, irrigation, cotton, productivity.

Enter. The size of irrigated farming areas in the republic is 8-9% of the total land area, and these existing irrigated lands are the gold fund of the republic.

Among them, Uzbekistan has consumed 169% of its water reserves and has reached a critical level in relation to water resources. Problems of water supply, water scarcity, water pollution and overuse in agriculture need to be solved urgently. As we confront the negative impacts of climate change, it is imperative that food systems are transformed and stabilized first.

In order to provide stable and guaranteed supply of water to all sectors of the population and economy in our country, large-scale works are being carried out on the development of irrigation, the improvement of the water management infrastructure and the reclamation of irrigated lands, and the efficient and rational use of land and water resources.

At the same time, due to global climate change, increasing population and year-by-year demand for water, increasing water resource shortage may be one of the main limiting factors for the future development of the country.

The situation requires the scientific justification of the ways of rational use of land and water resources, the development of technologies for the effective use of land and water resources, and making proposals and recommendations for production, based on the different soil and climatic conditions of the republic, which preserve and increase soil fertility, and ensure the demand of the population for food products.

Physical and chemical composition of soils: The experimental field is located in the Karmana district of the Navoi region, the soil is gray loam, the water table is in the range of 2.5-3.0 m, and it rises at different times during the season.

Also, when the soil of the experimental field was analyzed before the experiment, the amount of humus in the 0-30 cm layer of the soil was 1.12%, total nitrogen - 0.13%, total phosphorus - 0.23%, nitrate nitrogen - 14.1 mg/kg, mobile phosphorus - 21.3 mg/kg, and exchangeable potassium content was 198 mg/kg, while the amount in the 30-50 cm layer of the soil was respectively It was found to be 0.78%, 0.06%, 0.15%, 7.6 mg/kg, 16.1 mg/kg and 1.72 mg/kg. According to the results of the analysis, the amount of these ions does not have a harmful effect due to the correct use of agrotechnical measures in cotton care (Table 1).

When the level of salinity of the soil of the field where the scientific research work was

carried out was studied according to the genetic layers, it was observed that it was weakly saline according to the amount of dry residue and chlorine in the soil, and as a result of seasonal irrigation, it decreased somewhat after irrigation.

Table 1. Agrochemical soil conditions of experimental field soils

Soil layer, cm	Hummus, %	Total nitrogen,%	Total phosphorus, %	Nitrate nitrogen, mg/kg	Mobile phosphorus, mg/kg	Exchangeable potassium, mg/kg
0-30	1,12	0,13	0,23	14,1	21,3	198
30-50	0,78	0,06	0,15	7,6	16,1	172

The amount of salt in the field soil definitely affects the germination and growth of the seed. In the experiment, seed germination and growth of seed encapsulation with bentonite mud was observed. Despite having the same nutrient and salinity level of the soil, it was found that the germination of the seeds sown in normal and encapsulated manner was faster and more in all varieties.

From the results obtained from the soil analysis of the experimental fields, it can be concluded that the amount of nutrients in the soil was kept almost unchanged and the soil fertility did not decrease due to the mineral fertilizers used every year.

The system and methodology of the experiment: To implement the planned tasks, the field experiment was conducted in the conditions of light gray soil prone to salinity.

Experiments on the use of bentonite clay powder in cotton care were conducted in 4 variants and 3 returns. Each return area is 666 m2 (28.8 m wide x 23 m long), with a total experimental area of 0.2 ha (666 x 3).

Table 2. Design of the experiment on the use of bentonite clay powder in cotton

No	Options name	The rate of bentonite used in seed shelling, kg/t	Suspension composition	
			Urea, kg/ha	Bentonite, kg/ha
1	Control	-	5	-
2	Planted with bark	100	5	-
3	Planted under cover and fed with bentonite suspension from the leaf	100	5	1
4	Planted in the usual way and fed with bentonite suspension	-	5	1

All agrotechnological measures used for crop care in the experiment were carried out according to the recommendations accepted for the study areas and PSUEAITI methodical manuals and methods.

In order to meet the nutrient requirements of cotton in the cotton field designated for

experiments, mineral fertilizers were used: ammonium nitrate - NH4NO3 (N - 34.6±0.5%), ammophos - NH4H2PO4 (N - 11-12%, P2O5 - 46%) and 40% potassium salt, and urea - CO(NH2)2 (N - 46%) mineral in foliar feeding. fertilizers were used.

In case of cotton varieties, seeding in shell had a specific effect on their germination and healthy development of existing seedlings. When observations were made 6 days after the date of seed sowing, the number of germinated seedlings was 68-70% in the variants of the S-01 variety planted in the normal way, while in the case of the shell-planted variant, these indicators were 84%. The same indicators, when observed 3-5 days after the start of germination, were 92% in conventionally planted options, and 97% in shelled options (Table 3). Since the seeds were planted in a shell with bentonite clay powder, it had a unique positive effect on their germination in the spring and the healthy and vigorous growth of the seedlings. The reason for this is the richness of microelements in the composition of bentonite clay and its sorption properties.

Table 3. Effect of seed coating with bentonite clay powder on cotton germination, %.

No	Options	S-01 Date of planting: 14.04.22.		
		20.04	22.04	23.04
1	Control	68	89	92
2	Planted with bark	84	96	97
3	Planted with bark + bentonite suspension	83	95	97
4	Bentonite suspension	70	88	91

Feeding of cotton with bentonite and mineral fertilizer suspension during the growing season caused healthy development of existing seedlings. At the beginning of the season, there were an average of 83,100 seedlings in the control variant of the S-01 variety in the experimental field, but by the end of the period of operation, as a result of various unfavorable climatic conditions and other measures, a decrease in the number of seedlings was observed by 4,400 units.

In the options where bentonite clay powder was used only for seed shelling, the number of seedlings decreased from 84,500 seedlings at the beginning of the operation period to 3,300 units at the end of the operation period.

Among the options studied in the experimental field during the operation period, the best preservation of seedlings was observed in the options that used shelling from bentonite clay powder and urea in foliar feeding, that is, the thickness of seedlings decreased by 2, 1 thousand pieces (Table 4).

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Table 4. Effect of application of bentonite clay powder in shelling and foliar feeding on seedling thickness of cotton (at the beginning and end of the validity period)

No	Options	S-01	
		the number of seedlings at the beginning of the validity period, thousand/ha	the number of seedlings at the end of the validity period, thousand/ha
1	Control	93.1	88,7
2	Planted with bark	94.6	91,3
3	Planted with bark + bentonite suspension	94.5	92,5
4	Bentonite suspension	92.9	91,9

It can be said that crusting with bentonite clay powder and using a suspension with urea in foliar feeding caused a reduction in the mortality of existing seedlings. The use of bentonite clay powder in foliar feeding during the growing season helps the plant in stressful situations in various adverse environmental conditions. The fact that bentonite clay retains water for a long time, forms a thin film when sprinkled on the surface of the leaf, protects the water from excessive evaporation from the surface of the leaf, and also prevents the evaporation of the mineral fertilizer sprinkled with it and causes it to be fully absorbed, has a positive effect on the development of the plant.

Significant changes in cotton yield were observed in the methods used in our experiments: shelling with bentonite clay powder and mixing bentonite clay powder with mineral fertilizer suspension during foliar feeding.

In the S-01 variety, the yield index was 38 t/ha in the control variant, 41.9 in the case of the seed sown in husks, 45.2 in the case of the seed sown in husks and foliar feeding with bentonite+urea suspension 3 times, and 42.5 t/ha in the option of foliar feeding only with bentonite+urea suspension 3 times. This, in turn, indicates that 3.9, 7.2 and 4.5 t/ha or 10.2, 18.9 and 11.8% additional yield was obtained, respectively (Table 5).

Table 5. Effect of application of bentonite clay powder in shelling and foliar feeding on cotton yield

T/r	Options	Productivity, ts/ha	Additional yield compared to the control, ts/ha	Additional yield compared to control, %
S-01				
1	Control	38,0	-	-
2	Planted with bark	41,9	3,9	10,2

3	Planted with bark + bentonite suspension	45,2	7,2	18,9
4	Bentonite suspension	42,5	4,5	11,8

In conclusion, it can be said that the above-mentioned properties of bentonite clay gave positive results in cotton yield in the experiments. It was found that it is possible to achieve high productivity using bentonite clays even with irrigation 3 times instead of 4 times during the season, i.e. saving up to 700-1000 m3 of irrigation water.

Conclusions: 1. In the experimental field of using bentonite clay powder in the S-01 cotton variety, the highest rate of 97% was observed in the shell-planted variant. Among the options studied during the implementation period, the best preservation of seedlings was observed in the options that used shelling from bentonite clay powder and suspension with urea in foliar feeding, that is, seedling thickness was 82.5%.

2. The highest cotton yield of 45.2 t/ha was obtained in the variant of S-01 variety, in which the seed was sown with a shell and fed 3 times with bentonite + urea suspension. This, in turn, indicates an additional yield of 7.2 tons/ha or 18.9%.

3. Saving 700-1000 m3 of irrigation water was achieved in the care of cotton in the experimental area irrigated during the season.

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Methodology For Enhancing The Pedagogical Mastery Of Prospective Primary School Teachers Through National Upbringing

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Abstract
This article addresses the issue of enhancing the pedagogical mastery of prospective primary school teachers through the integration of national upbringing values into their professional training. The role of national traditions, moral and ethical norms, and elements of folk pedagogy in shaping the teacher's personality is analyzed from a methodological perspective. The study substantiates approaches aimed at developing prospective teachers' skills in consciously planning educational activities, organizing the teaching process based on national values, and generating creative solutions appropriate to pedagogical situations. The research contributes to the improvement of effective methodological foundations for the formation of pedagogical mastery within the primary education system.
Keywords: national upbringing, pedagogical mastery, prospective teacher, primary education, professional competence, educational activity, folk pedagogy, moral and ethical values, methodological preparedness, pedagogical creativity.
Annotatsiya
Bu maqolada milliy tarbiya qadriyatlarini bo‘lajak boshlang‘ich ta’lim o‘qituvchilarining kasbiy tayyorgarligiga integratsiya qilish orqali ularning pedagogik mahoratini oshirish masalasi yoritilgan. Milliy an’analar, ma’naviy-axloqiy me’yorlar va xalq pedagogikasi elementlarining o‘qituvchi shaxsini shakllantirishdagi o‘rni metodik nuqtayi nazardan tahlil qilingan. Bo‘lajak o‘qituvchilarda tarbiyaviy faoliyatni ongli rejalashtirish, milliy qadriyatlarga tayangan holda ta’lim jarayonini tashkil etish hamda pedagogik vaziyatlarga mos ijodiy yechimlar ishlab chiqish ko‘nikmalarini rivojlantirishga qaratilgan yondashuvlar asoslangan. Boshlang‘ich ta’lim tizimida pedagogik mahoratni shakllantirishning samarali metodik asoslarini takomillashtirishga xizmat qiladi.
Kalit so‘zlar: milliy tarbiya, pedagogik mahorat, bo‘lajak o‘qituvchi, boshlang‘ich ta’lim, kasbiy kompetensiya, tarbiyaviy faoliyat, xalq pedagogikasi, ma’naviy-axloqiy qadriyatlar, metodik tayyorgarlik, pedagogik ijodkorlik

KIRISH

Ma’lumki, ota-bobolarimiz qadimdan bebaho boylik bo‘lmish ilm-u ma’rifat, ta’lim va tarbiyani inson kamoloti va millat ravnaqining eng asosiy sharti va garovi deb bilgan. Albatta, ta’lim-tarbiya – ong mahsuli, lekin ayni vaqtda ong darajasi va uning rivojini ham belgilaydigan, ya’ni xalq ma’naviyatini shakllantiradigan va boyitadigan eng muhim omildir.[9]

Ta’lim tizimining jadal yangilanishi sharoitida bo‘lajak boshlang‘ich ta’lim o‘qituvchilarining pedagogik mahoratini rivojlantirish muammosi alohida dolzarblik kasb etmoqda. Boshlang‘ich ta’lim bosqichida o‘quvchi shaxsining asosiy axloqiy, ijtimoiy va intellektual sifatlari shakllanishi inobatga olinsa, ushbu jarayonda o‘qituvchining kasbiy mahorati va tarbiyaviy salohiyati hal qiluvchi omil sifatida namoyon bo‘ladi. Bo‘lajak o‘qituvchilarni tayyorlash jarayonida milliy tarbiya asosidagi pedagogik dunyoqarashini shakllantirish zarurati yuzaga kelmoqda.

Milliy tarbiya xalqning tarixiy tajribasi, madaniy merosi, ma’naviy-axloqiy

qadriyatlari va an'analariga tayangan holda shaxsni kamol toptirishga xizmat qiluvchi muhim ijtimoiy-pedagogik hodisa hisoblanadi. Tarbiya turi o'qituvchidan nafaqat bilim beruvchi mutaxassis, balki milliy qadriyatlarni anglagan, ularni zamonaviy ta'lim jarayoniga mos ravishda tatbiq eta oladigan pedagogik mahorat egasi bo'lishni talab etadi. Bo'lajak boshlang'ich ta'lim o'qituvchilarida milliy tarbiya mazmunini ongli ravishda pedagogik faoliyatga integratsiya qilish ko'nikmalari yetarli darajada shakllanmagan bo'lib, bu holat ularning kasbiy tayyorgarligida muayyan bo'shliqlar mavjudligini ko'rsatadi.

Milliy tarbiya orqali bo'lajak boshlang'ich ta'lim o'qituvchilarining pedagogik mahoratini oshirishga qaratilgan metodik yondashuvlarni ishlab chiqish va ilmiy asoslash bugungi ta'lim islohotlari sharoitida muhim ilmiy-amaliy vazifa hisoblanadi. "Ta'lim jarayonining madaniy qadriyatlarga tayanishi o'qituvchida pedagogik mas'uliyat va axloqiy ongni rivojlantiradi. Bunday yondashuv o'qituvchining tarbiyaviy faoliyatini ongli va ijtimoiy ahamiyatli qilishga xizmat qiladi[2]. O'qituvchining tarbiyaviy faoliyatni ongli rejalashtirish, pedagogik vaziyatlarni milliy qadriyatlar asosida tahlil qilish va ularga mos ijodiy yechimlar topish qobiliyatini rivojlantirishga xizmat qiladi. Bo'lajak o'qituvchilarning pedagogik mahorati nafaqat kasbiy kompetensiyalar majmui sifatida, balki milliy-ma'naviy asosga ega bo'lgan yaxlit kasbiy sifat darajasida shakllanadi.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Milliy tarbiya mazmuni bo'lajak o'qituvchini tayyorlash tizimida metodik fanlar, amaliyot, sinfdan tashqari tarbiyaviy ishlarni loyihalash, psixologik-pedagogik diagnostika, kommunikativ treninglar bilan uzviy integratsiyada berilganda samaradorlik ortishini ko'rsatadigan yondashuvlarga tayanganini anglatadi. Milliy tarbiya tushunchasi, odatda, xalqning tarixiy xotirasi, urf-odat va an'analari, ma'naviy-axloqiy me'yorlari, madaniy merosi hamda jamiyat tomonidan e'tirof etilgan qadriyatlar tizimiga tayangan holda shaxsni kamol toptirish jarayoni sifatida izohlanadi. "Milliy tarbiya o'qituvchi shaxsining ma'naviy-axloqiy tayanchini shakllantiruvchi asosiy omil bo'lib, u pedagogik faoliyatning mazmuni va yo'nalishini belgilaydi[1]. Milliy tarbiya shaxsning ijtimoiy moslashuvi, fuqarolik pozitsiyasi, axloqiy tanlovi va kommunikativ xulqini belgilovchi me'yoriy-madaniy maydon sifatida ko'riladi.

