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Special Linguistic Expertise Model

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Abstract

This article discusses the concept of special linguistic expertise, its legal and practical foundations, as well as the issues of forming a model for conducting expertise based on linguistic knowledge. The authors systematically consider the main tasks of linguistic expertise, assessment criteria, analysis methods and the procedure for formalizing results. The model proposes an improved approach based on modern linguistic technologies, computer linguistics tools and an algorithmic approach to the expertise process. The article also emphasizes the importance of special linguistic expertise in forensic investigation.

Keywords: special linguistic expertise, linguistics, legal analysis, expertise model, discourse analysis, forensic linguistics, evaluation criteria, computational linguistics, expertise methodology, linguistic evidence.

Special linguistic expertise is a scientific and practical research process based on special knowledge aimed at studying the product of speech activity for various purposes.

The development of civil society based on democratic principles, which is accompanied by the process of globalization, in particular, freedom of speech, has become a fundamental value of democracy. Although the right of every citizen to free expression has been strengthened at the constitutional level, the responsibility for exercising this freedom is increasing more than ever. The development of modern technologies has given rise to forms of communication carried out through the Internet and social networks. This increases the possibility of influencing someone's social balance through words. In particular, some cases of speech activity expressed through social networks cause various levels of debate and conflict among the public, ethnic groups, religious beliefs or individuals with political views. The increase in such cases increases the need for specialized linguistic expertise.

Although the legislation of the Republic of Uzbekistan provides for liability for insulting people through speech activity, the determination of the occurrence of this act can only be carried out through linguistic analysis. Therefore, it is necessary for a linguistic expert to scientifically analyze the speech units in the information provided and make semantic-pragmatic determinations.

We would like to add that current forms of communication are not only expressed in oral and written speech, but also in multimodal forms (memes, emoji, graphic symbols, sound and video elements). In such a process, the linguist expert is required not only to be able to work with texts, but also to be able to work with contextual and visual semantics. At this point, we found it necessary to dwell on the concept of multimodal communication and its features. The process of communicating using several semiotic (text, image, sound, video, etc.) systems at the same time is considered multimodal communication.

The development of communication technologies, the growth of democracy and freedom of speech are significantly increasing the demand for linguistic expertise. This is because a forensic linguistic expert is required to have special competence in law and linguistics. This, in turn, implies that a lot of time and money is spent on training such highly qualified personnel. Also, the ability to study both areas at the same high level is a somewhat difficult task for some individuals. Therefore, in our opinion, it is necessary to effectively use linguists to meet the high demand for linguistic expertise. The model of special linguistic expertise proposed by us is based on knowledge of linguistics. Legal knowledge is not required in this process. Let's get acquainted in more detail with the model of organizing special linguistic expertise studies:

1. Reason for examination
2. Acceptance of materials for analysis
3. Creating questions based on a specified object
4. Linguistic analysis
5. Contextual analysis
6. Summarizing the analysis results (identifying offending units)
7. Conclusion

From the above model, we can see that the process of organizing and conducting a special linguistic examination consists of several stages. Therefore, we would like to dwell on each of these stages separately.

Stage 1: Reason for the examination. Although the first stage of the special linguistic examination model may seem, at first glance, to be a simple organizational situation, in fact this stage determines the overall direction of the examination activity and creates a clear framework for the subsequent stages of analysis.

2. Stage: acceptance of materials for analysis. In order to conduct a special linguistic examination effectively, the materials being analyzed must first be obtained correctly and in full.

3. Stage: creating questions based on the specified object. This stage involves creating specific and scientific questions necessary for a systematic examination of the object of linguistic expertise. Properly formulated questions guide the expert from general considerations to specific evidence during the analysis process.

4. Stage: linguistic analysis. In this stage, in-depth linguistic analysis processes are carried out on the collected materials at various levels. The methods by which linguistic analysis processes will be carried out are determined based on the materials collected in the second stage.

5. Stage: contextual analysis. In the process of special linguistic expertise, in some cases, such situations are observed that analyzing the selected product of speech activity only at the grammatical, syntactic or semantic level does not give sufficient results. The reason is that some speech units are identified only through contextual analysis, that is, depending on the circumstances in which they were used, in relation to whom and for what purpose.

6. Stage: generalization of analysis results (identification of offending units). At this stage, it is required to provide clear answers to the questions posed by the examination process from a scientific point of view by summarizing the results obtained in previous analysis processes.

7. Stage: conclusion. The final stage of a special linguistic examination is the stage where, after passing all the analytical stages, the expert forms a well-founded linguistic conclusion. The main task at this stage is to answer the questions posed to the expert based on clear, concise and reliable information. The most important aspect of this stage is that the conclusion must be completely impartial. That is, it must be based only on linguistic criteria and expressed in a manner free from personal views, assumptions, doubts or emotional assessments.

To summarize briefly, a special model of linguistic expertise creates an effective methodological basis for identifying, analyzing, and evaluating speech conflicts that arise in the modern digital and multimodal communication environment.

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The Conflict Between Reason And Emotion In Daniel Keyes' Novel "Flowers For Algernon"

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Abstract

In world literature, works aimed at artistic analysis of the human psyche and thought processes occupy a special place. In 20th-century American literature, Daniel Keyes' novel "Flowers for Algernon" is one of such works. The author raises the most important questions of humanity through the artificially acquired intelligence of a simple worker, Charlie Gordon. The work reveals the imbalances that arise in the world of emotions, the pursuit of happiness and its tragic end, along with the expansion of human consciousness, based on deep psychological analysis.

Kirish

Jahon adabiyotida inson ruhiyati va tafakkur jarayonlarini badiiy tahlil qilishga qaratilgan asarlar alohida o'rin egallaydi. XX asr amerika adabiyotida Deniel Kizning "Flowers for Algernon" ("Eljernon uchun gullar") romani ana shunday asarlardan biridir. Muallif oddiy ishchi Charli Gordonning sun'iy yo'l bilan orttirilgan aql darajasi orqali insoniyatning eng muhim savollarini qo'yadi. Asarda inson ongining kengayishi bilan birga, his-tuyg'ular dunyosida paydo bo'ladigan nomutanosibliklar, baxt sari intilish va uning fojiali yakuni chuqur psixologik tahlil asosida ochib beriladi.

Amerikalik yozuvchi Deniel Kizning mashhur "Eljernon uchun gullar" "Flowers for Algernon" (1966) romani zamonaviy adabiyotdagi eng chuqur falsafiy asarlardan biri hisoblanadi. Asar syujeti ilmiy-fantastik tajribaga asoslangan bo'lsa-da, uning mazmuni insoniyatning azaliy savollariga: aql, his-tuyg'u va baxt o'rtasidagi murakkab munosabatlarga bag'ishlangan.

Asarda intellektual imkoniyatlari cheklangan, IQ darajasi 68 bo'lgan oddiy ishchi Charli Gordon ustida olib borilgan tajriba "Augmentation of intelligence", tafakkurni jarrohlik amaliyoti orqali sun'iy o'stirish haqida gap boradi. Muallif bu bilan o'tgan asr 50-yillarida yuzaga kelgan ilmiy, axloqiy va ijtimoiy muammolar muhokamasini ko'taradi. Bilamizki, bu aynan oldingi asrlarga xos va mashhur bo'lgan, inson miyasi va ongi ustida o'tkazilgan lobotomiya amaliyotlari bilan bevosita bog'liqdir. Yozuvchi muammoning axloqiy va ijtimoiy jihatlarini mahorat bilan ko'rsatgan holda, inson tahlilida tafakkur yagona asos emasligini, ijtimoiy mavjudot bo'lmish odam hissiyot va ruhiyat kabi negizlarga egaligiga urg'u beradi. Xususan, tajriba natijasida Charlining aqliy salohiyati keskin rivojlanadi, ammo bu rivojlanish o'z-o'zidan baxt keltirmasligi, balki insoniy tuyg'ular bilan muvozanatga kelmagan aql odamni iztirobga ham olib kelishi mumkinligi ko'rsatiladi. Mazkur maqolada aynan shu jihat — aql va his-tuyg'u o'rtasidagi qarama-qarshilik ilmiy tahlil qilinadi.

Romanning bosh qahramoni Charli Gordon tajriba tufayli qisqa vaqt ichida yuqori intellektual salohiyatga erishadi. U ilgari faqat oddiy jismoniy ishlarni bajara oladigan darajada sodda inson bo'lsa, keyinchalik murakkab ilmiy masalalarni yechishga, xorijiy tillarni egallashga, hatto murakkab falsafiy g'oyalarni tahlil qilishga muvaffaq bo'ladi.

Ammo tafakkurning keskin o'sishi Charliga ijtimoiy va shaxsiy muammolarni ham olib keladi. U ilgari do'st deb bilgan odamlarning aslida uni mazax qilib kelganini tushunadi. Bu esa uning ruhiy olamida iztiroblarni keltirib chiqaradi. Tafakkur o'sishi asosiy qahramonni atrof-muhitga nisbatan hushyor qilgan bo'lsa-da, shu bilan birga, uni yolg'izlik va ruhiy og'riqqa mahkum qiladi.

Asarda Charlining nafaqat intellektual qobilyatlari, balki his-tuyg'ulari ham keskin o'zgaradi. U ilgari sodda, samimiy va beg'ubor inson bo'lsa, keyinchalik murakkab psixologik jarayonlarni

boshdan kechiradi. Ayniqsa, bu tafovut ustozlari Elis Kinnian bilan bo'lgan munosabatlari misolida yaqqol ko'rinadi.

Charlining muhabbati chuqurlashgan sari, uning hissiy dunyosida qarama-qarshilik kuchayadi. Bir tomondan, u hozirgi ilmiy salohiyati tufayli Elis bilan teng darajada fikrlaydi, ikkinchi tomondan, o'zining ruhiy va ijtimoiy kelib chiqishi sababli doimiy ichki muammolarga duch keladi. Bu holat ilm-fan imkoniyatlari inson qalbidagi tabiiy his-tuyg'ularni to'liq muvozanatlashtira olmasligini ko'rsatadi.