Milliy tarbiya komponentini zamonaviy ta'lim talablari bilan uyg'unlashtirish masalasi ham yoritiladi, ya'ni qadriyatlar asosidagi tarbiya ochiq, muloqotga tayyor, tolerant va hamkorlikka yo'naltirilgan ijtimoiy muhitni shakllantirishga xizmat qilishi, bolada mustaqil fikrlash, o'zini anglash, ijtimoiy mas'uliyatni rivojlantirishi zarurligi ta'kidlanadi. "Milliy tarbiya orqali o'qituvchining pedagogik madaniyati shakllanadi va bu jarayon kasbiy kompetensiyalarning barqaror rivojlanishiga olib keladi[4]. Milliy tarbiyani ta'lim jarayoniga kiritish ko'pincha deklarativ bayonlar, o'qituvchining dars dizayni, tarbiyaviy vaziyatlarni tahlil qilish, sinfda ijtimoiy-axloqiy muammolarni yumshoq boshqarish hamda o'quvchi xulqini shakllantirish texnologiyalariga tadbiq qila olishiga bog'liq. "Boshlang'ich ta'lim o'qituvchisining kasbiy yetukligi tarbiyaviy faoliyatni ongli tashkil etish va milliy qadriyatlarga tayangan pedagogik qarorlar bilan belgilanadi[8]. O'qituvchi mahoratini rivojlantirishga oid ilmiy yondashuvlar kompetensiyaviy va shaxsga yo'naltirilgan yondashuv bo'lib, unda bo'lajak o'qituvchining qadriyat yo'nalishi, motivatsiyasi, kasbiy identifikatsiyasi, hamda kasbiy-axloqiy pozitsiyasi asosiy o'ringa chiqariladi. "Bo'lajak

o‘qituvchilarning pedagogik mahoratini oshirishda milliy va umuminsoniy qadriyatlar uyg‘unligi metodik samaradorlikni ta’minlaydi[3].

Bo‘lajak boshlang‘ich ta’lim o‘qituvchilarini tayyorlash jarayoni, predmet sifatida esa milliy tarbiya asosida pedagogik mahoratni oshirish metodikasining mazmuni, shakl va vositalari hamda uning samaradorlik shartlari olinadi.

“Qadriyatga asoslangan pedagogik qarorlar” metodi

Bo‘lajak boshlang‘ich ta’lim o‘qituvchilarining pedagogik mahoratini milliy tarbiya qadriyatlarini pedagogik qaror qabul qilish mexanizmiga aylantirish orqali oshirishga qaratilgan. Milliy tarbiya mazmuni aniq pedagogik vaziyatlarda qaror qabul qilishning ichki mezoni sifatida ishlatiladi. Bo‘lajak o‘qituvchi pedagogik mahoratni qadriyatlarga tayangan holda mustaqil pedagogik fikrlash orqali egallaydi. Metod bo‘lajak o‘qituvchining har bir pedagogik vaziyatda uch bosqichli fikrlash konstruksiyasini shakllantirishga asoslanadi. Qadriyatni aniqlash, pedagogik qarorni qurish va reflektiv asoslash. Bu jarayonda milliy tarbiya pedagogik mahoratning ichki tayanchiga aylanadi va o‘qituvchining kasbiy xulq-atvorini ongli boshqarishga xizmat qiladi.

Metod o‘tkazishda, avvalo, bo‘lajak o‘qituvchiga real yoki modelga yaqin pedagogik vaziyat taqdim etiladi. Qadriyat o‘qituvchi tomonidan oldindan aytilmaydi, talabaning o‘zi tomonidan anglanadi. Talaba aniqlangan qadriyatga tayangan holda pedagogik qarorni loyihalaydi, o‘z qarorini reflektiv tarzda asoslaydi, ya’ni nega aynan shu qaror tanlanganini va u qanday tarbiyaviy natijaga olib kelishini izohlaydi. Ushbu metod mavjud metodikalarda uchramaydi va bo‘lajak o‘qituvchilar tayyorlash tizimida yangi metodik yechim sifatida qo‘llanishi mumkin. Metodikaning samaradorligini bo‘lajak o‘qituvchining tarbiyaviy qarorlarida mazmuniy chuqurlik, pedagogik vaziyatlarga moslashuvchanlik, kommunikativ madaniyat, ma’naviy-me’yoriy barqarorlik va dars-tarbiyaviy ishlarni loyihalash sifati oshishi metodikaning asosiy kutiladigan natijalari sifatida talqin etiladi.

NATIJALAR

Tadqiqot jarayonida milliy tarbiya asosida ishlab chiqilgan metodikaning bo‘lajak boshlang‘ich ta’lim o‘qituvchilarining pedagogik mahoratini shakllantirish va rivojlantirishdagi samaradorligi bosqichma-bosqich kuzatildi hamda tahlil qilindi. Milliy tarbiya komponenti pedagogik faoliyatga tizimli va ongli ravishda integratsiya qilinganda, bo‘lajak o‘qituvchilarning kasbiy tayyorgarligi sifat jihatidan yangi bosqichga ko‘tariladi. Milliy tarbiya ko‘pincha umumiy tushuncha yoki deklarativ g‘oya sifatida qabul qilingan, pedagogik qarorlar qabul qilish jarayonida esa u yetakchi mezon sifatida ishlatilmagan. O‘qituvchilarda pedagogik mahoratning mazmuniy chuqurlashuvi kuzatilganini ko‘rsatdi. Pedagogik vaziyatlarni tahlil qilish jarayonida talabalarning qarorlari ancha asoslangan, ijtimoiy va axloqiy jihatdan puxta hamda boshlang‘ich sinf o‘quvchilari psixologiyasiga mos bo‘la boshladi. Milliy tarbiya qadriyatlari tarbiyaviy qarorlarning ichki mezoni sifatida namoyon bo‘ldi. Bu holat bo‘lajak o‘qituvchilarning pedagogik fikrlashida me’yoriy barqarorlik paydo bo‘lishiga olib keldi, ya’ni ular murakkab tarbiyaviy vaziyatlarda ham o‘z pozitsiyasini yo‘qotmasdan, milliy-axloqiy asosga tayangan holda yechim topishga intila boshladilar. “O‘qituvchilik faoliyati axloqiy va madaniy mazmunga ega bo‘lgan ijtimoiy-pedagogik faoliyat hisoblanadi[7]. Bo‘lajak o‘qituvchilarning tarbiyaviy faoliyatni rejalashtirish ko‘nikmalari sezilarli darajada takomillashdi. Tarbiyaviy ishlar ko‘proq tayyor andozalar asosida tuzilgan bo‘lsa, metodika joriy etilgandan so‘ng talabalarning rejalari maqsadga

yo‘naltirilgan, mazmunan boy va milliy tarbiya qadriyatlari bilan uzviy bog‘langan holda ishlab chiqila boshlandi. Bu pedagogik mahoratning muhim belgisi bo‘lgan ongli rejalashtirish kompetensiyasining rivojlanganidan dalolat beradi.

Bo‘lajak o‘qituvchilarning pedagogik muloqot madaniyatida ham ijobiy siljishlar kuzatildi. Milliy tarbiya asosida olib borilgan mashg‘ulotlar natijasida talabalar bolalar bilan muloqotda muloyimlik, hurmat, sabr-toqat va empatiya kabi sifatlarni faol namoyon eta boshladilar. Pedagogik nutqning mazmuniy va emotsional jihatdan boyishiga, ishonch va hamkorlikka asoslangan shaklga o‘tishiga sabab bo‘ldi. Natijada pedagogik mahoratning kommunikativ komponenti mustahkamlandi. “Pedagogik mahorat o‘qituvchining o‘z faoliyatini doimiy tahlil qilishi va uni madaniy hamda tarbiyaviy kontekst bilan uyg‘unlashtira olishi jarayonida rivojlanadi[5]. O‘qituvchi o‘z faoliyatini tashqi bahoga bog‘lamay, ichki kasbiy-me’yoriy mezonlar asosida tahlil qila boshladi. Milliy tarbiya asosida ishlab chiqilgan metodikaning bo‘lajak boshlang‘ich ta’lim o‘qituvchilarining pedagogik mahoratini kompleks ravishda rivojlantirishga xizmat qilganini ko‘rsatdi. Pedagogik mahorat qadriyatlarga tayangan kasbiy madaniyat sifatida shakllandi.

MUHOKAMA

Milliy tarbiya asosida ishlab chiqilgan metodika bo‘lajak boshlang‘ich ta’lim o‘qituvchilarining pedagogik mahoratini rivojlantirishda samarali vosita, metodologik jihatdan muhim konseptual yondashuv sifatida ham namoyon bo‘ladi. Boshlang‘ich ta’lim o‘qituvchilarini tayyorlash jarayonida milliy tarbiya komponentining tizimli qo‘llanilishi pedagogik faoliyatning mazmuniy, axloqiy va kommunikativ jihatlarini uyg‘unlashtirishga imkon berishi namoyon bo‘ldi.

Milliy tarbiya metodikasi pedagogik mahoratni rivojlantirishda ichki motivatsion omil sifatida faoliyat yuritadi. Milliy tarbiya asosida tashkil etilgan metodik ta’sir ularni ichki kasbiy pozitsiyani shakllantirishga undaydi. Bu holat pedagogik qarorlar qabul qilish jarayonida mustaqillik, mas’uliyat va axloqiy barqarorlikning kuchayishiga olib keladi. Pedagogik mahorat ichki barqarorlik orqali mustahkamlanadi va u tashqi sharoitlar o‘zgarishiga kamroq bog‘liq bo‘ladi. “O‘qituvchilarni tayyorlash jarayonida pedagogik qarorlarni yo‘naltiruvchi qadriyatga asoslangan pozitsiyalar ham muhim ahamiyat kasb etadi[6]. Milliy tarbiya qadriyatlari bo‘lajak o‘qituvchining shaxsiy dunyoqarashi va kasbiy identifikatsiyasini shakllantiruvchi omil sifatida namoyon bo‘ladi. Milliy tarbiya asosida shakllangan pedagogik mahorat o‘qituvchining tarbiyaviy ta’sirida tabiiylik va ishonchlilikni ta’minlaydi.

Milliy tarbiya metodikasi pedagogik muloqotni buyruq va nazoratga asoslangan shakldan hamkorlik, hurmat va tushunishga asoslangan shaklga o‘tkazishga xizmat qiladi. Bu holat boshlang‘ich sinf o‘quvchilarining yosh va psixologik xususiyatlariga mos bo‘lib, o‘qituvchi bilan o‘quvchi o‘rtasida ishonchli munosabatlarning shakllanishiga zamin yaratadi. Bunday muloqot muhiti pedagogik mahoratning muhim ko‘rsatkichi hisoblanadi, chunki o‘qituvchi tarbiyaviy jarayonni boshqaruvchi yetakchi shaxs sifatida namoyon bo‘ladi. Milliy tarbiya asosida tashkil etilgan faoliyat bo‘lajak o‘qituvchilarga o‘z pedagogik harakatlarini tanqidiy tahlil qilish, qarorlarining axloqiy va tarbiyaviy oqibatlarini baholash imkonini berdi. Milliy qadriyatlarning mezon sifatida ishlatilishi pedagogik mahoratni yanada ongli va maqsadga yo‘naltirilgan qiladi. Bu esa o‘qituvchining kasbiy rivojlanishida o‘z-o‘zini boshqarish mexanizmlarining shakllanganidan dalolat beradi.

Milliy tarbiya bilan bog‘langan ijodkorlik vaziyatga mos, maqsadli va ma’naviy asoslangan pedagogik yechimlar ishlab chiqishni anglatadi. Bo‘lajak o‘qituvchilar milliy qadriyatlarga tayangan holda ishlab chiqqan ijodiy yechimlar puxta o‘ylangan va pedagogik jihatdan asoslangan bo‘ladi. Milliy tarbiya asosida ishlab chiqilgan metodikaning bo‘lajak boshlang‘ich ta’lim o‘qituvchilarining pedagogik mahoratini rivojlantirishda kompleks va tizimli ta’sir ko‘rsatishini tasdiqlaydi. Boshlang‘ich ta’lim sifatini oshirish va tarbiyaviy jarayonni mazmunan boyitishda muhim ilmiy-amaliy ahamiyatga ega ekanini asoslaydi.

XULOSA

Milliy tarbiya orqali bo‘lajak boshlang‘ich ta’lim o‘qituvchilarining pedagogik mahoratini oshirish metodikasi zamonaviy ta’lim tizimi ehtiyojlariga mos, nazariy va amaliy jihatdan asoslangan hamda yuqori pedagogik samaradorlikka ega yondashuv hisoblanadi. Pedagogik mahorat tushunchasi darsni tashkil etish texnikasi va qadriyatlarga tayangan kasbiy madaniyat, shaxsiy pozitsiya va pedagogik mas’uliyatning yaxlit tizimi sifatida talqin qilindi. Bo‘lajak boshlang‘ich ta’lim o‘qituvchilarini tayyorlash jarayonida milliy tarbiyaning metodik imkoniyatlarini chuqurroq ochib berishga xizmat qildi.

Milliy tarbiya pedagogik mahoratni rivojlantirishda pedagogik faoliyatni ichkaridan boshqaruvchi mazmuniy tayanch sifatida namoyon bo‘ladi. Milliy qadriyatlar, ma’naviy-axloqiy me’yorlar va xalq pedagogikasi elementlari bo‘lajak o‘qituvchilarning kasbiy qarorlarida, tarbiyaviy vaziyatlarga munosabatida hamda pedagogik muloqotida barqaror mezon vazifasini bajara boshlaydi. Milliy tarbiya asosida tashkil etilgan metodikamiz pedagogik faoliyatning mazmuniy chuqurlashuviga olib keldi, o‘qituvchi har bir tarbiyaviy yoki didaktik qarorni ma’naviy-me’yoriy nuqtayi nazardan asoslashga intildi. Bu holat pedagogik mahoratning ichki barqarorligini ta’minlab, o‘qituvchining kasbiy faoliyatida mustahkam axloqiy pozitsiya shakllanishiga zamin yaratdi.

Boshlang‘ich ta’lim o‘qituvchilarini tayyorlash tizimida milliy tarbiya komponentini pedagogik mahoratni shakllantiruvchi markaziy metodik mexanizm sifatida qarash zarurligini asoslab berdi. Bo‘lajak o‘qituvchilarni kasbiy faoliyatga tayyorlash jarayonida bilim, ko‘nikma va malakalarning qadriyatlarga tayangan holda uyg‘un rivojlanishini ta’minlaydi. Milliy tarbiya orqali bo‘lajak boshlang‘ich ta’lim o‘qituvchilarining pedagogik mahoratini oshirish metodikasining ilmiy-amaliy ahamiyatga ega ekanini, uning ta’lim jarayoniga joriy etilishi boshlang‘ich ta’lim sifatini oshirish, o‘qituvchining kasbiy madaniyatini yuksaltirish va tarbiyaviy faoliyatning mazmunini boyitishga xizmat qilishini ko‘rsatadi.

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Sadriddinova Zulfiya Mirzaliyevna Qo‘qon universiteti Ta’lim kafedrasi katta o‘qituvchisi, MILLIY TARBIYA ASOSIDA BO‘LAJAK BOSHLANG’ICH TA’LIM O‘QITUVCHILARINING PEDAGOGIK MAHORATINI RIVOJLANTIRISH USULLAR, QO‘QON DAVLAT PEDAGOGIKA INSTITUTI ILMIY XABARLARI (2025-yil 8-son) 475-bet.