Asarda aql va his-tuyg'u o'rtasidagi qarama-qarshilik dramatik nuqtaga yetadi. Charli intellektual jihatdan nihoyatda yuksalgach, o'zini jamiyatdan ajralgan va yolg'iz his qiladi. U odamlar bilan oddiy insoniy munosabatlarni yo'qotadi, muhabbat va do'stlikda qoniqish topolmaydi.

Bu jarayon Eljernon nomli sichqoncha obrazi orqali ramziy tarzda berilgan. Eljernon ham xuddi Charli kabi tajribadan o'tgan bo'lib, avval tezkor va aqli bo'lsa-da, vaqt o'tishi bilan intellektual qobiliyatlari orqaga qaytib halok bo'ladi. Bu voqea Charlining kelajak taqdiri haqida oldindan bildirish beradi. Natijada, inson tafakkuri sun'iy ravishda yuksalishi oddiy insoniy baxtni ta'minlay olmasligi fojiali tarzda ko'rsatiladi.

Xulosa qilib aytgach, Deniel Kizning "Eljernon uchun gular" "Flowers for Algernon" romani aql va his-tuyg'u o'rtasidagi murakkab qarama-qarshilikni chuqur falsafiy darajada yoritib beradi. Asarda tafakkurning o'sishi ilmiy yutuq sifatida talqin qilinsa-da, insoniy baxtga faqatgina intellektual salohiyat orqali erishib bo'lmazligi aniq ko'rsatiladi. Muallif qarashlari insonning to'laqonli hayoti nafaqat aql, balki qalb va tuyg'ular uyg'unligida ekanligida namoyon bo'ladi. Bugungi kunda ham mazkur roman insoniyat oldiga dolzarb masalani qo'yadi: yolg'iz ilm-fan taraqqiyoti inson baxtini ta'minlashga qodirmi? Albatta yo'q, sababi inson nafaqat ongli, balki hissiy mavjudot hamdir. Aql — kuch, ammo his-tuyg'u va ruhiyatsiz insonni baxtli qilishga ojizdir.

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The Essence Of The Concept Of Insult

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Abstract

This article analyzes the legal and social essence of the concept of insult, its forms, consequences, and liability measures established by the legislation of the Republic of Uzbekistan based on a scientific approach. The article also pays special attention to the expansion of insults via the Internet and social networks, their negative impact on society, and measures to prevent them.

Keywords: insult, honor, dignity, legal responsibility, moral standards, Internet, cyberbullying.

Words are one of the most powerful tools of man. Words build and words destroy. Especially in modern society, the damage caused to human honor, dignity and reputation through words is increasing. Negative, derogatory and offensive expressions are often used in interpersonal relationships, in the media, and on social networks. This violates the delicate line between personal freedom and honor. This article analyzes the legal and moral boundaries of the concept of "insult", its impact on society, and the regulatory and legal frameworks that regulate it.

Insult is the deliberate, derogatory insult to the honor and dignity of a person through words or actions that are usually expressed verbally, in writing, or in any other form of expression. From a legal point of view, insult is a subjective act that deliberately violates the honor of a person and causes him psychological harm. From a psychological point of view, insult is a form of severe psychological pressure that undermines a person's self-confidence and attitude to social relationships.

Insulting always goes beyond personal freedom and violates the rights of another person. This act usually has more negative consequences when it is committed in public.

Insults come in the following forms, and real-life examples can be given for each:

1. Verbal abuse – through direct words (for example: "idiot", "wrong person", "you can't be called a person", etc.). Example: At a work meeting, a department head, in response to an employee's opinion, says, "You are a person who doesn't even understand such a simple issue, we don't need personnel like you!" These words are derogatory and, since they are said in public, can be considered an insult.
2. Written insults – in letters, comments on social networks, articles and other materials. Example: One user on a social network comments on another's post and writes, "You are a liar and a scoundrel, it is not worth talking to you!" A person whose honor has been violated by these derogatory expressions can go to court under Article 41 of the Code of Administrative Offenses.
3. Cyberbullying – on social networks, forums, blogs and messengers. Example: A female student sends a message to her classmates in a Telegram group saying, "Even looking at you is disgusting, I have never seen a person as dirty as you." This is a case of "cyberbullying" and, in addition to insults, also leads to psychological pressure. If this situation is repeated or causes psychological harm, criminal liability will arise.
4. Insults through gestures and signs – for example, derogatory actions or body language. Example: A driver on the street, angry at the wrongdoing of another driver, reacts to him with insulting hand gestures (for example, an insulting hand gesture). Although this form of insult is not verbal, it is considered a derogatory gesture and gives rise to legal liability.

Insult is not only a legal problem, but also a deep socio-moral problem. Its negative consequences can be as follows:

- Harm to the mental state of a person;
- Increased social hostility and conflict;
- Disruption of the environment in organizations and communities;
- Leading to psychological pressure and depression among adolescents;
- Increased suicide rates (as a result of cyberbullying).

International norms also define measures to combat bullying:

Universal Declaration of Human Rights (1948) – every human being is born with dignity and worth and must be respected. European Convention on Human Rights – defines that freedom of expression does not mean permission to humiliate someone else's dignity. In many countries (for example: Germany, France, Japan), insult is considered a crime and punishable by law. Therefore, the following measures are important to prevent insult:

1. Increasing legal literacy - explaining to citizens the consequences of insults;
2. Strengthening moral education - promoting respect and culture in the family, school, and media;
3. Strengthening control over the Internet - introducing algorithms and models to combat cyberbullying and harassment on social networks;
4. Developing psychological support systems – providing support to victims.

In conclusion, it can be said that insult is a harmful act aimed at human honor and dignity, which should be considered not only as a legal, but also as a social and moral problem. The legislation of Uzbekistan is taking this issue seriously, but in practice, both legal and educational measures should be taken together. Within the framework of freedom of speech, each person must be responsible and respect the honor of others. Strengthening the culture of communication, values of tolerance and respect in society will lead to a decrease in cases of insult.

Various forms of insults are widespread in real life and are observed in many areas, from personal relationships to social networks and the media. The goal is to understand the severity of these actions, their legal and social consequences, and to propose systematic approaches to prevent them.

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The concept of psychologism and the role of psychological analysis in American and Uzbek literature

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Abstract

Literature is considered one of the most powerful forms of art in revealing the human psyche and in the artistic analysis of the inner world of the individual. In any literary work, alongside the chain of events, the inner experiences of the protagonist, their suffering, dreams, and hopes are also depicted. This process is called psychologism, and it has developed as a distinct field within literary studies. Psychologism determines not only the aesthetic but also the philosophical foundations of the literary process..

Kirish

Adabiyot inson ruhiyatini ochib berishda va shaxsning ichki dunyosini badiiy tahlil qilishda eng ta'sirchan san'at turlaridan biri hisoblanadi. Har qanday asarda voqealar zanjiri bilan bir qatorda qahramonning ichki kechinmalari, iztiroblari, orzu va umidlari ham tasvirlanadi. Ana shu jarayon psixologizm deb atalib, u adabiyotshunoslikda alohida ilmiy yo'nalish sifatida shakllangan. Psixologizm adabiy jarayonning nafaqat estetik, balki falsafiy asoslarini ham belgilab beradi. Adabiyot inson ruhiyatining badiiy ifodasidir. Har bir yozuvchi voqeilikni tasvirlar ekan, insonning xatti-harakatlari bilan bir qatorda uning ichki olamini ochib berishga ham intiladi. Ana shu jarayonni ifodalovchi tushuncha psixologizm deb ataladi. Adabiyotshunoslikda psixologizm — bu qahramonning ichki kechinmalari, ruhiy iztiroblari va tafakkur jarayonlarini chuqur tahlil qilishga asoslangan uslubdir.

Psixologik tahlilning badiiy asarda tutgan o'rni nihoyatda katta. Chunki u qahramonlarni jonli, murakkab va haqiqiy inson sifatida ko'rsatadi. Mazkur maqolada Amerika va o'zbek adabiyotidagi psixologizmning shakllanishi, o'ziga xos xususiyatlari hamda ularning o'xshash va farqli jihatlari ilmiy asosda tahlil qilinadi.

Amerika adabiyotida psixologizm XIX asr oxiri va XX asr boshlaridan boshlab faol rivojlana boshladi. Buning asosiy sababi o'sha davrda psixologiya fanining mustaqil ilmiy sohaga aylanishi va badiiy adabiyotga kuchli ta'sir ko'rsatganidir. Masalan, amerikalik faylasuf va psixolog Uilyam Jeyms tomonidan ilgari surilgan "stream of consciousness" (ong oqimi) nazariyasi badiiy adabiyotda keng qo'llaniladi.

Bu usul orqali inson tafakkuri, xotiralari, orzulari va hissiy kechinmalari ketma-ketlik va mantiqiy izchillikdan tashqarida, xuddi haqiqiy, ba'zi o'rinlarda betartib ong jarayonlariga o'xshash tarzda tasvirlandi. Uilyam Folknerning "The Sound and the Fury" romani, Jeyms Joysning "Ulysses" asari, shuningdek, Xemingueyning qisqa jumlar orqali ichki kechinmalarni ifodalash uslubi psixologik tahlilning yorqin namunalaridir.

Shuningdek, Deniel Kizning "Flowers for Algernon" romani insonning aql va his-tuyg'ularidagi o'zgarishlarni chuqur psixologik tahlil orqali yoritib bergani bilan mashhurdir. Bu jihatlari Amerika adabiyotida psixologizmning yetakchi yo'nalishlardan biriga aylanganini ko'rsatadi.

O'zbek adabiyotida psixologizmning ildizlari mumtoz adabiyotga borib taqaladi. Alisher Navoiy g'azallarida, Boburning "Boburnoma"sida inson qalbining nozik kechinmalari, muhabbat, iztirob va umid kabi holatlar keng ifoda topgan.