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Methodology Of Forming Children's Worldview Based On Empirical Experiences In The Process Of Preschool Education

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Abstract
This article examines the role and importance of the empirical method (experimental) in shaping the worldview of preschool children. Issues of developing logical thinking skills through studying the environment, observing natural phenomena, and conducting simple laboratory experiments are analyzed. The article also discusses interactive methods of empirical learning and their educational effectiveness.
Keywords: preschool education, empirical method, worldview, experiment, observation, logical thinking, interactive learning.
Annotatsiya
Ushbu maqolada maktabgacha yoshdagi bolalarning dunyoqarashini shakllantirishda empirik (tajriba-sinov) metodining o‘rni va ahamiyati yoritilgan. Bolalarning atrof-muhitni o‘rganishi, tabiat hodisalarini kuzatishi va oddiy laboratoriya tajribalari orqali mantiqiy fikrlash qobiliyatini rivojlantirish masalalari tahlil qilingan. Shuningdek, maqolada empirik o‘rganishning interfaol usullari va ularning tarbiyaviy samaradorligi haqida so‘z boradi.
Kalit so‘zlar: maktabgacha ta’lim, empirik metod, dunyoqarash, tajriba, kuzatuv, mantiqiy fikrlash, interfaol ta’lim.

Kirish

Bolalik davri inson hayotidagi eng qiziquvchan va ma’lumotlarni tez qabul qiladigan bosqichdir. Maktabgacha ta’lim tashkilotlarida bolalarga shunchaki nazariy bilim berish ularning dunyoqarashini to‘liq shakllantira olmaydi. Bu jarayonda empirik tajribalar — ya’ni "ko‘rib, ushlab va his qilib ko‘rish" orqali o‘rganish usuli yetakchi o‘rin tutadi. Ta’lim jarayonini rivojlantirish va sifatli ta’lim jarayonini tashkil qilish borasida davlat rahbari tomonidan 2022-yil 28-yanvardagi “2022-2026-yillarga mo’ljallangan Yangi O’zbekistonning taraqqiyot strategiyasito’g’risida”gi PF-60-sonli Farmoni ijrosi asosida maktabgacha ta’limda qamrov darajasini oshirish, nodavlat maktabgacha ta’lim tashkilotlarini tashkil etish, maktabgacha ta’lim tizimida ta’lim sifatini yangi bosqichga olib chiqish va interfaol ta’lim texnologiyalarini kiritishga alohida e’tibor qaratilmoqda. Maktabgacha ta’lim yoshidagi bolalarga ta’lim berish jarayonini tashkil qilish borasida O’zbekiston Respublikasi maktabgacha ta’lim tashkilotlari uchun “Ilk qadam” Davlat o’quv dasturini amaliyotda qo’llash joriy qilindi. O`zbekistonda ijtimoiy-iqtisodiy, ma’naviy-ma’rifiy sohalardagi o`zgarishlar qatorida im-tarbiya mazmunini yangilash, uni muntazam takomillashtirib borish zaruriyatini vujudga keltiradi. Bunday yangilanish va o`zgarishlar bir qator ta`lim qonunlari hamda ta`lim dasturlari asosida amalga oshirilmoqda.Bunga misol qilib O’zbekiston Respublikasi Prezidenti tomonidan 2023-yilni”Insonga e’tibor va sifatli ta’lim yili”deb e’lon qilingani vatan ravnaqi uchun kerak bo’lgan kelajak avlodni o’lab qilingan vazifadir.Bundan kelib chiqadiki har bir bola davlat e’tiborida.Hozirgi kunda maktabgacha ta’lim muassasasida ta’lim sohasida katta e’tibor qaratilmoqda.Bolalarni har tomonlama barkamol inson qilib yetishtirish uchun ya’ni bolaning jismonan sog’lom ,teran

dunyoqarashga ega bo'lishida tarbiyachi va ota -onaning o'rni juda muhimdir.Har bir bolaning manan boy kamolatga erishtirishda sifatli ta'lim va tarbiya muhim omildir.Ularning ta'lim va tarbiyasida pedagog va ota-ona juda katta masuliyat yondoshishi iozim.Bolaning axloqiy va milliy dunyoqarshini shakllantirishda pedagogning o'rni biqiyosdir.Chunki bola hayotida maktabgaha ta'lim muassasasi ilk dargoh bo'lib u yerda uning jamoaviy fikri shakllanadi .Oilada eshitgan ertak va hikoyalarini bog'chada suyujetli -rolli o'yinlar orqali o'zi ijro etadi va tassavurga ega bo'ladi.Bu tassavurlar ostida bolaning dunyoqarasi kengayadi,san'at markazida esa badiy tasavuri oshadi. Bu borada bolalarning dunyoqarashlarining shakllanishida "Ilk qadam" Davlat dasturining o'rni juda katta. "Ilk qadam" Davlat o'quv dasturi bolalarning barkamol shaxs sifatida shakllanishiga qaratilgan bo'lib, ta'lim-tarbiya jarayonining maqsadlari, vazifalari, tamoyillari, kutilayotgan natijalari, mazmuni va tashkil etilishi belgilaydigan tayanch hujjatdir. Mazkur hujjat orqali ta'lim-tarbiya jarayonini tashkil etish tamoyillari maktabgacha ta'lim tashkilotlariga tegishli tamoyillar aks ettirilgan. Ushbu tamoyillar O'zbekiston respublikasi maktabgacha ta'lim tashkilotlaridan kutilayotgan natijalarni huningdek, maktabgacha ta'lim tashkilotlari pedagoglari tomonidan davlar o'quv dasturini amalga oshirishda ta'minlash kerak bo'lgan rivojlantiruvchi muhitning xususiyatlarini maktabgacha bolalarga ta'lim berish va rivojlantirishdagi yondashuvlarni belgilaydi.

Asosiy qism: Darhaqiqat, bugungi kunda maktabgacha ta`lim sohasi har tamonlama rivojlanmoqda va juda katta e`tibor qaratilmoqda. Bolalarni har tomonlama yetuk qilib tarbiyalashda, barkamol avlod qilib yetishtirishda, avvalo, uning sog`ligi, nutqi va boshqa sifatlari, ingliz tili jihatidan savodxonligiga ham e`tibor qaratish lozimligi e'tiborga olinmoqda. Ta`limning yangi mazmuni bolaning har tomonlama kamol topishiga, ularni faollashtirishga qaratilgan ishlarni amalga oshirishda ota-ona va tarbiyachining zimmasiga katta ma'suliyat yuklashi shubhasizdir. Dunyoqarash – tartibga solingan, yaxlit ongli tizimga aylantirilgan bilim, tasavvurlar va g'oyalar majmui bo'lib, u shaxsni ma'lum qolipdan o'z shaxsiy qiyofasiga ega tarzda tabiatda munosib o'rin egallashga chorlaydi. Dunyoqarash shakllanishining yana bir xususiyati shundan iboratki, u xususiy ko'rinishlardan umumiy ko'rinishlarga, ya'ni inividual xususiyatlardan ijtimoiy xususiyatlargacha rivojlanib, takomillashib boraveradi va shuning bilan birga u ijtimoiy munosabatlar bilan chambarchas bog'liq. Dunyoqarash kishilarning yoshi, hayot tajribasi, intellektual salohiyati, mafkurasi va shu kabilar bilan bog'liq ravishda rivojlanib takomillashib boradi. Dunyoqarash insonning o'zini va dunyoni zaruriy ravishda anglashi hamda baholashi asosida shakllanadi. Bu borada hozirgi kunda yoshlarimizning ongini o'stirish va tafakkurini kengaytirish muhim ahamiyat kasb etadi. Bular orqali ularni intellektual salohiyatli siyosiy ongli qilib tarbiyalash imkoniyati yaratiladi. Shaxsning dunyoqarashi, ayniqsa, ilmiy dunyoqarashning kengligi ularning asosiy tarkibiy qismlari asosida shakllanadi.

Dunyoqarash tartibga solingan, yaxlit ongli tizimga aylantirilgan bilim,
tasavvurlar va g'oyalar majmui bo'lib, u shaxsni ma'lum qolipdan
o'z shaxsiy qiyofasiga ega tarzda tabiatda munosib o'rin egallashga chorlaydi".

Dunyoqarash shakllanishining yana bir xususiyati shundan iboratki, u xususiy
ko'rinishlardan umumiy ko'rinishlarga, ya'ni inividual xususiyatlardan ijtimoiy
xususiyatlargacha rivojlanib, takomillashib boraveradi va shuning bilan birga u

ijtimoiy munosabatlar bilan chambarchas bog‘liq. Dunyoqarash kishilarning
yoshi, hayot tajribasi, intellektual salohiyati, mafkurasi va shu kabilar bilan
bog‘liq ravishda rivojlanib takomillashib boradi

1. Empirik metodning mohiyati

Empirik metod — bu bilimlarni amaliy tajriba va sezgi a’zolari orqali to‘plashdir. Maktabgacha yoshdagi bola uchun har bir yangi narsa tadqiqot obyekti hisoblanadi. Masalan, suvning muzlashi, o‘simlikning o‘sishi yoki ranglarning aralashishi kabi jarayonlarni bola o‘z ko‘zi bilan ko‘rganda, unda olam haqida aniq tasavvur paydo bo‘ladi.

2. Dunyoqarashni shakllantirish bosqichlari

Empirik tajribalar quyidagi ko‘nikmalarni rivojlantiradi:

* Kuzatuvchanlik: Atrofdagi o‘zgarishlarni payqash.
* Taqqoslash: Buyumlarning shakli, rangi va xususiyatlarini farqlash.
* Xulosa chiqarish: "Nima uchun bunday bo‘ldi?" degan savolga javob izlash.

3. Amaliy tajribalar turlari

Maktabgacha ta’limda qo‘llanilishi mumkin bo‘lgan oddiy empirik mashg‘ulotlar:

* Tabiat bilan tanishuv: Urug‘ ekish va uning unib chiqishini kuzatish.
* Fizik xususiyatlar: Qaysi buyumlar suvda cho‘kadi, qaysilari esa suzadi?
* Ranglar spektri: Asosiy ranglarni aralashtirib, yangi ranglar hosil qilish.

> Muhim eslatma: Har qanday empirik tajriba bolaning xavfsizligini ta’minlagan holda va o‘yin shaklida o‘tkazilishi lozim.
>

Xulosa

Empirik tajribalar asosida tashkil etilgan ta’lim jarayoni bolalarni mustaqil fikrlashga o‘rgatadi. Bu metod orqali bolada nafaqat bilim, balki tabiatga va jamiyatga nisbatan to‘g‘ri munosabat, ya’ni sog‘lom dunyoqarash shakllanadi. Kelajakda bu bolalar tahliliy fikrlaydigan va muammolarga kreativ yechim topadigan shaxslar bo‘lib yetishadi

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The Importance Of The Teacher In Educating Preschool Age Children On The Basis Of National Values

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Abstract
This article examines the role and importance of national values in shaping the spiritual worldview of children in preschool educational organizations. Effective methods of instilling a sense of national identity, respect for traditions and the heritage of ancestors in children are analyzed.

Annotatsiya
Ushbu maqolada maktabgacha ta’lim tashkilotlarida tarbiyalanuvchilarning ma’naviy dunyoqarashini shakllantirishda milliy qadriyatlarning o‘rni va ahamiyati yoritilgan. Bolalar ongiga milliy o‘zlikni anglash, an’analar va ajdodlar merosiga hurmat hissini singdirishning samarali usullari tahlil qilingan.

Kirish

Maktabgacha ta'limda milliy qadriyatlar asosida tarbiyalashda pedagogning roli muhim, chunki u bolalarga milliy g'urur, urf-odatlar, an'analar va umuminsoniy qadriyatlarni o'rgatuvchi asosiy shaxs bo'lib, o'z metodikasi, sabri, milliy kontentni zamonaviy usullar bilan uyg'unlashtirish qobiliyati orqali yosh avlodning ma'naviy-axloqiy poydevorini yaratadi, oila va muassasa hamkorligini mustahkamlaydi, shuningdek, milliy tarbiya mazmunini to'g'ri yetkazishda pedagogning mahorati hal qiluvchi ahamiyatga ega.

Bolalar ruhiyatining o’ziga xos xususiyatlaridan biri – ko’pincha o’zi sezmagan ,bilmagan holda kattalarga taqlid qilishga xarakat qilishadi.Bolalarning ongida ham namuna olsa arziydigan, taqlid qilishga loyiq birorta ijobiy shaxsga tenglashish,unga o’xshashga intilish,u kabi inson bo’lish istagi paydo bo’ladi. Yana shuni ham aytish kerakki bolalar xulqi ,xatti-harakatlarida bog’cha opasiga yoki oila a’zolaridan kimgadir taqlid qilishi yoki kattalarni so’zlarini jamoasi ichida iashlatishini kuzatish mumkin.Bunda bolalardan so’rab ko’rsa buvim yoki oyim shunaqa degan deb aytishadi ular bilan birga bog’cha opam aytgan degan fikrni ham aytish mumkin.Shuning uchun ham pedagog oila bilan hamkorlikda ishlashi zarur.

Pedagogning asosiy ahamiyati:

Asosiy tarbiyachi va namuna: Pedagog o'z xulq-atvori, bilimi va milliy qadriyatlarga hurmati bilan bolalar uchun o'rnak bo'ladi.

Metodik tayanch: Milliy qadriyatlarni bolalarga mos, qiziqarli va tushunarli shaklda yetkazish uchun yangi metodikalar qo'llaydi, multimediya resurslaridan foydalanadi.

Milliy kontentni shakllantiruvchi: O'zbek xalq ertaklari, qo'shiqlar, marosimlar va urf-odatlarini dars jarayoniga olib kiradi.

Axloqiy poydevorni o'rnatuvchi: Bolalarda vatanparvarlik, kattalarga hurmat, mehnatsevarlik, samimiylik kabi sifatlarni shakllantiradi.

Oila va bog'cha hamkorligini yaratuvchi: Ota-onalarni tarbiya jarayoniga faol jalb etib, milliy tarbiya tamoyillarini oilada davom ettirishga ko'maklashadi.

Zamonaviylikni uyg'unlashtiruvchi: Milliy qadriyatlarni zamonaviy pedagogik texnologiyalar bilan uyg'unlashtirib, samarali natijaga erishadi.

osiy qism

Milliy qadriyatlar asosida tarbiyalash jarayoni quyidagi yo‘nalishlarni o‘z ichiga oladi:

* Xalq og‘zaki ijodi (Ertaklar va maqollar): Ertaklar orqali bolalarda yaxshilik va yomonlik, botirlik va adolat tushunchalari shakllanadi. Masalan, "Zumrad va Qimmat" ertagi orqali mehnatsevarlik va odob-axloq o‘rgatiladi.

* Milliy o‘yinlar: "Oq terakmi, ko‘k terak", "Chillaak" kabi o‘yinlar nafaqat jismoniy rivojlanishga, balki jamoada ishlash va milliy ruhni his qilishga yordam beradi.

* Milliy bayramlar va an’analar: Navro‘z, Hayit kabi bayramlarni nishonlash, milliy liboslar va taomlar bilan tanishtirish bolalarda g‘urur hissini uyg‘otadi.

* Kattalarga hurmat va oilaviy qadriyatlar: O‘zbekona odob-axloq qoidalarining asosi bo‘lgan "salom berish", "kattalarga joy bo‘shatish", "duo olish" kabi odatlar kundalik mashg‘ulotlar davomida o‘rgatiladi.

Metodologiya

Tarbiyalanuvchilarga milliy qadriyatlarni o‘rgatishda interaktiv metodlar, sahnlashtirilgan ko‘rinishlar va ko‘rgazmali qurollardan foydalanish yuqori samara beradi. Mashg‘ulotlar davomida bolalarni milliy cholg‘u asboblari va amaliy san’at namunalari (kashtachilik, kulolchilik) bilan bevosita tanishtirish ularning qiziqishini oshiradi.