XX asr o'zbek adabiyotida psixologizm yangi bosqichga ko'tarildi. Abdulla Qodiriyning "O'tkan kunlar" romanida qahramonlarning ruhiy iztiroblari, muhabbat va vijdon o'rtasidagi kurash psixologik tahlil vositasida beriladi. Cho'lponning "Kecha va kunduz" asarida esa inson qalbining iztiroblari va orzulari poetik ifoda etiladi. Oybekning "Navoiy" romani, Tohir Malikning "Shaytanat", O'tkir Hoshimovning "Dunyoning ishlari", "Ikki eshik orasi", "Tushda kechgan umrlar" asarlari psixologizmning zamonaviy o'zbek adabiyotidagi yorqin namunalaridan hisoblanadi. Bu davr adabiyotida psixologizm yanada chuqurlashdi. Ichki monolog, ruhiy

kechinmalarni tasvirlash, o'zini-o'zi tahlil qilish kabi usullar yozuvchilarning badiiy uslubida keng o'rin oldi. Bu esa o'zbek adabiyotining jahon adabiy jarayoniga uyg'unlashganidan dalolat beradi.

Amerika va o'zbek adabiyotidagi psixologizm o'rtasida o'xshashliklar ham, tafovutlar ham mavjud. O'xshash jihati shundaki, har ikkala adabiyotda ham qahramonning ichki dunyosini ochishga katta e'tibor qaratiladi. Qahramonlarning qaror qabul qilish jarayonlari, ruhiy iztiroblari, muhabbat va umid singari kechinmalari asarlarda markaziy o'rinni egallaydi.

Biroq farqli jihatlar ham mavjudki, Amerika adabiyotida psixologizm ko'proq tajribaviy shakllarda — ong oqimi, ichki monologlarning murakkab konstruksiyalari orqali namoyon bo'lsa, o'zbek adabiyotida u milliy ruh, an'anaviy obrazlar va ijtimoiy muammolar bilan uzviy bog'langan holda ifodalanadi.

Shuningdek, Amerika yozuvchilarida individual ong jarayonlari markazda bo'lsa, o'zbek yozuvchilarida ko'pincha inson ruhiyati ijtimoiy sharoit va milliy qadriyatlar bilan uyg'unlikda tasvirlanadi.

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Development Of Students' Cognitive Skills Through Ecological Education In Preschool Educational Organizations

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Abstract

The article discusses the issues of providing environmental education in preschool educational organizations, the effectiveness of providing environmental education, instilling a love for nature through the development of environmental education, preserving nature, the interaction between humans and nature, ways of introducing nature, forming a positive attitude of students towards nature, and expanding their knowledge of its phenomena and laws.

Key words: education, ecological knowledge, ecological education, activity, process, potential, method, method, walk, excursion, efficiency, improvement, environment, factor, tool, opportunity.

Annotatsiya

Maqolada maktabgacha ta'lim tashkilotlarida ekologik ta'lim tarbiya berish, ekologik ta'lim tarbiya berishning samaradorligi, ekologik tarbiyani rivojlantirish orqali tabiatga bo'lgan muhabbatini uyg'otish, tabiatni asrab avaylash, inson va tabiat o'rtasidagi o'zaro aloqa, tabiat bilan tanishtirish yo'llari, tarbiyalanuvchilarning tabiatga ijobiy munosabatini shakllantirish, uning hodisalari, qonuniyatlari haqida bilish doirasini o'stirish.

Kalit so'zlar: ta'lim tarbiya, ekologik bilim, ekologik tarbiya, faoliyat, jarayon, salohiyat, metod, usul, sayr, ekskursiya, samaradorlik, takomillashtirish, muhit, omil, vosita, imkoniyat.

Kirish (Introduction) Bugungi kunda ekologik vaziyat insoniyat uchun xavfli muammolar qatoriga kiradi, chunki inson va tabiat o'rtasidagi aloqalar buzilmoqda. Insonlar tabiiy resurslardan me'yorida ortiq foydalanishi sayyoramizning qiyofasini o'zgartirmoqda. Atmosfera havosi ifloslanmoqda, o'rmonlar kamaymoqda, o'simoq va hayvonot turlari yo'qolmoqda, foydali qazilmalar esa tugamoqda. Shu bilan birga, aholi energiya va toza suv muammolariga duch kelmoqda, suv havzalari ifloslanmoqda va chiqindilar soni ortib bormoqda. Buzilgan o'zaro aloqalarni tiklash uchun o'sib kelayotgan avlodni ekologik bilimlar bilan tanishtirish, ularda tabiatga mehrni shakllantirish zarurdir. Ekologik bilim tabiiy muhit, tirik jonzorlar, ularning yashash tarzi va atrof-muhit bilan munosabatlar haqidagi bilimlar yig'indisidan iboratdir. Ekologik bilim- bu tirik tabiatning tuzilishi, rivojlanishi, o'zgarishi, yer yuzidagi tirik jonzorlarning holati, ularning bir-birlari va atrof-muhit o'rtasidagi bo'lib turadigan munosabatlarni tabiiy boyliklarning son va sifatini, xajmini, hillarini hamda ularni saqlash va tejamkorlik bilan foydalanish yo'llarini o'zlashtirishdan iboratdir [1.107-b]. Inson tabiat bilan qanday munosabatda bo'lishi, uning qonuniyatlarini o'rganishi va inshootlarini asrab-avaylashi muhimdir, aks holda insoniyat tabiiy ofatlar bilan to'qnash kelishi mumkin. Ekologik bilim, ta'lim va tarbiya tabiat va insoniyat o'rtasidagi uzviy bog'liqlikdir. Inson tabiatga qadam qo'yganidan boshlab, butun umri davomida tabiat bilan anglangan aloqa, asrab-avaylash, tabiatga hurmat, hayvonlarga e'tibor kabi ezgu xislatlar davomiy ravishda rivojlantirilishi kerak. Biroq, hisobga olishimiz kerakki, hozirgi kunda bu jarayonlar yetarlicha bajarilmayapti, natijada muvozanat buzilmoqda. Maktabgacha ta'lim tashkilotlarida bolalarga ekologik bilim va tarbiya berish uchun zamonaviy usullar mavjud bo'lib, bu ularni tabiatga mehr va ehtiyotkorlik munosabati bilan tanishtiradi. Ushbu jarayonni o'yin orqali amalga oshirishimiz ham mumkin. O'yin ijtimoiy tajribalarni o'zlashtirish va qayta yaratishga yo'nalgan vaziyatlarda faoliyat turi sifatida belgilanadi hamda jarayonda shaxsning o'z xulqini boshqarishi shakllanadi va takomillashadi [2.79-b]. Biz bilamizki maktabgacha ta'lim tashkilotlarida o'yin yetakchi faoliyat

sifatida qo'llaniladi. Ta'lim jarayonlari "Ilk qadam" davlat dasturi asosida tashkil etilgan bo'lib, bolalarga dastlabki bilimlarni berish uchun tarbiyachilar tomonidan turli materiallardan foydalaniladi. Tarqatma materiallar, ko'rgazmalar, videoroliklar va rasmlar orqali bolalar tabiat, hayvonot olami va atrof-olam haqida bilimlar olishadi. Kuzatish, suhbatlar, didaktik o'yinlar va ekskursiyalar orqali esa bolalar tabiatni his qilish va o'zlashtirish imkoniyatiga ega bo'lishadi. Shunday qilib, bolalarda tabiatga bo'lgan munosabat va bilimlarni tarbiyalash orqali ularning tasavvurlari kengayadi va ekologik bilimlari ortadi.

Tahlil va natijalar (Analysis and results) Ekologik ta'lim dunyoni yaxlit tushunish, biosferaning noyob xususiyatlarini bilishga va odamning tabiatdagi o'rnini anglashga asoslanadi. "Avesto" kitobida yer, suv, havo kabi tabiiy resurslarni bulg'ash va ifloslantirish og'ir gunoh sifatida qabul qilinadi. Bu ibratli fikr bugungi avlodlarni atrof-muhitga nisbatan vaxshiyona munosabatda bo'lmaslikka undaydi[3.2-b]. Ekologik madaniyat esa umumiy madaniyatning asosiy qismiga aylandikca, moddiy va ma'naviy qadriyatlar rivojlanishida muhim rol o'ynay boshlagan. Maktabgacha yoshdagi bolalar ekologik ta'limni oila, ta'lim muassasalari va badiiy adabiyot orqali o'rganadilar. Bola ekologik madaniyatini shakllanishi oila a'zolarining atrof-muhitga nisbati bilan bog'liq. Maktabgacha ta'lim muassasalaridagi tarbiyachilarning shaxsiy va kasbiy fazilatlarini ekologik jihatdan rivojlangan muhitni yaratishda muhim ahamiyatga ega. Bolaning estetik va axloqiy tuyg'ularini rivojlantirishda tabiat bilan aloqaga ehtiyoj majburiy hisoblanadi. Bola erta yoshdan tabiat bilan bog'lanishi, o'zini tabiatning bir qismi deb bilishi kerak. Maxsus tashkil etilgan kuzatuvlar orqali bolalarda tabiatga bo'lgan qiziqishni uyg'otish mumkin. Tabiiy narsalarning hissiy bilishida vizual, eshitish va sezish orqali turli idrok shakllari muhimdir. Kuzatuvlar bolalarga tabiat ob'yektlarining turli xususiyatlarini ajratish va o'zaro bog'lanishni hisobga olish imkonini beradi. Bu jarayonda aqliy faoliyat rivojlanadi, kuzatuv esa bilimlar va madaniyatni shakllantirish uchun asos bo'ladi. Maktabgacha ta'lim muassasasida tabiatda kuzatuvlar o'tkazishda tabiiy narsalarning mavjudligi va kuzatish mazmuni muhim ahamiyatga ega. Kuzatuvlarning davomiyligi ob'yekt va bolalarning yoshiga qarab bir necha daqiqadan iborat bo'lishi mumkin. Masalan, bolalar yomg'ir tomchilarini yoki qushlarning oziqlanishini kuzatishlari mumkin. Uzoq muddatli kuzatuvlar tabiiy hodisalardagi o'zgarishlarni ko'rish imkonini beradi. Har bir yosh guruhiga mos keladigan kuzatuv mavzularini tanlash ham muhimdir. Maktabgacha yoshdagi bolalarda ekologik madaniyat asoslarini shakllantirish uchun tabiatda kuzatuvlar o'tkazish jarayonida ularning bilimlari, ko'nikmalari va qadriyat munosabatlarini rivojlantirish zarur. Jamiyat ma'naviy qadriyatlarni, jumladan, ekologik madaniyatni asrab-avaylash va kelajak avlodlarga yetkazishdan manfaatdor. Bolalar yerning tabiiy boyliklarini ko'paytiradigan darajada tarbiyalanishi zarur. Tarbiyachilar bolalarga tabiat haqidagi bilimlar va ko'nikmalarni oshirishda turli usullardan foydalanadilar, ularning orasida bevosita tajriba va faol ko'nikmalarni ta'minlaydigan usullarga ustunlik berish muhimdir. Ekologik madaniyatni shakllantirishda kuzatish, boshlang'ich eksperimentlar, modellash va o'yin kabi usullar kiritilishi kerak. Shuningdek, tarbiyachilar hikoyalar, suhbatlar va tabiiy ob'yektlarni ko'rsatish orqali bolalar bilan ishlashda o'ziga xos so'z usullaridan foydalanadilar. Kuzatish - bu tabiatni hissiy anglash usuli bo'lib, u bolalarni tirik hayot va atrof-muhitga bevosita bog'laydi. E.I. Tixiyeva, O. Yoxanson, A.A. Bystrov, P.N. Baza va boshqa olimlar tabiatni tushunishning muhim usuli sifatida kuzatishga katta ahamiyat berganlar. Tabiatga ehtiyotkorlik bilan yondashish va uni muhofaza qilishni tushunish, ekologik madaniyat va atrof-muhitni anglash maktabgacha yoshida shakllanadi. Shu sababli, ta'lim tashkilotlarida asosiy maqsad o'sib kelayotgan avlodning ekologik madaniyatini va ekologik ongini rivojlantirishdir. Ahmad Yugnakiy fikriga ko'ra, hayvon tabiat ne'matlaridan qanoatlanadi, inson esa o'z mehnati bilan ularga ehtiyoj sezadi. Inson hayvonlar kabi o'z yashash joyini o'zlashtira olmaydi, shuning uchun u o'zaro yordamga muhtoj. Maktabgacha yoshdagi bolalarning ekologik madaniyatini shakllantirishda qator usullar alohida ahamiyatga ega. Xulosa qilib aytganda, ta'lim tizimida o'quv jarayonlarini yangidan isloh qilish, zamonaviy axborot texnologiyalariga asoslangan o'qitish usullarini ishlab

chiqish va joriy etish bugungi talabdi[4.19-b].Maktabgacha yoshdagi bolalarni ekologik tarbiyalashda kuzatuv muhim rol o'ynaydi, bu bolalarda tabiatga mehr uyg'otadi. Kuzatuvning turli turlari bolalarni ekologik tarbiyalash bilan birga, ularning aqliy salohiyatini ham oshiradi. Zamon talablariga muvofiq, bolalarning turli xil faoliyatlarini uyushtirish, ularni bilimli, mehnatsevar va barkamol insonlar sifatida tarbiyalash zarur. Prezident Sh.M. Mirziyoyev o'zining "Yangi O'zbekiston strategiyasi" nomli asarida: "Bugun hayot yangicha fikrlash va ishlash, milliy "aql markazlarini" shakllantirishni talab etmoqda," deb alohida qayd etgan[5.247-b].Biz yaratadigan milliy aql markazlarida bolalar tanqidiy va ijodiy fikrlash, hamkorlik, muloqot, jismoniy bilim va ijtimoiylashuv kabi ko'nikmalarga ega bo'lishi zarur[6.150-b].Bunday jarayonlar bolani har tomonlama tarbiyalashga va tabiatga nisbatan oqilona yondashishga o'rgatadi.Maktabgacha ta'lim tashkilotlarida bolalarni tabiat bilan tanishtirishning quyidagi shakllari mavjud:

- ✓ Mashg'ulotlar o'tkazish orqali;
- ✓ O'yinlar o'ynash orqali;
- ✓ Kundalik hayot ishlari orqali;
- ✓ Ekskursiya;
- ✓ Mehnat faoliyati orqali;

Maktabgacha ta'lim tashkilotlarida sayr va ekskursiyalar o'tkazish bolalar uchun tabiat va uning sirlarini amaliy ravishda kuzatish imkonini beradi. Ushbu jarayonlar bolalarni ona tabiat va atrof-muhit haqida aniq tasavvurlar bilan ta'minlaydi. Ekskursiya nafaqat tabiatdagi hodisalar va voqealar bilan tanishtiradi, balki insonning atrof-dagi muhitdagi o'zgarishlar bilan tanishtiradi. Bu esa yaratuvchanlik faoliyatiga hurmatni oshirib, o'z o'lka tabiatidan g'ururlanish hissini mustahkamlaydi.Sayr, ekskursiya, mashg'ulotlar va mehnat faoliyatlari bolalarda tabiatga qiziqish uyg'otadi, ularni diqqatli va sinchkov bo'lishga rag'batlantiradi. Buning natijasida, bolalar kuzatilayotgan hodisalarni chuqurroq o'rganish, fikr yuritish va bilim doirasini kengaytirish ko'nikmalarini rivojlantiradilar. Maktabgacha ta'lim tashkilotlarida tabiat burchaklari mavjud bo'lib, bu burchaklar bolalarda tabiatga muhabbat va e'tibor, atrof-muhitga qiziqish, vatanparvarlik va mehnatsevarlik kabi xususiyatlarni rivojlantirishga xizmat qiladi. Bolalar o'simliklar va hayvonot dunyosining xilma-xilligini, ular uchun zarur shart-sharoitlarni o'rganadilar. Tabiatga zarar bermaslik, uning resurslaridan oqilona foydalanish, ekologik muvozanatni saqlash va atrof-muhitni toza tutish har birimiz uchun muhim vazifalardir[7.688-b].Bu nafaqat o'zimiz uchun, balki kelgusi avlodlar uchun ham foydali xizmatdir. Ekologik ta'lim tarbiyasi maktabgacha ta'limda muhimdir. Bu jaraynda quyidagi asosiy jihatlariga e'tibor berilishi kerak:

- Tabiatni o'rganish
 - Bolalarni tabiat bilan tanishtirish va uning go'zalligini ochib berish.
 - O'simliklar va hayvonlar haqida ma'lumotlar berish.
- Ekologik ongni rivojlantirish
 - Tabiatni muhofaza qilish va resurslardan oqilona foydalanish zarurligini tushuntirish.
 - Ekologik muammolar bilan tanishtirish (masalan, chiqindilar va ifloslanish).
- Amaliy faoliyat
 - Bolalarni bog'da yoki tabiatda amaliy ishlarga jalb qilish (o'simlik ekish, toza havoda yurish).
 - "Yashil kun" yoki "Ekologik toza shahar" kabi tadbirlar o'tkazish.
- O'yin va faoliyatlar orqali ta'lim berish
 - Ekologik mavzularda o'yinlar o'ynash va muhokama o'tkazish.
 - Asarlarni o'qish va bahs-munozaralar o'tkazish.
- Oilaviy va jamoaviy ta'sir
 - Ota-onalar va jamiyatni ekologik ta'lim jarayoniga jalb qilish.
 - Jamoat tadbirlari orqali ekologik ongni oshirish.

Umuman olganda, ekologik ta'lim bolalarga tabiatga bo'lgan mas'uliyatni o'rgatib, ularni kelajakda ekologik muammolarni hal qiladigan shaxslar sifatida tayyorlashga yordam beradi.

Xulosa va takliflar (Conclusion/Recommendation)

Maktabgacha ta'lim tashkilotlarida yer sayyorasi umumiy uyimiz negizida ta'lim tarbiya ayniqsa, ekologik tarbiya berish orqali ijobiy natijaga erishish mumkin bo'ladi. Maktabgacha ta'lim tashkilotlarida ekologik ta'lim tarbiya berish juda muhim hisoblanadi. Bu jarayon bolalarda yerga, tabiatga va uning muhofazasiga bo'lgan mas'uliyatni shakllantirishga yordam beradi. Quyidagi usullarni qo'llash tavsiya etiladi. Xulosa o'rnida aytishimiz mumkinki, bu muhitni ushbu jarayonlar orqali amalga oshirish mumkin.

✓ Tashkiliy darslar

○ Yer sayyorasi, uning tuzilishi va geografik xususiyatlari haqida oddiy tushuntirish.

○ Tabiatning go'zalliklari va noyob joylari haqida ma'lumot berish.

✓ Tabiat bilan muloqot

○ Bolalarni tabiatga olib chiqish, sayr qilish yoki tabiiy muhitda tajriba qilish.

○ O'simliklar va hayvonlar bilan tanishtirish, ularning hayoti haqida ma'lumot berish.

✓ O'yin va interaktiv faoliyatlar

○ "Yer sayyorasi" mavzusida o'yinlar va faoliyatlar o'tkazish.

○ Xayolan yoki chizmalar orqali o'z "uyimiz" ni tasavvur qilish va atrofimizni saqlashga oid g'oyalarni rivojlantirish.

✓ Ekologik loyiha va tadbirlar

○ "Yerdan chiqindilar" loyihasi orqali bolalarni chiqindilarni to'g'ri joylashtirishga o'rgatish.

○ "Tabiatni boqish" tadbirlari orqali o'simliklar ekish va ularni parvarishlash.

✓ Ota-onalar bilan hamkorlik

○ Ota-onalarni ekologik ta'lim jarayoniga jalb qilish, ular bilan birgalikda tadbirlar o'tkazish.

○ Uydagi oddiy ekologik amaliyotlarni tarbiyalanuvchilar orqali bilimlarini oshirish.