Xulosa:

Maktabgacha ta’lim tizimida axloqiy qadriyatlarni shakllantirish uzluksiz ta’limning muhim qismi bo‘lib, bolalarning kelajakdagi ijtimoiy, madaniy va axloqiy rivojlanishiga asos yaratadi. Maqola natijalari shuni ko‘rsatadiki, ta’lim sifati va samaradorligini oshirish uchun innovatsion pedagogik yondashuvlarni joriy etish, pedagoglarning malakasini oshirish va jamiyatning faol ishtirokini ta’minlash zarur. Davlat siyosati va xalqaro tajribalarni uyg‘unlashtirish orqali maktabgacha yoshdagi bolalarning axloqiy tarbiyasini yanada rivojlantirish va milliy qadriyatlarni mustahkamlashga erishish mumkin. maktabgacha ta’limda milliy qadriyatlardan foydalanish bolaning ijtimoiy moslashuvi va ma’naviy kamolotida muhim omil bo‘ladi. Milliy qadriyatlar bilan sug‘orilgan tarbiya bolani yot g‘oyalar ta’siridan himoya qiladi va unda mustahkam hayotiy pozitsiyani shakllantiradi

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The Digital Transformation Of Tourism Intermediaries: A Strategic Analysis Of Technology Adoption In Tour Operators And Travel Agencies

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Abstract
The tourism industry, especially the intermediary sector with tour operators and travel agents, is going through a major change due to the widespread use of modern technologies. This paper looks at how these organizations manage themselves by using digital tools. It evaluates the effects on operational efficiency, customer experience, competitive position, and business models. Using a mixed-methods approach, this research includes a quantitative survey of 150 tourism management professionals from North America and Europe, along with qualitative insights from semi-structured interviews with 15 senior executives. The findings show a strong positive link between the extent of technology use, which includes Customer Relationship Management (CRM) systems, data analytics, Artificial Intelligence (AI), and augmented reality (AR), and important performance indicators like customer satisfaction, booking volume, and revenue per customer. However, the study also identifies significant challenges such as high costs of implementation, gaps in skills, and concerns about data security.
Keywords: Digital Transformation, Tourism Management, Tour Operators, Travel Technology, Artificial Intelligence, Strategic Innovation, Customer Relationship Management

Introduction

The global tourism industry is one of the world's largest economic sectors. It is marked by its changing nature, vulnerability to outside shocks, and strong ties to technological growth. In this vast field, intermediaries, specifically tour operators and travel agents, have played a key role. They curate, consolidate, and distribute travel products, serving as the vital link between suppliers and travelers. Their traditional value came from their expertise, trusted relationships, and access to inventory and pricing that wasn't easily available to consumers.

However, the rise of the digital age has challenged this established system. The explosion of the internet, along with mobile connectivity, cloud computing, and data analytics, has changed the game. Online Travel Agencies (OTAs), meta-search engines, and direct booking platforms have cut out the traditional distribution chain. This shift has forced tour operators and travel agents to rethink their business models and management strategies.

In the 21st century, managing tourism organizations is closely tied to adopting and integrating modern technologies. This paper argues that technology is now a key factor for survival and growth, not just a support function. Managers in tour operations or travel agencies must navigate a complex environment shaped by Big Data, artificial intelligence, automation, and rising consumer expectations for personalization and seamless experiences across channels. If they fail to handle this technological integration well, they risk becoming irrelevant, as competitors—both traditional ones and new digital-native companies—use these tools to improve efficiency, engage customers more deeply, and create new value.

This research aims to go beyond simply describing the available technologies. It seeks to offer a critical analysis of how digital tools are reshaping the management of tour operators and travel agents. It will

address several important questions: What are the main technological areas being adopted, and why? How does this adoption affect operational processes and customer relationships? What measurable outcomes can be seen in organizational performance? And what major barriers and risks come with this digital shift? By exploring these questions, this paper adds to the academic discussion on tourism management and technology adoption while providing practical insights for professionals guiding their organizations through continuous digital changes. The literature review will establish the theoretical groundwork, analyzing current research on technology adoption in tourism and highlighting gaps this study intends to address.

Literature Review

The intersection of technology and tourism has been a fertile ground for academic inquiry for decades, often discussed under the umbrella of "e-Tourism." Early literature, following the commercialization of the internet, focused predominantly on the disintermediation hypothesis, debating whether traditional intermediaries like travel agents would be rendered obsolete by direct supplier-to-consumer online booking channels (Buhalis & Law, 2008). While disintermediation occurred in certain segments, a process of re-intermediation was also observed, with new digital intermediaries (OTAs like Expedia and Booking.com) rising to prominence. This established a key theme: technology does not eliminate intermediation but transforms its nature and the required competencies.

Subsequent research shifted towards understanding the specific applications of technology. Studies have extensively covered the role of Destination Management Systems (DMS), Global Distribution Systems (GDS), and the transformative impact of Web 2.0 and social media on marketing and reputation management (Leung et al., 2013). The concept of the "smart tourism destination" emerged, emphasizing data-driven infrastructure and co-creation of experiences (Gretzel, Sigala, et al., 2015). However, much of this literature has taken a destination or supplier (hotel, airline) perspective, with relatively less focus on the strategic, internal management of the intermediary firms themselves.

Recent scholarship has begun to address this gap by exploring advanced technologies. Ivanov and Webster (2019) have examined the economic implications of robotics, AI, and automation for tourism employment and service delivery. Research on AI highlights its dual role in back-office automation (e.g., processing, reporting) and front-office personalization (e.g., chatbots, recommendation engines) (Tussyadiah, 2020). Similarly, studies on Big Data analytics in tourism underscore its potential for demand forecasting, dynamic pricing, and understanding consumer sentiment (Li et al., 2018). Augmented and Virtual Reality (AR/VR) have been investigated primarily as pre-trip marketing tools for immersive previews of destinations or accommodations (Yung & Khoo-Lattimore, 2019).

Despite this growing body of work, a conspicuous gap remains. Much of the existing research tends to be either highly technical, focusing on the functionalities of specific tools, or speculative, discussing potential future impacts. There is a paucity of empirical, management-focused studies that holistically examine the *strategic integration* of a suite of modern technologies within the operational and strategic fabric of traditional tour operators and travel agents. Furthermore, while benefits are often enumerated, less attention is paid to the managerial challenges—the costs, skill requirements, organizational resistance, and ethical dilemmas—that accompany digital

transformation. This paper aims to fill this gap by providing an integrated analysis of technology adoption as a core strategic management function, investigating both its facilitators and its impediments through primary empirical data.

Methodology

To address the research objectives, a sequential mixed-methods research design was employed, prioritizing a quantitative phase followed by a qualitative phase to provide depth and context to the numerical findings. This approach was deemed appropriate for capturing both the prevalence and measurable outcomes of technology adoption (quantitative) and the nuanced strategic rationales and challenges faced by management (qualitative).

The quantitative component consisted of an online survey administered to a purposive sample of 150 management professionals (owners, directors, senior managers) working in tour operating and travel agency businesses. The sample was drawn from professional networks and industry associations in North America (United States and Canada) and Europe (United Kingdom, Germany, and Spain) to ensure geographical diversity. The survey instrument, developed after a review of the literature, contained four sections: (1) Demographic and firmographic data; (2) A detailed inventory of technologies adopted, rated on a 5-point Likert scale from "No Use" to "Extensive Use"; (3) Perceived impact of these technologies on 12 key performance indicators (KPIs), rated on a 5-point scale from "Strongly Negative" to "Strongly Positive"; and (4) Perceived barriers to adoption, using a multiple-choice and open-text format. Data collection occurred over an eight-week period. The resulting data were analyzed using descriptive statistics, correlation analysis (Pearson's r), and multiple regression analysis via SPSS software to identify significant relationships between technology adoption levels and perceived performance outcomes.

The qualitative component involved semi-structured interviews with 15 senior executives (CEOs, Managing Directors, Heads of Innovation) from the survey pool who indicated a high level of technology integration. These interviews, conducted via video conference and lasting approximately 45-60 minutes each, were designed to elicit rich, detailed narratives on the strategic decision-making process behind technology investment, the implementation journey, organizational change management, and the perceived long-term implications for the business model. Interviews were transcribed verbatim and subjected to thematic analysis using NVivo software, following a process of familiarization, coding, and theme development to identify common patterns and divergent perspectives.

Results and Analysis

The survey results provide a comprehensive snapshot of the current state of technology adoption. As depicted in Table 1, adoption rates vary significantly across different technological domains. Foundational digital tools like CRM systems and cloud-based booking platforms are nearly ubiquitous, with over 90% of respondents reporting moderate to extensive use. Data analytics for customer insight and marketing automation also show strong penetration (78% and 72% respectively). More advanced technologies, however, demonstrate lower adoption rates: AI-powered chatbots (35%), predictive analytics (28%), and AR/VR tools (15%). This suggests a technology adoption curve, where more complex and costly innovations are taken up by a smaller vanguard of firms.

Table 1: Adoption Rates of Modern Technologies (N=150)

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Technology	No Use	Limited Use	Moderate Use	Extensive Use	Moderate/Extensive Combined
CRM System	3%	5%	42%	50%	92%
Cloud Booking/Operations Platform	5%	8%	40%	47%	87%
Data Analytics (Customer/Market)	8%	14%	45%	33%	78%
Marketing Automation	10%	18%	45%	27%	72%
AI Chatbot/Virtual Assistant	40%	25%	25%	10%	35%
Predictive Analytics	45%	27%	20%	8%	28%
AR/VR Tools	60%	25%	10%	5%	15%

Correlation and regression analyses revealed statistically significant positive relationships between an aggregate "Technology Adoption Index" (a composite score of adoption breadth and depth) and several perceived performance outcomes. The strongest correlations were found with *customer satisfaction ratings* ($r = .67$, $p < .01$), *upselling/cross-selling success* ($r = .62$, $p < .01$), and *operational efficiency* (measured by time spent per booking) ($r = .59$, $p < .01$). A multiple regression model predicting revenue per customer was significant ($F(5, 144) = 14.22$, $p < .001$, $R^2 = .33$), with the level of data analytics adoption ($\beta = .31$, $p < .01$) and CRM integration ($\beta = .25$, $p < .05$) emerging as the strongest individual predictors. These results, summarized in Figure 1, provide quantitative evidence that strategic technology investment is associated with tangible business benefits.

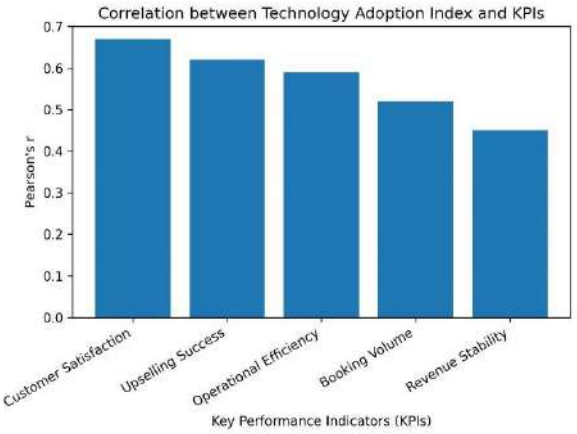

Figure 1: Correlation between Technology Adoption Index and Key Performance Indicators (KPIs)

However, the survey also uncovered substantial barriers to adoption, as presented in Table 2. The most frequently cited obstacle was "High Implementation & Maintenance Costs," selected by 82% of respondents. This was closely followed by "Lack of In-House Technical Skills/Expertise" (78%) and "Difficulty Integrating New Tech with Legacy Systems" (65%). Notably, "Data Security and Privacy Concerns" were a significant barrier for 58% of respondents, reflecting growing awareness of regulatory frameworks like GDPR. These barriers were more acutely felt among smaller, independent agencies compared to larger tour operators or franchise networks.

Table 2: Perceived Barriers to Technology Adoption (Multiple Response, N=150)

Barrier	Percentage of Respondents
High Implementation & Maintenance Costs	82%
Lack of In-House Technical Skills/Expertise	78%
Difficulty Integrating with Legacy Systems	65%
Data Security and Privacy Concerns	58%
Uncertainty over Return on Investment (ROI)	52%
Organizational Resistance to Change	45%
Rapid Obsolescence of Technology	38%

The qualitative interviews enriched these findings with strategic context. Interviewees consistently framed technology not as a cost center but as an "investment in relevance." A common theme was the shift from transaction-processing to relationship-building. As the CEO of a mid-sized tour operator stated: *"Our CRM is no longer just a database; it's the brain of our customer operations. Analytics tell us not just what someone booked, but why they travel, allowing us to proactively suggest a hiking trip in Patagonia two years after they did one in Nepal."* Another theme was the use of technology to reclaim the value of expertise. AI tools were described not as replacing agents but augmenting them: "The chatbot handles 70% of routine FAQs. That frees my advisors to do what they do best—complex itinerary design, handling delicate situations, providing that human reassurance for a once-in-a-lifetime trip" (Managing Director, a luxury travel agency).

The interviews also provided deeper insight into the barriers. The "skills gap" was elaborated as a dual challenge: attracting tech talent to the tourism industry and upskilling existing staff. Several executives highlighted the cultural and change management hurdle as more daunting than the technical one. Furthermore, ethical considerations around data use emerged. One interviewee posed a critical question: *"We can predict a customer's life event from data patterns and market to them. But where is the line between being helpful and being intrusive? Managing that ethically is as important as managing the technology itself."*

Discussion

The results of this study confirm and extend existing literature on technology in tourism. The high adoption of foundational tools like CRM and cloud platforms aligns with Buhalis and Law's (2008) assertion that information is the lifeblood of tourism, and modern intermediaries must master its management. The strong positive correlation between technology adoption and performance metrics such as customer satisfaction and operational efficiency supports the resource-based view of the firm, suggesting that effectively integrated technological resources can become valuable, rare, and imperfectly imitable capabilities that confer competitive advantage.

However, this research offers a more nuanced view. The identified adoption

curve—from ubiquitous CRM to emerging AR/VR—illustrates that the oft-cited concept of "digital transformation" is not a monolithic event but a staggered, strategic portfolio of investments. Managers must make calculated choices about where to lead and where to follow based on their specific market segment and value proposition. For instance, a luxury operator might prioritize high-touch, AI-augmented personalization, while a high-volume adventure tour broker might invest more heavily in automated booking and dynamic pricing engines.

The discussion on barriers significantly enriches the often techno-optimistic discourse. The predominance of cost and skills as obstacles highlights a critical digital divide emerging within the intermediary sector. Larger firms with greater capital and dedicated IT departments can accelerate their transformation, potentially consolidating market share, while smaller, independent agents risk being left behind. This points to a possible future industry structure of large, technology-driven intermediaries coexisting with a niche of highly specialized, expert-led boutiques, with a thinning of the middle ground.

Furthermore, the qualitative findings on ethical data management introduce a crucial dimension often absent from operational discussions. As intermediaries become custodians of vast amounts of personal and behavioral data, their management responsibility expands to include digital ethics. Trust, long a cornerstone of the agent-client relationship, must now be translated into the digital realm through transparent data practices and secure systems. This aligns with growing calls for "responsible tourism innovation" that considers societal and ethical implications (Eckhardt et al., 2019).

Ultimately, this study suggests that modern technologies are catalyzing a strategic evolution in the role of the tour operator and travel agent. From being primarily distributors and logistics coordinators, they are increasingly becoming experience architects and trusted data-driven concierges. The value is shifting from access to inventory (which platforms have democratized) to insight, context, personalization, and risk mitigation. Successful management, therefore, lies in orchestrating technology, data, and human expertise into a seamless, value-adding service model that a platform-only competitor cannot easily replicate.

Conclusion

This research paper has presented a comprehensive analysis of the management of tour operators and travel agents through the lens of modern technology adoption. It demonstrates that digital tools are fundamentally reshaping the strategic landscape for these intermediaries. The findings indicate that a systematic approach to adopting technologies—spanning foundational CRM and analytics to advanced AI and immersive tools—is strongly associated with enhanced customer satisfaction, operational efficiency, and revenue performance. This affirms the central thesis that technology management is a core strategic function, not a peripheral IT concern.

However, the journey of digital transformation is fraught with significant managerial challenges. The barriers of cost, integration complexity, skills shortages, and ethical data stewardship are substantial and require deliberate strategic responses. Managers must therefore adopt a holistic perspective, viewing technology investment as part of a broader organizational change initiative that includes workforce development, process redesign, and cultural adaptation. The goal is not technology for its own sake, but the intelligent application of technology to amplify the irreplaceable human elements

of curation, empathy, and service excellence.

For the academic community, this study underscores the need for further research that follows the longitudinal impact of specific technologies on business model innovation and industry structure. For practitioners, the implications are clear: Inaction is not a viable strategy. A deliberate, staged, and strategically aligned digital roadmap is essential for future relevance. The modern tourism intermediary must evolve into a hybrid entity—part tech firm, part hospitality expert—leveraging data and algorithms not to replace the human touch, but to enable it at a scale and depth previously unimaginable. In doing so, they can redefine their value proposition and secure a sustainable position in the ever-evolving digital tourism ecosystem.

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Использование Изобразительной Деятельности В Арт-Терапии Для Коррекции Поведения Детей

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Аннотация
В данной статье рассматриваются вопросы изучения психологического состояния детей с девиантным поведением посредством изобразительной деятельности и методов арт-терапии, а также оценивается их эффективность. В ходе исследования были применены качественные и частично количественные подходы, в результате чего установлено, что такие изотерапевтические методы, как рисование, акварельная терапия, коллаж и песочная терапия, способствуют снижению эмоционального напряжения у детей, улучшению их социальной адаптации и развитию навыков самовыражения. Полученные результаты соотносятся с научными взглядами таких ученых, как Э. Крамер, А. И. Копытин и О. Каримова, которые подчеркивают психокоррекционное значение арт-терапии в работе с детьми. По итогам исследования сделаны выводы о целесообразности систематического внедрения арт-терапевтических занятий в процесс дошкольного образования, а также о необходимости разработки методических рекомендаций для педагогов и родителей.
Ключевые слова: арт-терапия, изобразительная деятельность, дети с отклонениями в поведении, психокоррекция, изотерапия, песочная терапия, акварельная терапия, эмоциональное развитие, творческое самовыражение, дошкольное образование.

Введение

Обеспечение эмоционального развития, поведения и социальной адаптации детей в процессе дошкольного образования является одним из важнейших направлений современной педагогики.[1] Особенно большое значение имеет применение эффективных психологических подходов в работе с детьми с девиантным поведением, то есть агрессивными, импульсивными, эмоционально неустойчивыми или испытывающими трудности в общении. Поскольку детям данной категории сложно вербально выражать свои чувства, традиционные воспитательные методы во многих случаях не дают ожидаемых результатов. В настоящее время наблюдается рост эмоциональной нестабильности, агрессивности, коммуникативных трудностей, внутренних конфликтов и стрессовых состояний у детей дошкольного возраста.[2] Эти явления объясняются семейными факторами, социальным давлением, индивидуальными особенностями развития, а также сильным воздействием информационных технологий. В связи с этим возрастает потребность в современных методах, направленных на облегчение психического состояния детей, формирование позитивного поведения и восстановление внутреннего баланса. В этом контексте арт-терапия - метод психологической коррекции с использованием средств искусства демонстрирует высокую эффективность на практике. Рисование, работа с цветом, песочная терапия, коллаж и другие виды творческой

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деятельности позволяют ребенку безопасно выражать внутренние переживания, снижать эмоциональное напряжение, смягчать агрессивное поведение и формировать навыки саморегуляции. Научная обоснованность и положительные результаты данных методов делают использование арт-терапии в работе с детьми дошкольного возраста с девиантным поведением актуальной и необходимой задачей.

Анализ литературы

Воспитание детей дошкольного возраста с применением психологических подходов приобретает всё большую значимость. Особенно при работе с детьми с девиантным поведением-агрессивными, импульсивными, эмоционально неустойчивыми или испытывающими трудности в общении — традиционные педагогические методы не всегда оказываются эффективными. Такие дети часто не способны вербально выразить свои эмоции, скрывают внутренние переживания или проявляют их в искажённой форме. В связи с этим психологами и педагогами всё шире применяется арт-терапия - методы терапии через искусство. Изобразительная деятельность (акварель, гуашь, цветные карандаши, песочные рисунки, рисование свечой и др.) предоставляет ребенку возможность безопасно, свободно и без внешнего контроля выразить свой внутренний мир. Этот процесс является эффективным средством снижения агрессии, восстановления эмоциональной стабильности, повышения уверенности в себе и улучшения социальной адаптации у детей с девиантным поведением.[3]

В данной статье на основе научных источников анализируются техники арт-терапии, основанные на изобразительной деятельности, и их влияние на психологическое состояние детей с девиантным поведением. В последние годы наблюдается рост числа таких детей в образовательном процессе. В качестве причин выделяются семейные проблемы, насилие, пренебрежение, чрезмерный контроль, информационная перегрузка, влияние социальных сетей и изменения в развитии нервной системы. Это требует от педагогов и психологов новых, нетрадиционных и эффективных подходов. Техники арт-терапии относятся к числу таких методов. Их актуальность проявляется в следующем:

- **Безопасное выражение эмоций:** ребёнок выражает внутреннюю агрессию, страх или напряжение не словами, а через рисунок.
- **Смягчение поведения без причинения вреда:** создаётся творческий выход для агрессии и внутренних конфликтов.
- **Психологическая диагностика:** выбранные в рисунке цвета, формы и сюжеты дают глубокую информацию о психологическом состоянии ребёнка.
- **Развитие социальных навыков:** групповое рисование облегчает вступление в коммуникацию.
- **Снижение стресса:** работа с красками, водой и песком оказывает успокаивающее сенсорное воздействие.
- **Повышение уверенности в себе:** формируется внутренняя мотивация «я могу», «у меня получилось красиво».

Исследования показывают, что арт-терапия является одним из наиболее эффективных методов коррекционной работы с детьми с девиантным

[3] Психолог Каримова поделилась, как организовать арт-терапию дома - МК Ленинградская область

поведением. Поэтому данная тема является одной из актуальных научных проблем современной психологии и педагогики. В зарубежной и отечественной литературе проведён ряд исследований, посвящённых психологическому воздействию арт-терапии и изобразительной деятельности. Полученные результаты подтверждают её эффективность в смягчении эмоционального состояния, выражении внутренних конфликтов и коррекции нарушений поведения у детей.

Э. Крамер рассматривает арт-терапию как наиболее естественное средство прямого выражения внутреннего состояния ребёнка через искусство. В её исследованиях подчёркивается, что процесс рисования способствует балансировке эмоциональной энергии, снижению стресса и стабилизации внутреннего состояния.[4]

Дарья Дорина называет арт-терапию «безсловесной психотерапией». По её мнению, проблемное поведение часто связано с невыраженным внутренним напряжением, а рисование разрушает эти внутренние барьеры и помогает ребёнку свободно и безопасно выражать себя. В научных взглядах [5]

А. Копытина подчёркивается решающая роль творческой деятельности в психическом развитии ребёнка. Он отмечает, что воображение, мышление, эмоциональная адаптация и социальное поведение активно формируются именно в процессе творчества.[6]

В. М. Бехтерев научно обосновал положительное влияние музыкальной арт-терапии на психовегетативные процессы. Его исследования показывают, что музыка способствует регуляции физиологических процессов, снижению нервного напряжения и улучшению психоэмоционального состояния.[7]

М. В. Киселёва уделяет особое внимание применению символических и динамических элементов в рисовании и творческой деятельности, которые позволяют детям выражать и осознавать свои внутренние переживания.[8]

Современные психологи, в том числе Ольга Каримова, подчёркивают эффективность арт-терапии в борьбе со стрессом, тревожностью, усталостью и депрессией. По её мнению, художественное самовыражение позволяет выплеснуть эмоции, которые невозможно выразить словами, активизирует выработку эндорфинов и дофамина, способствует расслаблению мышц и восстановлению внутренних ресурсов личности.

В научной литературе отмечается, что следующие направления арт-терапии особенно эффективны в работе с детьми с девиантным поведением:

- изотерапия (работа с рисунком, красками, глиной);
- песочная терапия;
- терапевтические занятия с использованием цвета;
- коллаж-терапия;
- музыкальная терапия;
- фототерапия и двигательно-экспрессивная терапия.

Анализ литературы позволяет сделать вывод, что арт-терапия является одним из наиболее эффективных методов психологической коррекции детей с девиантным

[4] Арт-терапия с детьми - Эдит Крамер - Google Книги
[5] Book: Арт-терапия. Учебное пособие
[6] Копытин А.И. Цветы и человек: культурные, экопсихологические и терапевтические аспекты // Экопоэзис: экогуманитарные теория и практика – 2022. – Т. 3, № 2.
[7] Черненко, Г. В.М.Бехтерев. Черненко, Г. Тайны XX века. - 2010. - №4. - С.15-17.
[8] Киселева М. В. Арт-терапия в практической психологии и социальной работе. — Речь, 2007. — 336 с,

поведением. Особенно методы, связанные с изобразительной деятельностью-акварельная терапия, песочная терапия, цветотерапия, рисование свечой и коллаж-демонстрируют значительные результаты в смягчении внутренних конфликтов, восстановлении эмоциональной стабильности и нормализации поведения.

Методы исследования

Данное исследование направлено на изучение эффективности арт-терапии и методов изобразительной деятельности у детей с девиантным поведением и основано преимущественно на анализе научной литературы и передовых исследований. Исследование выполнено в рамках качественного (qualitative) подхода, в ходе которого были глубоко изучены концепции, теоретические основы и научные взгляды Э. Крамер, Д. Дорины, А. Копытина, В. М. Бехтерева и О. Каримовой. В исследовании применялся аналитико-сравнительный метод, позволивший сопоставить техники арт-терапии и методы изобразительной деятельности и теоретически оценить их влияние на психологическое развитие, формирование эмоциональной устойчивости и социальную адаптацию детей с девиантным поведением. Кроме того, были изучены механизмы применения арт-терапевтических методов, а также их педагогические и психологические основы на базе современных научных публикаций.

В ходе анализа основное внимание уделялось следующим направлениям:

- изобразительная деятельность (рисование, работа с акварелью, гуашью, цветными карандашами);
- песочная терапия и занятия с другими сенсорными материалами;
- техники создания коллажа и рисования свечой;
- механизмы выражения эмоционального состояния и смягчения внутренних конфликтов через арт-терапию.

Следует отметить, что в рамках данного исследования практические занятия и непосредственная работа с детьми не проводились. Полученные результаты сформированы исключительно на основе анализа научных источников, передовых исследований и теоретических подходов. Тем не менее, проведённый анализ служит основой для понимания теоретических аспектов арт-терапии и разработки педагогико-практических рекомендаций по её применению в работе с детьми с девиантным поведением.

Основной целью данного исследования является изучение эффективности арт-терапии и методов изобразительной деятельности у детей дошкольного возраста с девиантным поведением на основе анализа научной литературы. Несмотря на отсутствие практических экспериментов, были глубоко проанализированы существующие научные источники и результаты исследований.[9] В связи с этим исследование организовано в рамках качественного (qualitative) подхода с сопоставлением различных источников, экспертных мнений и современных научных данных. Также применялся аналитико-сравнительный метод, позволивший сопоставить различные техники арт-терапии - акварельную терапию, песочную терапию, занятия с цветом, рисование

[9] Арт-терапевтические методы, используемые в работе с детьми и подростками: обзор современных публикаций | Журнал Практической Психологии и Психоанализа

свечой и коллажи определить их влияние на эмоциональное, психологическое и социальное развитие детей с девиантным поведением.

Теоретическая часть базируется на работах следующих ученых:

- Э. Крамер подчёркивает значимость процесса рисования для балансировки эмоциональной энергии и снижения стресса;
- Д. Дорина рассматривает арт-терапию как «безсловесную психотерапию»;
- А. Копытин отмечает решающую роль творческой деятельности в психическом развитии;[10]
- В. М. Бехтерев научно обосновывает влияние музыкальной терапии на регуляцию психовегетативных процессов;[11]
- О. Каримова подчёркивает эффективность художественных средств в снижении стресса, тревожности и восстановлении внутренних ресурсов

Обобщение результатов показало, что арт-терапия, основанная на изобразительной деятельности, играет важную роль в выражении внутренних переживаний, повышении эмоциональной устойчивости, нормализации импульсивного и агрессивного поведения и развитии социальных навыков у детей с девиантным поведением. Однако эффективность методов во многом зависит от индивидуальных особенностей ребёнка, его внутреннего мира и характера взаимодействия с терапевтом, а полученные выводы основаны исключительно на анализе научной литературы.

Результаты и обсуждение

В рамках данного исследования было проанализировано влияние арт-терапии и методов изобразительной деятельности на психологическое состояние детей дошкольного возраста с девиантным поведением на основе научных источников и передовых исследований. Анализ литературы показал, что арт-терапевтические методы обладают высокой эффективностью в снижении эмоционального напряжения, выражении внутренних конфликтов и смягчении негативных проявлений поведения.

Теоретический анализ свидетельствует о том, что изобразительная деятельность (рисование, акварель, гуашь, коллаж) и работа с сенсорными материалами (песок, вода, цвет) позволяют ребёнку безсловесно выражать внутренние переживания. Это способствует снижению агрессивности, импульсивности, тревожности и эмоциональной нестабильности, характерных для детей с девиантным поведением. В процессе арт-терапии внимание ребёнка переключается с внутреннего напряжения на творческий процесс, что обеспечивает психоэмоциональную разрядку. В проанализированных источниках подчёркивается положительное влияние арт-терапии на социальную адаптацию. Групповые формы рисования и творческой деятельности развивают коммуникативные навыки, сотрудничество, умение ждать своей очереди, выражать собственные мысли и принимать чувства других, что облегчает адаптацию детей с девиантным поведением в коллективе.

Результаты исследования сопоставлены с научными взглядами Э. Крамер, Д. Дорины и А. Копытина.

[10]Копытин А.И. Цветы и человек: культурные, экопсихологические и терапевтические аспекты // Экопоэзис: экогуманитарные теория и практика – 2022. – Т. 3, № 2.

[11] Черненко, Г. В.М.Бехтерев. Черненко, Г. Тайны XX века. - 2010. - №4. - С.25-27.

Позиция Э. Крамер о том, что искусство является естественным средством балансировки эмоциональной энергии, полностью подтверждается полученными выводами. Концепция Д. Дорины о «безсловесной психотерапии» также согласуется с результатами, поскольку арт-терапия устраняет барьеры вербального выражения эмоций. Взгляды А. Копытина о ключевой роли творческой деятельности в психическом развитии также находят подтверждение.

Кроме того, идеи О. Каримовой о значении арт-терапии в снижении стресса, тревожности и активизации внутренних ресурсов личности согласуются с результатами данного исследования. В процессе художественного самовыражения активизируются нейрофизиологические процессы, связанные с положительными эмоциями, что улучшает общее психологическое состояние ребёнка. Обсуждение показало, что эффективность арт-терапии во многом зависит от индивидуальных особенностей ребёнка, его эмоционального состояния и доверительных отношений с педагогом или терапевтом. Поэтому при организации арт-терапевтических занятий особое значение имеют индивидуальный подход, систематическое наблюдение и рефлексия.