Bu yondashuvlar orqali bolalar yer sayyorasining muhimligini va uni asrashning zarurligini anglab yetishadi. Ular tabiatga nisbatan mehr va e'tibor bilan qarashga o'rganishadi.

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Роль Информационных Технологий В Обществе

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Аннотация

В данном введении к специальному вопросу о роли информационно-коммуникационных технологий (ИКТ) в социально-экономическом развитии мы представляем концептуальную основу, учитывающую четыре измерения, влияющих на социально-экономическое развитие: политику, бизнес, технологии и общество. Эта рамка систематически построена на основе анализа предыдущих подходов и предназначена для того, чтобы обеспечить контекст для восьми статей в данном специальном выпуске, а также служить ориентиром для будущих исследований.

Ключевые слова: информационные технологии, социально-экономическое развитие, информационно-коммуникационные технологии (ИКТ), политика, бизнес, общество, цифровизация, инновации, образовательные технологии, социальные изменения.

Введение. Информационно-коммуникационные технологии (ИКТ) играют важнейшую роль во всех сферах современной жизни. ИКТ изменили наш способ общения друг с другом, поиска необходимой информации, работы, ведения бизнеса, взаимодействия с государственными органами и управления социальной жизнью. Влияя на повседневную жизнь, ИКТ также воздействуют на макроэкономический рост, что, в свою очередь, оказывает влияние на общество через улучшение инфраструктуры и повышение уровня жизни.

Хотя термин «социально-экономическое развитие» широко используется в исследованиях и практике, его значение не всегда бывает однозначным. Слово «развитие» подразумевает прогресс или продвижение вперёд и может быть определено как совокупность целенаправленных или неосознанных действий, направленных на улучшение общества. Определение «социально-экономическое» объединяет два аспекта: социальные факторы, такие как образование и профессия, и экономические факторы, такие как доходы и ресурсы. Таким образом, социально-экономическое развитие можно определить как процесс изменения или улучшения социальных и экономических условий, связанных с отдельным человеком, организацией или обществом в целом.

Все статьи, включённые в данный специальный выпуск, рассматривают роль ИКТ в различных аспектах общества и социально-экономического развития, например, в образовании и обучении, административной деятельности, организационных отношениях, управлении проектами, предоставлении услуг и медицинской помощи. В этой редакционной статье мы стремимся представить некоторые структурные подходы к пониманию роли ИКТ в социально-экономическом развитии, а также показать, каким образом различные аспекты общества, технологий, бизнеса и государственной политики связаны с процессом социально-экономического развития.

Прежде чем представить нашу многомерную концептуальную основу, мы кратко рассмотрим ранее опубликованные рамки, связанные с социально-экономическим развитием, и обсудим их преимущества и недостатки. Наша собственная рамка частично основана на этих предыдущих подходах. После обсуждения предлагаемой основы мы представим восемь статей, вошедших в данный специальный выпуск, и соотнесём их с контекстом разработанной рамки.

Для оценки текущего состояния исследований в области социально-экономического развития мы провели поиск в литературе существующих рамок или моделей. Одной из ранее тщательно проработанных моделей является концептуальная основа, предложенная Талоном и Крамером (2000), которая связывает ИКТ с экономическими издержками и экономическим развитием. Однако концептуальные основы, которые одновременно учитывают как социальные, так и экономические аспекты развития, встречаются относительно редко. В целом нам удалось выявить шесть ранее опубликованных рамок, которые пытаются объяснить влияние ИКТ на отдельные аспекты социально-экономического развития. Мы кратко обсудим их в хронологическом порядке публикации.

Мадон (2000) предложил концептуальную основу, объясняющую взаимосвязь между Интернетом и социально-экономическим развитием в развивающихся странах. Эта рамка была разработана на основе анализа литературы, анекдотических свидетельств и предположений. Она предполагает, что Интернет оказывает положительное воздействие в четырёх основных измерениях:

- экономическая производительность (например, экономический рост);
- социальное благополучие, включая здравоохранение, образование и сокращение бедности, а также демократизацию;
- физическая среда через устойчивое развитие.

Мадонн подчёркивает важность посреднических институтов, включая действия правительства, которые способствуют влиянию Интернета на социально-экономическое развитие.

Информационные технологии — это технологии управления и обработки данных. Обычно под этим термином понимаются компьютерные технологии. В сфере информационных технологий ведутся работы по сбору, хранению, защите, обработке и передаче различной информации с помощью компьютеров и компьютерных сетей.

Основные технические средства информационных технологий, помимо вычислительной и организационной техники, включают средства связи — Интернет, телефон, телетайп, телефакс и др.

Хотя информационные технологии существовали на различных этапах развития человечества, особенность современного информационного общества заключается в том, что впервые в истории цивилизации затраты на доступ к знаниям и их производство превосходят затраты энергии, сырья, материалов и предметов материального потребления. Таким образом, среди современных технологий информационные занимают ведущее место. Индустриальный комплекс информационных технологий включает компьютеры, системы связи, базы данных, базы знаний и связанные с ними сферы деятельности.

На сегодняшний день информационные технологии условно можно разделить на три типа: **сохраняющие, рационализирующие и создающие**.

- Первые позволяют экономить труд, материальные ресурсы и время.
- К рационализирующим можно отнести, например, системы заказа билетов или расчётные системы гостиниц.
- Создающие (творческие) информационные технологии формируются как системы, которые производят информацию, используют её и включают человека в качестве составной части.

Современное развитие и достижения в области информационных технологий подтверждают необходимость информатизации всех сфер науки и человеческой деятельности.

Информатизация общества понимается как использование информации в качестве общественного богатства, обеспечивающего развитие экономики, ускорение научно-технического прогресса, демократизацию и интеллектуализацию общества.

Фактически информатизация общества представляет собой объективный процесс, связанный с усилением роли интеллектуальной деятельности во всех сферах жизни человека. Она способствует улучшению уровня жизни населения, удовлетворению социальных потребностей, росту экономики и ускорению научно-технического прогресса.

Процесс информатизации общества можно разделить на пять основных направлений:

- комплексная автоматизация труда, технологий и производственных процессов;
- информатизация научных исследований, проектирования и производства;
- автоматизация организационно-экономического управления;
- информатизация сферы обслуживания населения;
- информатизация системы образования и подготовки кадров.

Роль компьютерных систем в обучении чрезвычайно велика, независимо от формы представления информации (текст, графика, звук и др.). Компьютерные технологии в образовательном процессе позволяют:

- ускорять учебный процесс по сравнению с традиционными методами;
- повышать интерес студентов к науке и стимулировать их творческую активность;
- индивидуализировать обучение;
- облегчать повторение, закрепление и контроль знаний;
- превращать студента в активного субъекта образовательного процесса.

Использование новых информационных технологий в учебно-воспитательном процессе возможно в следующих формах:

- компьютерные уроки при изучении определённых предметов;
- компьютер как наглядное средство;
- организация групповой и фронтальной работы студентов;
- организация научных исследований студентов;
- рациональная организация свободного времени студентов и др.

Дальнейший рост производительности труда и уровня благосостояния напрямую связан с использованием новых интеллектуальных средств и человеко-машинных интерфейсов для обработки больших объёмов мультимедийной информации (тексты, графика, видео, звук, анимация). Если темпы роста производительности в информатике будут недостаточны, эффективность всего народного хозяйства может существенно снизиться. Сегодня около 50% рабочих мест в мире оснащены средствами обработки информации.

Информатизация общества и внедрение новых информационных технологий играют важную роль в удовлетворении разнообразных информационных потребностей человека.

Человек, живя в мире информации, обращается к фактам и цифрам, стремясь выявить взаимосвязь и сущность событий и процессов, найти научные ответы на сложные вопросы, возникающие в его жизни. Благодаря информации теория соединяется с практикой. Теория без практики не существует и не развивается, а практика без теории лишена направления. Главная цель наших заводов — не рассуждать об абстрактной роли информатики, а иметь представление о методах и средствах удовлетворения информационных потребностей общества.

Эти потребности всегда существуют и удовлетворяются в определённой «информационной среде». Понятие «информационная среда» сегодня занимает важное место в изучении вопросов информатики. Окружающая человека среда многообразна по своим функциям: она может быть природной, политической, социальной, национальной, семейно-психологической. Фактически все эти уровни — составляющие единой среды, в центре которой стоит информационная среда. Она управляет всеми

информационными процессами: материальной реальностью, её энергетической составляющей, и при этом тесно связана с различными социальными факторами.

В понимании природы важное значение имеет изучение процесса превращения информации в знание. На первый взгляд, они кажутся тождественными, однако более глубокое исследование показывает, что информация обладает коммуникативным свойством — связью между знаниями и другими средствами.

В обществе информационный фактор является «мостом» между людьми и подразделениями. Следовательно, механизм превращения знаний «для себя» в информацию играет особую роль в формировании информационной среды. В древности информационная среда была бедной, ограниченной узким кругом необходимых и доступных сведений. Это веками сужало возможности коммуникации и уменьшало вклад человека в информационную среду общества.

Сегодня же информационная среда стала широкой и развитой, её значение в жизни общества огромно. В последнее время в информационной среде происходят серьёзные изменения. Эти изменения обуславливают необходимость безбумажных технологий, что, в свою очередь, способствует ещё более широкому развитию ЭВМ. Будущая роль и значение информационной среды в жизни человека должны быть значительно выше нынешнего уровня, что требует расширения комплекса решаемых задач.

В нашей республике, с развитием процессов информатизации, каждому гражданину предоставляется возможность своевременно получать необходимую информацию в нужном объёме и должного качества. Предприятия, организации и учреждения в областях, городах и районах оснащаются современной компьютерной техникой, которая с помощью специальных устройств (телефонные сети, модемы и др.) обеспечивает передачу и приём информации. Расширение сферы мышления человека в экономических, экологических, политических и других областях ведёт к качественным и количественным изменениям информационной среды, появлению новой её формы с особыми свойствами. Таким образом, информатизация — не временная мера, а необходимый инструмент развития. Современное состояние информационной среды невозможно поддерживать без информатики. В решении задач по быстрому и качественному сбору, хранению, обработке и передаче информации роль вычислительной техники огромна.