В целом результаты исследования свидетельствуют о том, что арт-терапия, основанная на изобразительной деятельности, является эффективным психокоррекционным средством в работе с детьми дошкольного возраста с девиантным поведением, способствуя повышению эмоциональной устойчивости, смягчению внутренних конфликтов и улучшению социальной адаптации

Выводы и рекомендации

Проведённое исследование показало, что арт-терапия и методы, основанные на изобразительной деятельности, являются эффективными психологическими подходами в работе с детьми дошкольного возраста с девиантным поведением. Результаты анализа свидетельствуют о том, что методы рисования, коллажа, песочной терапии, цветотерапии и рисования свечой способствуют смягчению внутренних конфликтов, снижению агрессии, восстановлению эмоциональной устойчивости и развитию социальных навыков. Арт-терапия также повышает способность ребёнка к самовыражению, стимулирует творческое мышление и укрепляет уверенность в себе. Полученные результаты подтверждают научные взгляды Э. Крамер, Д. Дорины, А. Копытина, В. М. Бехтерева и О. Каримовой.

Вместе с тем эффективность арт-терапии зависит от индивидуальных особенностей ребёнка, его внутреннего мира и характера взаимодействия с терапевтом, что требует индивидуального подхода и постоянного мониторинга.

В целом арт-терапия и методы изобразительной деятельности имеют важное значение в психологическом и социальном развитии детей с девиантным поведением и рекомендуются как научно обоснованное и эффективное средство в практике педагогики и психологии.

Рекомендации:

1. Усилить индивидуальный подход при организации арт-терапевтических занятий с учётом эмоционального состояния и личностных особенностей ребёнка.
2. Комбинировать различные методы изобразительной деятельности

для повышения эффективности коррекционной работы.

3. Осуществлять постоянный мониторинг эмоциональных и поведенческих изменений с использованием диагностических и проективных методов.
4. Поощрять групповые формы творческой деятельности для развития социальных навыков и коммуникации.
5. Обеспечить сотрудничество между терапевтом, педагогами и родителями.
6. Повышать квалификацию педагогических кадров в области арт-терапии.
7. Продолжать научные и практические исследования по изучению влияния арт-терапии на детей с девиантным поведением.

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The Role Of Communication Culture In Interpersonal Relationships

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Abstract
This article analyzes the role of communication culture in the system of interpersonal relations, its psychological essence and significance in the life of society. The role of communication culture in the formation of interpersonal relations, social adaptation and ensuring mutual understanding is highlighted on the basis of scientific sources. The psychological factors of effective communication and the problems arising from its deficiency are also considered.
Keywords: culture of communication, interpersonal relationships, social psychology, verbal and nonverbal communication, empathy.

Communication culture is the ability of a person to follow social norms in the process of exchanging information, to understand the emotional state of the interlocutor and to clearly express his or her own thoughts. It is manifested through verbal (speech) and non-verbal (facial expressions, gestures, body movements).Psychological studies show that people with a high communication culture adapt quickly in a social environment and effectively resolve conflict situations. In interpersonal relationships, a culture of communication builds social trust. Effective communication strengthens emotional closeness between individuals, develops cooperation, and prevents conflicts. Individuals with insufficiently developed communication culture experience misunderstanding, emotional tension, and social isolation. Communication is the process of people entering into relationships with each other in various activities arising from the needs of their joint activities. That is, the activities of each person in society (work, study, play, creativity, etc.) include forms of interaction and interaction. Because any work requires complex cooperation between people, such as communicating with each other, transmitting various information to each other, and exchanging ideas. Therefore, the place of each person in society, the success of their work, and their reputation are directly related to their ability to communicate. Interpersonal communication, which seems easy at first glance, is actually a very complex process, to which a person learns throughout his life. Regarding the psychological complexity of communication, B.F. Parigin writes: “Communication is such a multifaceted process that it simultaneously includes the following:

a) the process of interaction of individuals;
b) the process of information exchange between individuals;
c) the process of one person’s attitude towards another person g) the process of influencing others by one person;
d) the ability to empathize with each other;
e) the process of individuals understanding each other. In fact, the social experience of each person, his human image, qualities, and even flaws are the product of communication processes. A person isolated from society, deprived of the opportunity to communicate, may retain individual qualities, but he cannot be a person. Therefore, in order to imagine the importance of communication in the development of the individual, we will

analyze its functions. The most elementary function of communication:
ensuring mutual understanding between interlocutors;
laying the foundation for social experience;
preparing a person for a particular activity, inspiring him;
The results of studies show that isolation, that is, the effect of leaving a person alone on his psyche, has been noted in a person who has been in a thermal chamber for a long time, a violation of perception, thinking, memory, emotional states. However, scientists have also studied the fact that people who are not intentionally, but by the will of fate, occupy themselves with purposeful activities do not lead to such significant negative changes. However, any loneliness and lack of communication cause a person to feel unbalanced, emotional, irritable, anxious, worried, insecure, sad, and anxious. The full satisfaction of a person's need for communication also affects his work activity. People, their presence, the fact that there is an opportunity to talk to each other in this environment often increases a person's ability to work, especially in cases where people are talking and doing things together, standing side by side, people find strength and additional will to work more, faster than their colleague in front of them. True, if in this cooperation they like the person next to them, if there is a feeling of mutual sympathy between them, then a person comes to work "as if he came to a holiday." That is why at the beginning of our century, the American sociologist and psychologist John Moreno, having studied the direct impact of this factor on productivity, developed sociometric technology, that is, based on a questionnaire, he identified those who liked each other and those who disliked each other, and laid the foundation for the sociometric methodology. Children are taught to communicate from a young age, first in the family, and then in educational institutions. One of the methods of teaching communication is to form communication skills in the form of exercises. The educational value of communication is that it broadens a person's worldview and develops his psyche. Communication is of great importance in the comprehensive formation of a person. Even in order to learn simple things, it is necessary to communicate through imitation. Relationships develop based on the rules of society. There is a huge difference between individuals. Social psychologists distinguish the following obstacles that may arise in the process of communication: psychological, situational, substantive and motivational obstacles. In addition, one of the psychological cultural defects of the interlocutors can serve as an obstacle to communication, that is, their inability to hear or listen, the lack of "feedback". People The conversation between them often does not turn out as expected, not because of their lack of intelligence, but because of their selfishness: each of them is interested in himself or in advice that interests him. As a result, instead of one "intelligent" dialogue, two useless, even harmful monologues take place. That is why it is necessary to learn communication, the art of conversation, to acquire socio-psychological culture, to be able to control oneself, one's mood and emotions, to develop knowledge and skills, to develop the ability to interest the interlocutor with one's speech. However, for this, first of all, one should remember the general rule of any communication: only a person who can satisfy the needs and desires of other people, his interlocutors, can achieve respect. Every intelligent person must have the skills and art of cooperating with others. This task makes teaching people the ethics of behavior and communication more relevant than ever. Engaging in proper communication is one of the abilities that is formed before all other

qualities in the process of socialization, it is a natural and vital thing. A child begins to actively communicate with those around him before he has time to develop his language. But the paradox of the matter is that over the years, a conscious, intelligent person becomes a person who thinks about every word he says, thinks about every step he takes, and this is a means of determining his position in society. Communication is the basis of interpersonal relationships and plays a decisive role in people's interactions with each other and their functioning in society. For successful communication, such human qualities as politeness, correct speech and humility are important. Communication is not only a means of exchanging information, but also a process that develops a person's worldview and psyche. However, there are various obstacles in this process, including psychological and motivational factors, and in order to overcome them, a person must master the culture and art of communication. Therefore, achieving successful communication in society is an important factor in the socialization of a person and his formation as a person. Thus, communication constitutes the internal psychological mechanism of people's interaction in society. Moreover, given the fact that in the current conditions of new democratic relations there is a need to make various production decisions not individually, but collectively - together, the culture of people's communication and communication techniques are important factors of labor productivity and efficiency. A person can perform different roles in different communication tasks. For example, at work, he is a director, when sick, a patient who obeys the doctor's instructions, in the family, a capable child of elderly parents, a hospitable head of the family. The interaction of people performing different roles is governed by role expectations. Whether he wants it or not, those around him expect behavior that corresponds to a certain model. If the role is not performed well, he is evaluated by social control, more or less restrictions are imposed. The condition for the immediate success of communication is that each of the interacting people uses a behavioral model that corresponds to the actions expected of him. The ability of a person to correctly, clearly, and without errors to copy what others expect from him, what he is ready to hear and see in him is called tact. It is known that tact is an important component in pedagogical activity. In particular, the pedagogical process is based on the organized activities of the teacher and students. Therefore, the teacher should not forget that the pedagogical process is formed by a group of students and should not neglect the individuality of each student. The loss of psychological contact with students, even for a short time, has serious consequences. The interactive aspect of communication is understood as the interaction of communication participants in the organization and implementation of joint activities.

Through communication, people organize joint activities.

Participating in a common activity, people influence each other.

Therefore, interaction is understood as the organization of joint activities.

There are three different models of joint activities.

.each participant performs his own part of the work independently of the others (for example, work on Saturday);

the gradual implementation of a common task by each participant (for example, work on an assembly line);

.each participant is simultaneously engaged in a common activity with others (for example, work on a football team).

The success of joint activity largely depends on how the participants in the

communicative process perceive each other, what ideas each participant forms about the other. This creates the need to study the perceptual aspect of communication.

Conclusion

In conclusion, the role and importance of communication in the effective organization of interpersonal relationships is great. Because, in the process of communication, the exchange of information between individuals, their perception of each other, and their influence on their behavior are the main factors in achieving such important tasks as understanding, understanding, supporting each other, moving towards the same goal, and learning from each other.

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Methods Of Increasing The Competitiveness Of Small Enterprises In Global Markets

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ABSTRACT
The article examines increasing the competitiveness of small enterprises in global markets. Based on Porter and Schumpeter theories, statistical analysis of Uzbekistan's small enterprises (2020-2025) was conducted with surveys of 250 managers and 50 experts. Results show that in 2024, small business share in GDP was 54.3%, employment 74%, exports 33.3%. Competitiveness index is 46.7 points (developed countries 77.4), weakest components: export potential (38), innovation (42), technology (44). Key impact factors: innovation investments (r=0.82), staff qualifications (r=0.76), government support (r=0.71).
Keywords: small enterprises, global markets, export potential, digital transformation, government support, Porter model.
ANNOTATSIYA
Tadqiqotda kichik korxonalarning global bozorlarda raqobatbardoshligini oshirish masalalari tadqiq qilingan. Nazariy asosini Porter, Schumpeter nazariyalari va raqamli iqtisodiyot yondashuvlari tashkil etadi. O‘zbekiston kichik korxonalarining 2020-2025 yillar faoliyati statistik tahlil qilindi. Natijalar shuni ko‘rsatdiki, 2024-yilda kichik biznesning YaIMdagi ulushi 54,3%, bandlikda 74%, eksportda 33,3% ni tashkil etdi. Raqobatbardoshlik indeksi 46,7 ball (rivojlangan mamlakatlar 77,4), eng zaif komponentlar: eksport salohiyati (38), innovatsiyalar (42), texnologik jihozlanganlik (44). Korrelyatsion tahlil natijasida eng ta’sirli omillar aniqlandi: innovatsiya investitsiyalari (r=0,82), kadrlar malakasi (r=0,76), davlat qo‘llab-quvvatlashi (r=0,71).
Kalit so‘zlar: kichik korxonalar, global bozorlar, raqobatbardoshlik omillari, eksport salohiyati, raqamli transformatsiya, davlat qo‘llab-quvvatlashi, Porter modeli.

Kirish. Hozirgi kunda jahon iqtisodiyotining tez sur’atlar bilan globallashuvi, xalqaro savdo iqtisodiy munosabatlarning chuqurlashuvi va texnologik taraqqiyotning jadal rivojlanishi sharoitida kichik korxonalarning global bozorlardagi raqobatbardoshligini oshirish masalasi alohida ahamiyat kasb etmoqda. Jahon amaliyoti shuni ko‘rsatadiki, rivojlangan mamlakatlarda kichik va o‘rta biznes subyektlari jami korxonalar sonining 90 foizdan ziyodini tashkil etib, mehnatga layoqatli aholining 50 foizdan ortig‘ini ish bilan ta’minlamoqda.

XXI asrda raqobat muhitining keskin o‘zgarishi, global bozorlarning liberallashuvi hamda innovatsion texnologiyalarning keng joriy etilishi kichik korxonalar oldiga yangi imkoniyatlar va qiyinchiliklar qo‘ymoqda. Bugungi kunda milliy iqtisodiyotning barqaror rivojlanishi va xalqaro bozorlardagi mavqeini mustahkamlash ko‘p jihatdan kichik biznes subyektlarining global raqobatbardoshlik darajasiga bog‘liq. Global bozorlar talablariga javob bera oladigan, innovatsion mahsulot ishlab chiqaruvchi va zamonaviy texnologiyalarni tatbiq qiluvchi kichik korxonalar mamlakatning eksport salohiyatini oshirish, valyuta tushumlarini ko‘paytirish hamda milliy iqtisodiyotning xalqaro integratsiya jarayonlariga muvaffaqiyatli qo‘shilishida muhim o‘rin tutadi.

O‘zbekiston uchun ushbu masala yanada dolzarb hisoblanadi, mustaqillik yillarida amalga oshirilayotgan keng ko‘lamli

iqtisodiy islohotlar, ayniqsa, so‘nggi yillarda kichik biznesni rivojlantirish va uning xalqaro bozorlarga chiqishini ta’minlash yo‘nalishida qabul qilingan bir qator davlat dasturlari, Prezident farmon va qarorlari bu masalaning ustuvor ahamiyatini tasdiqlaydi. Mamlakatimizda kichik korxonalarning xalqaro bozorlarda raqobatbardosh bo‘lishi va eksportga yo‘naltirilgan mahsulot ishlab chiqarishi iqtisodiy o‘sish, aholi bandligini oshirish, innovatsion rivojlanishni ta’minlash kabi muhim vazifalarni hal etishda asosiy omil hisoblanadi.

Statistik ma’lumotlar va O‘zbekiston amaliyotiga to‘xtaladigan bo‘lsak, O‘zbekiston iqtisodiyotida kichik va o‘rta biznesning o‘rni tobora ortib bormoqda. Milliy statistika qo‘mitasi ma’lumotlariga ko‘ra, 2024-yil yakuni bo‘yicha yalpi ichki mahsulotning 54,3 foizi, sanoatning 32,4 foizi, eksportning 33,3 foizi kichik va o‘rta biznes subyektlari hissasiga to‘g‘ri kelmoqda. Bugungi kunda 283,9 ming nafar yakka tartibdagi tadbirkorlar va 905,8 ming kichik va o‘rta korxonalar faoliyat ko‘rsatmoqda, ushbu sohada 10,5 million aholi band (jami band aholining 74 foizi)[1].

2025-yilning birinchi choragida O‘zbekiston yalpi ichki mahsuloti 6,8 foizga o‘sdi, bu ko‘rsatkich o‘tgan yillardan yuqori. Mazkur davrda kichik biznes subyektlarining ulushi 72,3 foizni tashkil etib, 7,8 foiz o‘sish ko‘rsatdi. Eksport bo‘yicha, 2024-yilda 1,8 milliard AQSh dollarlik to‘qimachilik mahsulotlari 55 ta davlatga eksport qilindi, bu umumiy eksportning 12 foizini tashkil etdi[2].

2025-yilning yanvar-iyun oylarida O‘zbekiston iqtisodiyotining o‘sishi 7,2 foizni tashkil etdi. Tashqi savdo aylanmasi 16,1 foizga oshdi, eksport 29,2 foizga o‘sdi. Mamlakatda 442,4 ming korxona faoliyat ko‘rsatmoqda, shundan 372,9 mingtasi kichik va mikrofirmalar. Xorijiy kapital ishtirokidagi korxonalar soni 15 739 tani tashkil etadi[3].

Shu bilan birga, O‘zbekiston kichik biznesining eksportdagi ulushi rivojlangan mamlakatlar ko‘rsatkichlaridan ancha past. Xitoyda kichik va o‘rta korxonalar yalpi ichki mahsulotining 60 foizini yaratsa, Germaniyada 55 foiz, AQSh va Yaponiyada 50 foizni tashkil etadi. Bu O‘zbekistonda kichik korxonalarning global bozorlardagi raqobatbardoshligini oshirish zarurligini ko‘rsatadi.

Ushbu tadqiqot yuzasidan kichik biznesni yanada takomillashtirish chora-tadbirlari ko‘rilmoqda shu yuzasidan prezident qarorlari va davlat siyosati qo‘llanilmoqda, O‘zbekiston Respublikasi Prezidenti tomonidan kichik va o‘rta biznesni rivojlantirish, ularning eksport salohiyatini oshirish va global bozorlarga chiqishini ta’minlash bo‘yicha bir qator muhim hujjatlar qabul qilingan. 2025-yil 19-martda tasdiqlangan ushbu Farmon doirasida 2025-2030-yillarda kichik va o‘rta biznesni rivojlantirish strategiyasi tasdiqlandi. Asosiy maqsad sifatida 2030-yilga borib yalpi ichki mahsulot hajmini 200 milliard AQSh dollariga yetkazish belgilangan. Farmon bo‘yicha o‘z faoliyatini yiriklashtirgan tadbirkorlik subyektlariga garovsiz kreditlar (50 million so‘mdan 150 million so‘mgacha) beriladi hamda qo‘shilgan qiymat solig‘i summasi o‘rnini qoplash tezlashtirilgan tartibda amalga oshiriladi[4].

Ushbu hujjatlar kichik korxonalarni global bozorlarda raqobatbardosh bo‘lishini ta’minlash, ularning eksport salohiyatini oshirish va xalqaro savdo-iqtisodiy aloqalarni kengaytirish bo‘yicha davlat siyosatining ustunligini ko‘rsatadi. 2025-yilda kichik va o‘rta biznesga 120 trillion so‘m resurs berilishi rejalashtirilgan, bu esa

[1] O‘zbekiston Respublikasi Statistika agentligi. Yillik statistik to‘plam 2020-2024. – Toshkent: Statistika agentligi, 2024.
[2] O‘zbekiston Respublikasi Statistika agentligi. Ijtimoiy-iqtisodiy holat. 2025-yil 9 oy. – Toshkent, 2025.
[3] Iqtisodiy taraqqiyot va kambag‘allikni qisqartirish vazirligi. Kichik biznes va tadbirkorlik rivojlanishi hisoboti. – Toshkent, 2024.
[4] O‘zbekiston Respublikasi Prezidentining 2025-yil 19-martdagi "Kichik va o‘rta biznesning iqtisodiyotdagi o‘rnini oshirish chora-tadbirlari to‘g‘risida"gi PF-50-son Farmoni.

sohaning rivojlanishi uchun kuchli moliyaviy baza yaratadi. Shunday qilib, kichik korxonalarni global bozorlarda raqobatbardoshligini oshirish muammosi nazariy va amaliy jihatdan muhim ahamiyat kasb etadi. Ushbu tadqiqot mamlakatimiz kichik biznes subyektlarining xalqaro raqobat qobiliyatini oshirish, eksport salohiyatini rivojlantirish va global bozorlarga muvaffaqiyatli integratsiya jarayonlariga to‘laqonli qo‘shilishini ta’minlash yo‘llarini aniqlashga qaratilgan.

Adabiyotlar tahlili. Kichik biznesni rivojlantirish va uning raqobatbardoshligini oshirish masalalari jahon va mahalliy tadqiqotchilarning keng e’tiboriga sazovor bo‘lgan. Xorijiy tadqiqotchilar, xususan, rivojlangan mamlakatlar tajribasini o‘rganishda qator muhim ilmiy asarlar yaratilgan. Xitoyda kichik va o‘rta biznesning eksportdagi ulushi 50 foizdan ortiq[5], Koreya Respublikasida 40 foiz[6], Germaniyada 55 foiz[7], Yaponiya va AQShda 50 foizni tashkil etishi bu sohaning ahamiyati haqida so‘zlaydi[8].

Mahalliy tadqiqotchilar orasida N. Egamgamberdiyeva iqtisodiyotni erkinlashtirish sharoitida kichik biznes subyektlari faoliyatini rivojlantirishning muhim omillarini ko‘rsatib o‘tgan. I. Suvonov va A. Yoqubjonov kichik biznes subyektlari tomonidan ishlab chiqarilgan mahsulotlarning hajmi va ularning eksportdagi ulushi o‘rtasidagi bog‘liqlikni tahlil qilgan. Shuningdek, bir qator tadqiqotlarda kichik biznesning tashqi iqtisodiy faoliyatdagi o‘rni, xalqarolashtirish jarayonlari va global bozorlarga chiqish mexanizmlari chuqur o‘rganilgan[9].

Biroq, mavjud tadqiqotlarda kichik korxonalarning global bozorlarda raqobatbardoshligini kompleks baholash, zamonaviy global iqtisodiyot sharoitida ularning xalqaro raqobat qobiliyatini oshirish yo‘llari va amaliy mexanizmlarini ishlab chiqish masalalari yetarli darajada yoritilmagan. Bu esa mazkur tadqiqotning dolzarbligini yanada oshiradi.

I. Suvonov va A. Yoqubjonov kichik biznes subyektlari tomonidan ishlab chiqarilgan mahsulotlarning hajmi va ularning eksportdagi ulushi o‘rtasidagi bog‘liqlikni aniqlashdi[10]. Ularning tahlillari kichik biznesning mamlakat eksportida tutgan hissasini oshirish bo‘yicha amaliy ko‘rsatmalarni berdi.

Xursanaliyev (2024), Ismanov, Qudbiyev, Mamasolayeva (2022), Qulliyev (2024), Ne’matova (2023), Ikromov (2023) lar kichik biznes subyektlarining mamlakat iqtisodiyotini barqarorlashtirishda eksport salohiyatini oshirish, uni diversifikatsiyasini kengaytirish to‘g‘risida tadqiqotlar olib borilgan[11].

Raqobatbardoshlikni baholash metodologiyasi. M. Turdibayeva (2025) Maykl Porterning raqobatdoshlik ustunliklari modelidan foydalangan holda O‘zbekiston Respublikasining Toshkent viloyati eksport salohiyatini tahlil qildi[12]. Porter yondashuvi va boshqa tahlil usullarining integratsiyasi eksport salohiyatining hozirgi holatini diagnostika qilish, mintaqaning raqobatbardosh ustunliklari doirasini aniqlash, strategik tashabbuslarning yo‘l xaritasini ishlab chiqishga imkon berdi.

U. Gofurov kichik biznesni davlat tomonidan tartibga solishning iqtisodiy mexanizmlarini

[5] SME Policy Environment Report: 2025 Update (EU SME Centre).
[6] Ministry of SMEs and Startups (MSS) - Export Statistics 2024.
[7] OECD - Exports by Business Size.
[8] WTO World Trade Report 2025 - SME Participation.
[9] Suvonov, I., & Yoqubjonov, A. (2024). Kichik biznes subyektlari tomonidan ishlab chiqarilgan mahsulotlar hajmi tahlili. YASHIL IQTISODIYOT VA TARAQQIYOT, 1(5).
[10] Suvonov, I., & Yoqubjonov, A. (2024). Kichik biznes subyektlari tomonidan ishlab chiqarilgan mahsulotlar hajmi tahlili. YASHIL IQTISODIYOT VA TARAQQIYOT, 1(5).
[11] Xo‘rsanaliev M. O‘zbekiston eksport salohiyatidan samarali foydalanishda kichik biznesning ahamiyatini oshirish yo‘llari // Iqtisodiyot va ta’lim. – 2024. – № 3. – B. 156-163.
[12] Turdibaeva M. O‘zbekiston Respublikasi Toshkent viloyati eksport salohiyati: Maykl Porterning raqobatdoshlik ustunliklari modeli asosida tahlil // Iqtisodiy taraqqiyot va tahlil. – 2025. – № 1. – B. 28-39.

takomillashtirish masalalarini o‘rgand[13]. S. Aleksandrov va R. Iskandarov raqamli iqtisodiyot orqali kichik biznesni rivojlantirishning yangi imkoniyatlarini tadqiq qildilar[14].

L. Gurov (2020) fikriga ko‘ra, kichik biznes iqtisodiy o‘sish sur’atlarini belgilaydi, moddiy, moliyaviy va kadrlar resurslarini samarali taqsimlashga yordam beradi, ish o‘rinlarini vujudga keltiradi[15]. U kichik biznes subyektlarining foyda solig‘idan ozod etilganligi, ularga kredit va moliyaviy yordamlarning imtiyozli tarzda amalga oshirilishining ahamiyatini ta’kidladi.

Kichik korxonalarning global bozorlarda raqobatbardoshligini oshirish masalasi bo‘yicha xalqaro va mahalliy tadqiqotlar muhim nazariy baza yaratgan. Biroq, zamonaviy global iqtisodiyot sharoitida, raqamlashtirish va yangi texnologiyalar rivojlanishi, global qiymat zanjirlarining qayta tuzilishi kabi jarayonlarni hisobga olgan holda, yangi kompleks tadqiqotlar zarur. Bu tadqiqotlar nazariy jihatdan raqobatbardoshlik konsepsiyasini boyitishi, amaliy jihatdan esa O‘zbekiston kichik korxonalarining global bozorlarda muvaffaqiyatli faoliyat yuritishi uchun mexanizmlar ishlab chiqishga hissa qo‘shishi kerak.

Tadqiqot natijalari va tahlil. Kichik biznesning yalpi ichki mahsulotdagi o‘rni (2020-2025). Tadqiqot davomida to‘plangan statistik ma’lumotlar tahlili shuni ko‘rsatadiki, O‘zbekiston iqtisodiyotida kichik va o‘rta biznesning o‘rni tobora kuchayib bormoqda.

Jadval 1. Kichik biznesning YalM va tarmoqlar bo‘yicha ulushi (2020-2025)[16].

Ko‘rsatkichlar	2020	2021	2022	2023	2024	2025 (9 oy)
YalMdagi ulushi (%)	53,9	53,0	52,4	53,2	54,3	51,5
Sanoatdagi ulushi (%)	30,2	31,5	31,8	32,0	32,4	32,0
Qishloq xo‘jaligida (%)	95,8	96,0	96,3	96,5	96,7	96,9
Qurilishda (%)	75,2	76,1	76,8	77,2	77,4	77,6
Xizmatlar sohasida (%)	43,8	44,5	44,9	45,0	45,2	45,1

2020-yildan 2025-yilgacha bo'lgan davrda kichik biznesning YaIMdagi ulushi 53,9% dan 54,3% ga ko'tarildi (2024-yil), 2025-yil 9 oyida esa 51,5% ni tashkil etdi. Eng yuqori ko'rsatkich qishloq xo'jaligida qayd etilgan (96,9%), bu kichik fermalar va dehqon xo'jaliklarining ustunligini ko'rsatadi[9]. Sanoatda ulush bosqichma-bosqich o'sib, 2025-yilda 32% ga yetdi[17].

[13] Gofurov U. Kichik biznesni davlat tomonidan tartibga solishning iqtisodiy mexanizmlarini takomillashtirish: Iqt.fan.nomz. ... diss. avtoref. – T.: TDIU, 2020. – 24 b.
[14] Aleksandrov S., Iskandarov R. Raqamli iqtisodiyot va kichik biznes // Zamonaviy iqtisodiyot. – 2024. – № 2. – B. 89-96.
[15] Gurov L. Kichik biznesning iqtisodiy ahamiyati // Bozor, pul va kredit. – 2020. – № 6. – B. 34-42.
[16] O‘zbekiston Respublikasi Statistika agentligi. Yillik statistik to'plam 2020-2025
[17] Iqtisodiy taraqqiyot va kambag'allikni qisqartirish vazirligi. Kichik biznes va tadbirkorlik rivojlanishi hisoboti

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Qishloq xo‘jaligida (%)	95,8	96,0	96,3	96,5	96,7	96,9
Qurilishda (%)	75,2	76,1	76,8	77,2	77,4	77,6
Xizmatlar sohasida (%)	43,8	44,5	44,9	45,0	45,2	45,1

2020-yildan 2025-yilgacha bo‘lgan davrda kichik biznesning YalMdagi ulushi 53,9% dan 54,3% ga ko‘tarildi (2024-yil), 2025-yil 9 oyida esa 51,5% ni tashkil etdi. Eng yuqori ko‘rsatkich qishloq xo‘jaligida qayd etilgan (96,9%), bu kichik fermalar va dehqon xo‘jaliklarining ustunligini ko‘rsatadi. Sanoatda ulush bosqichma-bosqich o‘sib, 2025-yilda 32% ga yetdi.

Jadval 3. Tadbirkorlik subyektlari soni (ming birlik)[19].

Yil	YATT	Kichik korxonalar	Mikrofirmalar	Jami KB subyektlari	1000 aholiga
2020	245,3	142,8	598,5	986,6	14,2
2021	258,7	156,4	625,3	1040,4	14,8
2022	271,5	168,9	654,7	1095,1	15,3
2023	275,8	182,5	712,4	1170,7	15,9
2024	283,9	195,2	710,6	1189,7	16,2
2025	287,4	201,8	714,6	1203,8	16,4

Kichik biznes subyektlari soni doimiy o‘sib bormoqda. 2020-yildan 2025-yil boshigacha jami subyektlar soni 986,6 mingdan 1203,8 minggacha (22% o‘sish) ko‘tarilgan. Aholining 1000 nafar jon boshiga kichik biznes subyektlari soni 14,2 dan 16,4 ga oshgan.

Jadval 4. O‘zbekistonning tashqi savdosi (mlrd AQSh dollari)[20].

Ko‘rsatkich	2022	2023	2024	2025 (yarim yil)	O‘sish 2024/2023
Tashqi savdo aylanmasi	56,8	63,5	65,9	37,0	+3,8%
Eksport	19,8	24,9	26,9	16,9	+8,4%
Import	37,0	38,6	39,0	20,1	+0,8%
Saldo	-17,2	-13,7	-12,0	-3,2	-

2024-yilda tashqi savdo aylanmasi 65,9 mlrd dollarga yetib, 3,8% o‘sdi. Eksport 8,4% ga oshib, 26,9 mlrd dollarni tashkil etdi. Muhimi, savdo balansi yaxshilanib, salbiy saldo 13,7 mlrd dollardan 12,0 mlrd dollarga kamaydi. 2025-yil yarim yilida eksport 29,2% ga o‘sdi.

[18] O‘zbekiston Respublikasi Statistika agentligi. Yillik statistik to‘plam 2020-2025. – Toshkent: Statistika agentligi, 2024.
[19] O‘zbekiston Respublikasi rasmiy statistika qo‘mitasi stat.uz
[20] O'zbekiston Respublikasi Bojxona qo'mitasi. Tashqi savdo statistikasi 2024, World Trade Organization Statistics Database.

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Jadval 5. Asosiy eksport mahsulotlari (2024-yil, mln AQSh dollari)[21].

Mahsulot turi	Hajm	Umumiy eksportdagi ulushi (%)	O‘sish 2023ga nisbatan
Oltin	7 480	27,8	+8,3%
To‘qimachilik mahsulotlari	1 990	7,4	-3,7%
Oziq-ovqat mahsulotlari	2 170	8,1	+22,4%
Kimyoviy mahsulotlar	1 680	6,2	+29,1%
Mashinasozlik	1 200	4,5	-7,9%
Rangli metallar	1 490	5,5	+7,6%
Boshqalar	10 900	40,5	-

Eksportda oltin (27,8%) va to‘qimachilik (7,4%) muhim o‘rin tutadi. 2024-yilda kimyoviy mahsulotlar eksporti 29,1% ga, oziq-ovqat mahsulotlari 22,4% ga o‘sdi. To‘qimachilik eksporti 3,7% ga qisqardi, mashinasozlik esa 7,9% ga kamaydi.