Изменения в управлении экономикой, переход к рыночным отношениям оказывают значительное влияние на организацию и ведение бухгалтерского учёта. Осуществляется переход к международным системам учёта, что требует разработки новых методик. Информационные системы бухгалтерского учёта и традиционные формы его организации на предприятиях претерпевают серьёзные изменения. От бухгалтера требуется знание объективных оценок финансового состояния предприятия, владение методами финансового анализа, умение работать с ценными бумагами, обосновывать инвестиции денежных средств и многое другое.

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Cross-Linguistic Representation of National Identity through Proverbs (Insights from Abdulla Qahhor and O. Henry)

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Abstract

This study examines the cross-linguistic representation of national identity through proverbs in the literary works of Abdulla Qahhor and O. Henry. Both authors employ proverbs as a tool to communicate moral and cultural codes inherent to their societies. The research investigates how linguistic structure and pragmatic function of proverbs embody national consciousness, emphasizing the reflection of Uzbek collectivism and American individualism. Through comparative textual analysis, the paper highlights the linguistic creativity and cultural symbolism of proverbs as vehicles of national identity in literature.

Keywords: Proverbs, national identity, Abdulla Qahhor, O. Henry, cross-linguistic analysis, cultural representation, pragmatics, linguistics, language and culture, comparative literature.

Language has long been regarded as the soul of a nation, encapsulating its worldview, traditions, and moral values. Among the linguistic elements that reflect this essence, proverbs stand out as miniature repositories of collective wisdom. They serve as powerful instruments for expressing cultural values and social norms. In the works of Abdulla Qahhor and O. Henry, proverbs are not merely stylistic devices; they are reflections of national identity and sociocultural consciousness. Despite the linguistic and cultural distance between Uzbek and English, both authors demonstrate how proverbs serve as tools of communication that connect individual experience to collective heritage.

Abdulla Qahhor, one of the most influential Uzbek writers of the 20th century, often drew upon folk traditions to enrich his literary style. His use of proverbs reveals an authentic portrayal of Uzbek mentality—one that values community, respect for elders, and collective harmony. Proverbs such as “*Birlikda kuch bor*” (There is strength in unity) encapsulate the essence of Uzbek collectivism and social solidarity. Qahhor’s narratives are imbued with these expressions to create authenticity and depth in character dialogue, grounding his works in the moral and ethical framework of his people. The characters often quote proverbs in everyday speech, symbolizing how traditional wisdom continues to guide modern life.

In contrast, O. Henry, an American short story writer known for his wit and irony, integrates proverbs in a manner that reflects the American spirit of individualism, practicality, and optimism. His usage of proverbs or proverb-like expressions demonstrates a culture driven by self-reliance and personal initiative. For instance, phrases echoing ideas like “Every man is the architect of his own fortune” capture the quintessential American belief in personal responsibility and ambition. Through these linguistic forms, O. Henry reinforces cultural ideals that prioritize individual effort over collective interdependence.

A cross-linguistic analysis of proverbs in Qahhor’s and O. Henry’s works reveals a fascinating interplay between universal wisdom and culturally specific values. Both writers use proverbs as communicative tools to convey moral lessons; however, their thematic orientations diverge based on their cultural backgrounds. Uzbek proverbs tend to emphasize group welfare, patience, and humility—virtues rooted in agrarian and family-oriented traditions. Conversely, American proverbs frequently stress independence, innovation, and personal success, reflecting the dynamics of a capitalist and competitive society.

From a linguistic perspective, the syntactic and semantic structures of proverbs in both languages show a tendency toward brevity, parallelism, and metaphorical imagery. Uzbek proverbs often employ alliteration and rhyme, making them memorable and melodious. Their semantic density allows a single proverb to carry multiple layers of meaning depending on

context. English proverbs, on the other hand, often rely on metaphor and analogy, creating vivid imagery that makes them relatable and adaptable to various situations. This structural difference mirrors cultural tendencies: Uzbek communication tends to be indirect and context-dependent, while American English often values directness and clarity.

Culturally, Qahhor's use of proverbs represents the voice of the people—collective wisdom transmitted through generations. His linguistic style often blurs the line between folklore and literature, allowing the spoken language of ordinary people to enter the realm of art. Proverbs in his stories act as moral anchors that reinforce social norms and expectations. They remind readers that one's actions are inseparable from the collective moral fabric of society. For instance, Qahhor frequently employs proverbs that warn against arrogance or selfishness, urging humility and respect for communal harmony.

O. Henry's use of proverbs, by contrast, often carries a humorous or ironic undertone. His stories reveal a deep understanding of human nature and social behavior, but his proverbial expressions frequently challenge traditional wisdom rather than reinforce it. This subtle irony reflects a uniquely American skepticism toward moral absolutism. While Qahhor uses proverbs to uphold moral traditions, O. Henry uses them to question or reinterpret societal norms. For example, a moral lesson delivered through an ironic twist at the end of a story illustrates the author's belief in human complexity and the unpredictability of fate.

Pragmatically, proverbs function as rhetorical devices that build rapport between the narrator and the reader. They serve as linguistic bridges linking abstract cultural values to specific human experiences. In both authors' works, proverbs are not ornamental—they perform vital communicative roles. In Qahhor's dialogues, they authenticate speech patterns and reflect the oral nature of Uzbek culture. In O. Henry's narratives, they provide humor, relatability, and narrative closure, engaging the reader's sense of familiarity and shared cultural background.

Through their distinct yet parallel uses of proverbs, Abdulla Qahhor and O. Henry reveal how language embodies national identity. Their works demonstrate that proverbs are more than linguistic expressions—they are cultural codes. By encoding collective beliefs, they preserve national consciousness and serve as moral compasses in an ever-changing world. Although the contexts differ—Uzbekistan's collectivist traditions versus America's individualistic ethos—the function of proverbs as cultural signifiers remains universal. Both writers showcase how linguistic artistry can bridge cultural divides while celebrating diversity.

In conclusion, proverbs play a crucial role in shaping and representing national identity across languages. Abdulla Qahhor and O. Henry exemplify this through their creative incorporation of proverbial wisdom, each reflecting their respective nation's character and worldview. The cross-linguistic comparison of their works underscores that while cultural values differ, the human impulse to distill experience into compact moral truths is shared. Proverbs thus stand as linguistic monuments to the universal human desire to preserve identity, wisdom, and tradition through language.

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Translation and Cultural Adaptation of Proverbs from Uzbek and English Literature (A Case Study of Abdulla Qahhor and O. Henry)

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Abstract

This study examines the translation and cultural adaptation challenges of proverbs in literary works by Abdulla Qahhor and O. Henry, two masterful short story writers whose narratives are deeply embedded with culturally-specific proverbial expressions. Through comparative analysis of original texts and their translations, this research explores how translators navigate the delicate balance between preserving cultural authenticity and ensuring comprehension for target audiences. The investigation reveals that successful proverb translation requires not merely linguistic competence but profound cultural knowledge and creative adaptation strategies. Findings demonstrate that domestication and foreignization approaches each offer distinct advantages depending on context, audience, and narrative function of the proverbs within the literary works.

Keywords: proverb translation, cultural adaptation, Abdulla Qahhor, O. Henry, literary translation, cross-cultural communication, Uzbek literature, American literature, domestication, foreignization

Introduction

Proverbs constitute one of the most culturally-laden elements of language, encapsulating centuries of collective wisdom, social values, and historical experiences within concise, memorable expressions. When these proverbial expressions appear in literary works, they serve multiple functions including character development, thematic reinforcement, cultural authenticity, and stylistic embellishment. The translation of proverbs presents translators with formidable challenges because these fixed expressions are deeply rooted in specific cultural contexts and often rely on metaphors, imagery, and references that may be entirely foreign to target language readers. This thesis investigates how proverbs are translated and culturally adapted in the literary works of two prominent short story writers from different linguistic and cultural traditions: Abdulla Qahhor, the celebrated Uzbek writer whose stories capture the essence of Uzbek society and mentality, and O. Henry, the American master of short fiction whose tales reflect American culture and values of the early twentieth century. Both authors extensively employed proverbs in their narratives, making their works ideal subjects for examining translation strategies and cultural adaptation techniques.

The significance of this research lies in its contribution to translation studies, particularly in the under-researched area of Uzbek-English literary translation. While considerable scholarly attention has been devoted to translation between major European languages, the specific challenges of translating between Uzbek and English, especially regarding culturally-embedded elements like proverbs, remain relatively unexplored. Furthermore, by examining two authors from distinctly different cultural backgrounds, this study provides insights into universal translation challenges while highlighting culture-specific considerations. Understanding how translators handle proverbs in literary texts has practical implications for translation pedagogy, literary translation practice, and cross-cultural communication studies. This research employs a qualitative comparative methodology, analyzing selected short stories from both authors in their original languages and examining published translations to identify translation strategies, assess their effectiveness, and evaluate the extent to which cultural meanings are preserved or transformed in the translation process.

Theoretical Framework

The translation of proverbs has been extensively discussed within translation studies, with scholars proposing various theoretical approaches to address the challenges inherent in transferring these culturally-bound expressions across linguistic boundaries. Venuti's influential distinction between domestication and foreignization provides a foundational framework for understanding translator choices. Domestication involves adapting source text elements to conform to target culture norms and expectations, often replacing source culture proverbs with functionally equivalent target culture proverbs. Foreignization, conversely, preserves the foreign characteristics of the source text, maintaining cultural specificity even at the risk of reduced immediate comprehension. Nida's concepts of formal equivalence and dynamic equivalence offer another lens through which to examine proverb translation. Formal equivalence prioritizes adherence to the source text structure and content, while dynamic equivalence emphasizes reproducing equivalent effects on target readers. When applied to proverbs, dynamic equivalence often necessitates significant adaptation since the cultural references and metaphorical frameworks underpinning source language proverbs may be incomprehensible or meaningless to target audiences without substantial modification.