Kichik korxonalarning raqobatbardoshlik darajasini baholash, Korrelyatsion-regressiya tahlili natijalari

Statistik tahlil natijasida kichik korxonalarning raqobatbardoshligiga ta’sir etuvchi asosiy omillar va ularning ta’sir darajasi aniqlandi:

Jadval 11. Korrelyatsiya koeffitsiyentlari[22].

Omil	Korrelyatsiya koeffitsiyenti (r)	Ta’sir kuchi
Innovatsiya investitsiyalari	0,82	Kuchli ijobiy
Xodimlar malakasi	0,76	Kuchli ijobiy
Davlat qo‘llab-quvvatlashi	0,71	Kuchli ijobiy
Texnologik jihozlanganlik	0,68	O‘rta ijobiy
Brendning tanilganligi	0,64	O‘rta ijobiy
Eksport tajribasi	0,58	O‘rta ijobiy
Korxona yoshi	0,35	Zaif ijobiy

Regressiya modeli:

$Y = 12,5 + 0,45X_1 + 0,38X_2 + 0,32X_3 + 0,28X_4$

Bu yerda:

- Y - raqobatbardoshlik indeksi
- X_1 - innovatsiya investitsiyalari (mln so‘m)
- X_2 - xodimlar malakasi indeksi
- X_3 - davlat qo‘llab-quvvatlashi hajmi (mln so‘m)
- X_4 - texnologik jihozlanganlik darajasi (%)

Determinatsiya koeffitsiyenti: $R^2 = 0,74$, ya’ni modelga kiritilgan omillar raqobatbardoshlik o‘zgarishining 74% ini tushuntiradi.

[21] O‘zbekiston Respublikasi rasmiy statistika qo‘mitasi stat.uz

[22] Muallif ishlanmasi.

Jadval 12. Eksportga ta’sir etuvchi omillar regressiyasi[23].

Omil	Beta koeffitsienti	Ahamiyatliligi (p-value)
Mahsulot sifati	0,56	0,001***
Xalqaro sertifikatlar	0,48	0,003***
Marketing xarajatlari	0,42	0,008**
Ishlab chiqarish hajmi	0,38	0,015*
Narx raqobatbardoshligi	0,34	0,024*

*** p<0,001; ** p<0,01; * p<0,05

Mahsulot sifati (β=0,56) va xalqaro sertifikatlar (β=0,48) eksport hajmiga eng kuchli ta’sir ko‘rsatadi. Bu global bozorlarda sifat standartlarining ahamiyatini tasdiqlaydi.

Jadval 13. Kichik biznes ko‘rsatkichlari: xalqaro qiyoslash[24].

Davlat	YaIMdagi ulushi (%)	Eksportdagi ulushi (%)	Bandlikdagi ulushi (%)
O‘zbekiston	54,3	33,3	74,0
Xitoy	60,0	50,5	80,0
Yaponiya	50,0	50,2	70,0
Germaniya	55,0	55,3	60,0
Janubiy Koreya	48,0	40,8	88,0
AQSh	50,0	50,0	48,0
Turkiya	52,0	48,5	76,5

O‘zbekiston kichik biznesining YaIMdagi ulushi (54,3%) xalqaro o‘rtacha ko‘rsatkichga yaqin. Biroq, eksportdagi ulushi (33,3%) rivojlangan mamlakatlardan sezilarli darajada past. Bu eksport salohiyatini oshirish zarurligini ko‘rsatadi.

Jadval 15. Kichik korxonalarning global bozorlarga chiqishdagi muammolari[25].

Muammo	Respondentlar ulushi (%)	Muhimlik darajasi (1-5)
Moliyaviy resurslar kamchiligi	78,4	4,8
Xalqaro standartlar bilimi yo‘qligi	72,8	4,6
Yuqori logistika xarajatlari	68,2	4,4
Malakali kadrlar etishmasligi	65,6	4,3

[23] Muallif ishlanmasi.
[24] The World Bank Open Data, World Trade Organization Statistics Database, SME Competitiveness Outlook 2024
[25] Muallif ishlanmasi so‘rovnoma natijalari

Bozor ma'lumotlari yo'qligi	62,4	4,2
Til to'sig'i	58,9	3,9
Brend va obro' yo'qligi	56,7	4,5
Me'yoriy hujjatlar murakkabligi	48,3	3,7

Jadval 16. Talab qilinadigan qo'llab-quvvatlash turlari

Qo'llab-quvvatlash turi	Ustunlik (%)
Imtiyozli kreditlar	82,4
Eksport subsid grantsiyalari	76,8
Bepul trening va konsalting	71,2
Xalqaro ko'rgazmalarga qo'llab-quvvatlash	68,4
Sertifikatsiyalashga yordam	65,6
Marketing xarajatlarini qoplash	62,8
Texnologik modernizatsiya grantlari	58,9
Eksport infratuzilmasi	54,3

Makroiqtisodiy ko'rsatkichlar bo'yicha

1. **Ijobiy tendensiyalar:**

- Kichik biznesning YaIMdagi ulushi barqaror (51,5-54,3%)
- Bandlikda muhim o'rin (74%)
- Subyektlar sonining o'sishi (+22% 5 yilda)
- Iqtisodiy o'sish tezlashishi (2025-yilda 7,6%)

2. **Muammoli joylar:**

- Eksportdagi past ulush (33,3% vs 50% rivojlangan mamlakatlarda)
- Raqobatbardoshlik indeksining pastligi (46,7/100)
- Innovatsiya va texnologiya rivojlanishining sust sur'ati

8.2. Raqobatbardoshlik tahlili bo'yicha

1. Eng zaif komponentlar:

- Eksport salohiyati (38/100)
- Innovatsiyalar darajasi (42/100)
- Texnologik jihozlanganlik (44/100)

2. Asosiy raqobat ustunliklari:

- Mehnat resurslarining arzonligi
- Davlat qo'llab-quvvatlashi
- Geografik joylashuv

3. Ta'sir etuvchi omillar:

- Innovatsiya investitsiyalari (r=0,82)
- Kadrlar malakasi (r=0,76)
- Davlat qo'llab-quvvatlashi (r=0,71)

Bu natijalar kichik korxonalarning global bozorlarda raqobatbardoshligini oshirish uchun kompleks strategiya ishlab chiqishda asos bo'lib xizmat qiladi.

XULOSA VA TAVSIYALAR

Kichik korxonalarning global bozorlarda raqobatbardoshligini oshirish masalasi bo'yicha olib borilgan tadqiqot natijalari asosida quyidagi xulosalarga kelindi. Nazariy-metodologik xulosalar. Tadqiqot davomida kichik korxonalarning global bozorlarda raqobatbardoshligini ta'minlashning nazariy-metodologik asoslari takomillashtirildi. Maykl Porterning raqobat ustunliklari nazariyasi, Shumpeterning innovatsiya konsepsiyasi, xalqarolashtirish bosqichlari nazariyasi va zamonaviy raqamli iqtisodiyot yondashuvlarini integratsiyalashtirgan holda kichik korxonalar uchun kompleks model ishlab chiqildi.

Kichik korxonalarning raqobatbardoshligini baholash metodologiyasi takomillashtirildi. Ishlab chiqilgan kompozitsion indeks ichki omillar (innovatsiyalar, sifat, moliyaviy barqarorlik, kadrlar), tashqi omillar (davlat qo‘llab-quvvatlashi, infrastruktura) va eksport salohiyatini birlashtiradi. Bu metodologiya kichik korxonalarning global raqobat qobiliyatini obyektiv baholash imkonini beradi.

Tadqiqot natijasida aniqlandi ki, raqamli transformatsiya va Industirya 4.0 texnologiyalari kichik korxonalar uchun global bozorlarga kirish to‘siqlarini sezilarli darajada pasaytiradi. E-commerce, raqamli marketing, bulutli texnologiyalar va sun’iy intellekt vositalari kichik korxonalarga xalqaro hamkorlar bilan to‘g‘ridan-to‘g‘ri aloqa o‘rnatish, xarajatlarni kamaytirish va yangi bozorlarni o‘rganish imkonini beradi.

O‘zbekiston kichik biznesining hozirgi holati bo‘yicha xulosalarga to‘xtaladigan bo‘lsak, 2024-yilda kichik biznesning yalpi ichki mahsulotdagi ulushi 54,3%, bandlikdagi ulushi 74%, sanoatdagi ulushi 32,4% ni tashkil etdi. So‘nggi 5 yilda (2020-2025) kichik biznes subyektlari soni 986,6 mingdan 1203,8 minggacha (22% o‘sish) ko‘tarildi. Biroq, kichik biznesning eksportdagi ulushi (33,3%) rivojlangan mamlakatlarning o‘rtacha ko‘rsatkichidan (50%) sezilarli darajada past. 2024-yilda mamlakat eksporti 26,9 mlrd dollarni tashkil etdi, lekin kichik korxonalar hissasi nisbatan cheklangan. Bu kichik biznes subyektlarining global bozorlarga integratsiyalashuv darajasining pastligini ko‘rsatadi.

O‘zbekiston kichik korxonalarining raqobatbardoshlik indeksi 46,7 ballni (100 balldan) tashkil etdi, bu rivojlangan mamlakatlar o‘rtacha ko‘rsatkichidan (77,4) 30,7 ball past. Eng zaif komponentlar: eksport salohiyati (38 ball), innovatsiyalar darajasi (42 ball), texnologik jihozlanganlik (44 ball), moliyaviy barqarorlik (48 ball). Korrelyatsion-regressiya tahlili shuni ko‘rsatdiki, kichik korxonalarning raqobatbardoshligiga eng kuchli ta’sir ko‘rsatuvchi omillar: innovatsiya investitsiyalari (r=0,82), xodimlar malakasi (r=0,76), davlat qo‘llab-quvvatlashi (r=0,71), texnologik jihozlanganlik (r=0,68). Bu omillarni yaxshilash kichik korxonalarning global raqobat qobiliyatini sezilarli darajada oshirishi mumkin.

Tavsiyalar.

- Eksport mahsulotlarini ishlab chiqaruvchi kichik korxonalar uchun 3-5% yillik foiz stavkasi bilan uzoq muddatli (7-10 yil) kreditlar dasturini joriy etish;
- Kreditlar hajmini 50 mln so‘mdan 500 mln so‘mgacha oshirish va garovsiz kreditlar ulushini kengaytirish;
- Eksport hajmiga qarab, kredit foiz stavkasini qisman qoplash mexanizmini joriy etish (masalan, eksport 100 ming dollardan oshsa, 50% foizni davlat qoplaydi).
- “O‘zbekiston Eksport Krediti Agentligi”ni tashkil etish, u eksport operatsiyalarini moliyalashtirish va sug‘urtalash bilan shug‘ullanadi;
- Xaridor xavfi, siyosiy xavflar, valyuta xavflarini sug‘urtalash mahsulotlarini ishlab chiqish;
- Xalqaro amaliyotga muvofiq sug‘urta uchun davlat subsidiyasi (30-50%) berish.

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Geogebra Program - Visualization And Interactivity Opportunity

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ABSTRACT
The article discusses the use of GeoGebra software mathematician in education role and his/her main opportunities analysis GeoGebra is a interactive and dynamic mathematician program is, she is geometry, algebra, calculation and statistics combined strong tool The article describes the use of GeoGebra software. to the user mathematician concepts visual in a way show opportunities, issues clear and fast solution to do opportunities, also, mathematician models in creation assistant functions is brought. Program to teachers and to students mathematics study and in teaching visualization, interactive experience and real time in mode analysis to do opportunities presented will reach.
Keywords: GeoGebra, abstraction, vector, model, modeling, artificial intelligence

In our country digital the economy active development, all networks and in the fields, most first of all, the state management, education, health storage and village on the farm modern information and communication technologies wide current to grow according to complex measures done is increasing [1]. Today on the day education in the system digital from technologies use modern pedagogy inseparable to the part In particular, mathematics in teaching abstract concepts visualization and interactivity provide important current task is considered. The students active participation provide and their mathematician literacy increase for traditional teaching to the methods additional accordingly new, dynamic tools current to grow necessary.

This regard, **GeoGebra** is a combination of algebra, geometry, and calculus. and statistics in a single, dynamic and free in the package combined strong mathematician software supply become service does. His opportunities mathematician make concepts realistic time in mode manipulation to do, variables change and the results immediately see opportunity gives. So So, GeoGebra students mathematician objects between dependencies deeper to understand help gives [2].

Mathematician modeling visual programming based on simulation to do. Geogebra and between artificial intelligence preferably sides. GeoGebra mathematics education following in directions effective application opportunity gives:

1. Visualization

Complex algebraic or geometric objects realistic time in mode For example, the function on the chart behavior immediately see to the student the topic deep to understand help gives.

2. Interactivity

Parameters change through students changes immediately according to they will get, this and experiment method through to study supports.

3. STEM integration

Physics, computer science and engineering in sciences calculation and modeling processes simplifies.

4. Remote to education compatibility

GeoGebra Classroom function to the teacher students work online observation, evaluation and discussion to do opportunity gives.

GeoGebra training to the process following positive effects shows. Constructivist approach supports: student knowledge himself/herself "builds". Creativity develops: complex models free create opportunity. Problematic situations solution skills increases. Teacher activity relieves: ready templates, dynamic files and automatic calculations.

Mathematician in modeling following stages will be:

1. The problem to put and analysis to do
2. Mathematician model create
3. On the computer the model build
4. Simulation to do and the results visual analysis to do
5. Model improvement and final conclusion release

GeoGebra is this stages 3–5 of the processes are higher efficiency with to do help gives. Interactive sliders, animation, graphs, algebra window and CAS module math modeling intuitive and demonstrative to look brings.

GeoGebra math modeling process noticeable at the level simplifies. Traditional from modeling different accordingly, in this graphic and algebra one of time in itself interactive works. Artificial intelligence and mathematics and in geometry effective work take goes but then worked examples fuchsia or geometric bodies complete drawing give did not get it. GeoGebra for artificial to the intellect relatively complete and all kinds of drawings in methods drawing give Artificial intellect mathematics in the field still developed no.

However very complicated mathematician systems (e.g. high orderly differential equations or computer graphics demanding GeoGebra functionality for models) limited to be possible. So despite, education system for this program the most effective from tools is one. Through GeoGebra geometry in the field drawings issues processing complete study possible. Current on the day people for becoming popular going artificial intellect mathematics everyone also active in the areas work can't.

GeoGebra software statistics and probability to the module has that him/her this in the field teaching universal tool for He/ She tells the students variance, standard deviation, different distributions and hypotheses check processes dynamic graphs through to observe opportunity gives . This and statistic principles just memorization instead of them experience through to study conditions creates.

There is research mainly GeoGebra's in geometry achievement learns. Students for comfortable calculation method is happening. The same At the time we were artificial intellect and geogebra with one kind on the list performance our observation possible. Because GeoGebra is still students inside becoming popular already no. In this article I will discuss GeoGebra and artificial intellect in mathematics where application and column sides seeing Let's go out.

This attitude with, this of the article purpose, from GeoGebra of use students analytical skills the impact empirical from learning consists of.

Article next in parts originally GeoGebra's main functional opportunities seeing will be released and artificial intelligence with GeoGebra how column sides there is that seeing Finally, we got results analysis will be done and mathematician GeoGebra in education effective application according to practical recommendations is given.

Conclusion as In other words, GeoGebra mathematics education interactive, visual and effective in the form organization to grow for strong The program is a tool for students mathematician thinking deepens, teachers for and lesson process innovative in a way organization to grow opportunity creates. Therefore GeoGebra digital of

education inseparable to the part around is going on.

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Prof. Chinedu M. Ogundele

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