Baker's work on translation strategies provides practical categorizations of techniques translators employ when confronting non-equivalent expressions. These strategies include translation by a more general word, translation by a more neutral or less expressive word, translation by cultural substitution, translation using a loan word with explanation, translation by paraphrase, translation by omission, and translation by illustration. Each strategy entails different degrees of source text transformation and varying levels of cultural information preservation. For proverb translation specifically, Gorjan and Newmark have identified additional considerations including the proverb's structural characteristics, its degree of recognizability within the source culture, its functional role in the discourse, and the existence or absence of equivalent expressions in the target language. The decision-making process for translators is further complicated by literary translation's dual obligation to preserve both semantic content and aesthetic qualities. Literary proverbs do not merely convey wisdom but contribute to characterization, establish cultural setting, create stylistic effects, and support thematic development. Translators must therefore consider not only what the proverb means but also what it accomplishes within the narrative structure.

Abdulla Qahhor's Use of Proverbs and Translation Challenges

Abdulla Qahhor, widely regarded as one of the founders of modern Uzbek prose, incorporated proverbs extensively throughout his literary works to capture authentic voices of Uzbek people and reflect the cultural worldview embedded in Uzbek traditional wisdom. His stories such as "Sinchalak" and "Anor" feature characters who naturally employ proverbial expressions in dialogue and narration, reflecting the central role of proverbs in everyday Uzbek communication. The Uzbek language possesses a rich proverbial tradition with expressions drawing from agricultural practices, Islamic cultural heritage, family relationships, and Central Asian historical experiences. Many Uzbek proverbs utilize metaphors based on elements deeply familiar to Uzbek culture but potentially obscure to English readers, such as references to specific foods, agricultural practices, traditional social structures, and Islamic concepts. For instance, Uzbek proverbs frequently reference bread as a symbol of sustenance and hospitality, reflecting the cultural significance of this staple in Uzbek society. Translating such proverbs into English requires translators to make critical decisions about whether to preserve the specific cultural references or to substitute with more universally comprehensible equivalents.

When examining translations of Qahhor's works, several distinct approaches become evident. Some translators opt for literal translation accompanied by explanatory footnotes, preserving the cultural specificity while providing necessary context for English readers. This foreignization strategy maintains the text's cultural authenticity and exposes readers to Uzbek worldview and

values, though it may disrupt reading flow and create aesthetic distance. Other translators employ cultural substitution, replacing Uzbek-specific proverbs with functionally equivalent English proverbs that convey similar meanings. For example, an Uzbek proverb about sheep might be rendered with an English proverb about different animals but similar moral implications. This domestication approach enhances readability and immediate comprehension but risks erasing cultural distinctiveness and potentially misrepresenting the cultural context of the narrative. A third approach involves paraphrasing the proverbial meaning in standard descriptive language, sacrificing the compressed, formulaic quality that characterizes proverbs but ensuring clear communication of the underlying message. Each approach involves trade-offs between various translation priorities including fidelity to source text, accessibility to target readers, preservation of cultural specificity, maintenance of literary style, and faithfulness to the author's artistic intentions.

O. Henry's Proverbs and Their Cultural Transference

O. Henry's short stories are characterized by wit, irony, and colloquial American English that includes frequent deployment of proverbs, idioms, and folk sayings reflecting American culture of the late nineteenth and early twentieth centuries. His stories such as "The Gift of the Magi" and "The Last Leaf" incorporate proverbial wisdom that reinforces themes while establishing characterization and cultural setting. American proverbs in O. Henry's works often derive from various sources including Biblical references, British literary traditions, American frontier experiences, and the melting pot of immigrant cultures that shaped American society. Many of his proverbial expressions employ humor and irony, sometimes subverting traditional wisdom or presenting conventional sayings in unexpected contexts. When translating O. Henry's works into Uzbek, translators face the challenge of conveying not only the semantic content of these proverbs but also their stylistic functions, humorous effects, and cultural connotations. The cultural distance between American and Uzbek societies means that many references embedded in O. Henry's proverbs may require explanation or adaptation for Uzbek readers to grasp their full significance.

Uzbek translations of O. Henry demonstrate various strategies for handling culturally-specific proverbial expressions. Some translators seek functionally equivalent Uzbek proverbs that convey similar meanings, effectively domesticating the text for Uzbek readers. This approach can successfully communicate the underlying wisdom while maintaining the compressed, formulaic quality characteristic of proverbs. However, finding true functional equivalents is often impossible due to cultural differences in metaphorical frameworks and value systems. When direct equivalents are unavailable, translators may employ proverbs that are semantically similar but employ different imagery or cultural references. Another strategy involves maintaining English proverbs in transliterated form with explanatory additions, particularly when the proverbs are well-known internationally or when preserving the American cultural context is deemed important for literary interpretation. This foreignization approach respects the source text's cultural specificity but may create comprehension challenges for readers unfamiliar with American culture. Additionally, some translators opt for explicitation, expanding proverbial expressions into longer explanatory phrases that convey the meaning without maintaining the proverbial form. While this ensures comprehension, it alters the stylistic texture of the narrative and diminishes the rhetorical impact of compressed wisdom that proverbs provide.

Comparative Analysis and Translation Strategies

Comparing translation approaches across Qahhor-to-English and O. Henry-to-Uzbek translations reveals both universal challenges in proverb translation and culture-specific considerations that influence translator decision-making. Both translation directions require translators to navigate the fundamental tension between source text fidelity and target text comprehensibility, between preserving cultural authenticity and ensuring reader engagement. However, the specific challenges differ due to asymmetries in cultural familiarity, translation

tradition development, and language structural differences. English readers generally have limited familiarity with Uzbek culture, making heavy foreignization of Uzbek proverbs potentially alienating or confusing. Conversely, Uzbek readers often possess greater familiarity with American culture through media exposure, potentially making American cultural references more accessible. This asymmetry influences translator choices regarding how much cultural adaptation is necessary. Furthermore, the translation tradition from Uzbek to English is less developed than translation from English to Uzbek, meaning fewer established conventions guide translators working from Uzbek sources.

Successful proverb translation in both directions requires translators to possess not merely bilingual competence but bicultural competence, understanding the cultural contexts, connotations, and pragmatic functions of proverbs in both source and target cultures. Close textual analysis reveals that the most effective translations employ flexible, context-sensitive strategies rather than adhering rigidly to a single approach. Translators must consider multiple factors including the proverb's importance to plot or theme, its recognizability within the source culture, the availability of target language equivalents, the target audience's cultural knowledge, and the overall translation philosophy guiding the project. When proverbs serve primarily ornamental functions, greater freedom for adaptation may be appropriate. When proverbs carry thematic weight or contribute significantly to characterization, preserving their cultural specificity becomes more important even if this requires additional explanatory support. Hybrid strategies that combine different approaches within a single translation often prove most effective, allowing translators to calibrate their interventions according to specific textual situations. For instance, a translator might use cultural substitution for minor proverbs while preserving and explaining culturally-significant proverbs that illuminate important aspects of the source culture.

Conclusion

This comparative study of proverb translation in the literary works of Abdulla Qahhor and O. Henry illuminates the complex challenges translators face when transferring culturally-embedded wisdom expressions across linguistic and cultural boundaries. The analysis demonstrates that no single translation strategy universally succeeds for all proverbs in all contexts. Instead, effective proverb translation requires careful consideration of multiple factors including the proverb's semantic content, cultural specificity, functional role within the narrative, and the target audience's cultural background and expectations. Both domestication and foreignization approaches offer distinct advantages and limitations. Domestication through cultural substitution enhances readability and immediate comprehension but risks cultural erasure and misrepresentation. Foreignization through literal translation with explanation preserves cultural authenticity and exposes readers to foreign worldviews but may create aesthetic distance and comprehension difficulties. The optimal approach often involves flexible, context-sensitive decision-making that employs different strategies for different proverbs depending on their specific characteristics and functions.

This research contributes to translation studies by providing empirical evidence of translation strategies employed in an under-researched language pair and by demonstrating how theoretical frameworks apply to practical translation challenges. The findings have implications for translation pedagogy, suggesting that translator training should emphasize cultural competence alongside linguistic skills and should expose students to multiple translation strategies with guidance on context-appropriate application. For practicing translators, this study highlights the importance of thorough cultural research, consultation with native speakers from both cultures, and careful consideration of how translation choices affect overall narrative impact. Future research could expand this investigation by examining reader reception of different translation approaches, analyzing proverb translation across additional language pairs, or investigating how translation strategies for proverbs have evolved over time as cultural contact increases and translation norms develop. Understanding proverb translation

contributes not only to improved literary translation practice but also to broader goals of cross-cultural communication and mutual understanding in an increasingly interconnected world where literature serves as a vital bridge between cultures.

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Дисфункция Височно-Нижнечелюстного Сустава: Симптомы, Клиника, Лечение

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Дисфункция височно-нижнечелюстного сустава (ВНЧС) является одной из наиболее распространённых патологий зубочелюстной системы, сопровождающейся нарушением функций жевательного аппарата и значительным снижением качества жизни пациентов. По данным эпидемиологических исследований, различные проявления данной патологии выявляются у 20–40 % населения, при этом наибольшая распространённость наблюдается у лиц трудоспособного возраста, преимущественно женщин (Schiffman et al., 2014; Gauer & Semidey, 2015).

Клиническая симптоматика включает боль в области сустава и жевательных мышц, ограничение амплитуды открывания рта (часто менее 35 мм), щелчки, шумы и смещение траектории движения нижней челюсти. Нередко фиксируются вторичные проявления — головные боли, чувство усталости при жевании, напряжение височных и шейных мышц. Современные подходы к диагностике базируются на интеграции клинического обследования, функциональных проб и инструментальных методов. Согласно международным критериям DC/TMD (Diagnostic Criteria for Temporomandibular Disorders, 2014), в диагностический процесс должны быть включены стандартизированные скрининговые опросники, позволяющие выявлять ранние проявления дисфункции. При подозрении на патологию проводится клинический осмотр с оценкой движений нижней челюсти, пальпацией жевательных мышц и регистрацией акустических феноменов. Для уточнения диагноза применяются магнитно-резонансная томография (МРТ), компьютерная томография (КТ), ультразвуковое исследование (УЗИ) и электромиография (ЭМГ), что позволяет повысить точность диагностики с 65–70 % до 85–90 % (Ahmad & Schiffman, 2016).

Лечение основывается на комплексном подходе и включает ортопедическую коррекцию (окклюзионные каппы, восстановление дефектов зубного ряда), физиотерапевтические методы (лазерное и магнитное воздействие, миогимнастику), медикаментозное сопровождение (НПВС, миорелаксанты, внутрисуставные инъекции гиалуроновой кислоты), а также инновационные методики — ботулинотерапию и малоинвазивные хирургические вмешательства (артроцентез, артроскопия).

Таким образом, ранняя диагностика с применением клинко-диагностических алгоритмов и современных инструментальных методов в сочетании с комплексной терапией позволяет значительно повысить эффективность лечения пациентов с дисфункцией ВНЧС и предотвратить хронизацию заболевания.

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Fibrous Periodontitis: Modern Evidence-Based Approaches to Treatment

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Abstract

Fibrous periodontitis is a chronic form of periodontal inflammation characterized by productive changes and the formation of connective tissue structures. The condition often remains asymptomatic and is detected mainly during radiographic examination, which complicates timely diagnosis. This work aims to systematize current treatment approaches and identify the most effective methods based on evidence-based dentistry. A review of recent domestic and international studies demonstrated that endodontic therapy remains the fundamental strategy, with mechanical and pharmacological root canal treatment combined with sodium hypochlorite or chlorhexidine irrigation achieving clinical success rates of 85–92%. The use of calcium hydroxide-based medicaments increases stable remission up to 95%. Adjuvant physiotherapy methods, such as laser therapy and ultrasonic irrigation activation, enhance canal sterility and accelerate reparative processes by 20–25%. In resistant cases, surgical interventions (apicoectomy, hemisection, root resection) are indicated, ensuring long-term tooth preservation in 70–80% of patients. A comprehensive, individualized, and multi-stage approach is therefore essential to improving the prognosis and quality of dental care in fibrous periodontitis.

Keywords: fibrous periodontitis, endodontic treatment, calcium hydroxide, laser therapy, apicoectomy.

Introduction. Fibrous periodontitis refers to chronic forms of periodontal inflammatory disease and is characterized by predominant productive changes with the formation of connective tissue structures. According to epidemiological studies, the proportion of fibrous periodontitis among all forms of chronic periodontitis ranges from 18% to 25%. The disease is usually asymptomatic and is predominantly detected by radiographic examination, which complicates timely diagnosis. Considering its latent course and the risk of progression to more severe inflammatory forms, the issue of selecting a rational therapeutic strategy is of particular relevance.

Objective. To systematize modern approaches to the treatment of fibrous periodontitis and to determine the most effective therapeutic methods based on evidence-based dentistry.

Materials and Methods. Recent domestic and international publications were analyzed, focusing on endodontic, pharmacological, and surgical methods of treating fibrous periodontitis, with consideration of clinical studies and literature reviews of the past years.

Results. Data analysis showed that the fundamental approach to the treatment of fibrous periodontitis is endodontic therapy. According to clinical studies, thorough mechanical and pharmacological treatment of root canals combined with irrigation using sodium hypochlorite and chlorhexidine provides positive outcomes in 85–92% of cases. The application of calcium hydroxide-based pastes additionally reduces microbial load and increases the likelihood of stable remission up to 95%.

Adjuvant physiotherapeutic methods such as laser therapy and ultrasonic activation of irrigants are considered promising. Their use improves the sterility of the root canal system and shortens reparative processes by 20–25% compared to conventional endodontic treatment. In resistant cases, surgical interventions (apicoectomy, hemisection, root resection) remain necessary, which, according to literature data, ensure successful tooth preservation in 70–80% of patients within a 5-year follow-up.

Conclusion. Thus, the treatment of fibrous periodontitis should be comprehensive, combining endodontic, pharmacological, and physiotherapeutic methods, while in resistant cases surgical interventions are required. The highest effectiveness is demonstrated by a multistage approach with the mandatory use of modern antiseptics and calcium-containing preparations. Individualization of treatment tactics improves the long-term prognosis of tooth preservation and enhances the quality of dental care.

The Role Of Theoretical And Practical Research In The Development Of Computer Linguistics

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Abstract

Computational linguistics is a component of applied linguistics, which uses the achievements of theoretical linguistics. Computational linguistics and theoretical linguistics complement each other. Today, one of the important needs is to raise the status of the Uzbek language and bring it to the ranks of authoritative languages. Computational linguistics is one of the convenient opportunities created to fulfill this need. This article is aimed at covering the above-mentioned topic.

Keywords: computational linguistics, machine translation, automatic editing and analysis, automatic language learning system, statistical analysis of text, linguostatistics.

Annotatsiya

Kompyuter lingvistikasi amaliy tilshunoslikning tarkibiy qismi hisoblanadi, u nazariy tilshunoslik yutuqlaridan foydalanadi. Kompyuter lingvistikasi va nazariy tilshunoslik bir-birini to'ldiradi. Bugungi kunda o'zbek tilining mavqeyini yuksaltirish, nufuzli tillar qatoriga olib chiqish muhim zarurlatlardan biri hisoblanadi. Kompyuter lingvistikasi mana shu zaruratni amalga oshirish uchun yaratilgan qulay imkoniyatlardan biridir. Ushbu maqolada aynan yuqorida ko'rsatib o'tilgan mavzuni yoritishga qaratilgan.

Kalit so'zlar: kompyuter lingvistikasi, mashina tarjimas, avtomatik tahrir va tahlil, tillarni avtomatik o'qitish tizimi, matnning statistik tahlili, lingvostatistika.

Jamiyatimizda hozirgi kunda avtomatlashgan informatsion texnologiyalar va kompyuter muhim ahamiyat kasb etmoqda. Kompyuter kundan kunga jamiyatning barcha sohalariga kirib bormoqda. Bu esa yangi yo'nalishlarning yuzaga kelishiga sabab bo'lmoqda. Xususan, tilshunoslikka kompyuter texnologiyalarining kirib kelishi natijasida kompyuter lingvistikasi fani shakllandi. Kompyuter lingvistikasining o'ziga xos xususiyatlari quyidagilarda ko'rinadi: kompyuter lingvistikasi tavsiflash jarayonida insonni istisno qiladi, tahlillar ko'proq kompyuterga moslashtiriladi; kompyuter lingvistikasi masalani miqdoriy xarakteristikalar va aniq parametrlar asosida hal etad, miqdoriy (kvantitativ) tavsifga, algoritmlash, modellashtirish, statistik tahlilga asoslanadi; kompyuter lingvistikasi amaliy xarakterga ega bo'lib, til bilan bog'liq muammolarning amaliy jihatlariga e'tibor qaratadi, uni aniq maqsadga yo'naltirilgan dasturlar, metodlar, tizimlar yordamida hal etish bilan shug'ullanadi; kompyuter lingvistikasida ko'proq sun'iy tillar (programmalashtirish tillari, algoritmik tillar)ga tayaniladi, tabiiy tillarning mavjud imkoniyatlari cheklanadi, bunda tabiiy tilga ishlov berilib, kompyuterga moslashtiriladi. Fanlar hamisha o'zaro uzviy bog'liqlik va hamkorlikda ish ko'radi, ular bir-birisiz mavjud bo'la olmaydi. Jumladan, kompyuter lingvistikasi fani ham bundan mustasno emas. Kompyuter lingvistikasi mantiq, informatika, statistika, semiotika, kibernetika, ehtimollar nazariyasi kabi turli fan sohalar bilan o'zaro aloqador. Kompyuter lingvistikasida qo'llanadigan lingvistik vositalarni shartli ravishda ikki qismga bo'lish mumkin: deklarativ hamda protsedura qismlari. Deklarativ qismga til va nutq birliklari lug'ati, grammatik ma'lumotnomalar, matnlar korpusi kabilarni kiritish mumkin. Protsedura qismi esa yuqoridagi lingvistik ta'minot bazasini boshqarish vositalari (algoritmlar tuzish, dasturlar yaratish, kompyuter analizi va sintezi kabilarni)ni o'z ichiga oladi. Matematik modellashtirish, formallashtirish, kompyuter tizimining tilshunoslikka tatbiq qilinishi avtomatik tarjima muammolari bilan shug'ullanish, mashina yordamida matn tuzish, uni qisqartirish, sintezlash jarayonini amalga oshirish uchun keng imkoniyatlar yaratdi. Bugungi

kunda kompyuter lingvistikasida til materiallarini formallashtirish, tabiiy tilni qayta ishlash, chastotali lug'atlar tuzish, turli qisqartmalar va simvollardan foydalanish, MT algoritmini tuzish amallari bajarilmoqda. Kompyuter lingvistikasi fani taraqqiyoti, turli maqsadlardagi dasturlarning yaratilishi tilshunoslikning boshqa yo'nalishlari taraqqiyotini ham ta'minlashga xizmat qiladi. "Kompyuter lingvistikasi" orfografik me'yorlarning buzilish hollarini, nogrammatik ifodalarni bartaraf etishga yordam beradi. Lingvistik ma'lumotlar statistikasida, turli mazmundagi lug'atlar yaratishda kompyuter lingvistikasining ahamiyati katta. Bu fan nafaqat tilshunoslik, balki boshqa sohalar taraqqiyotiga ham ijobiy ta'sir ko'rsatadi. Jumladan, avtomatik tahrirlash (BORIS tizimi), tarjima jarayonidan badiiy matnlarni tahlil va tarjima qilishda foydalanish mumkin.

Kompyuter lingvistikasi algoritmlar hamda inson va EHMning tabiiy tildagi muloqotini kompyuter orqali amalga oshirish bilan shug'ullanadi. Inson arifmetik hisoblarni yengillatuvchi elektron jihozlar o'ylab topdi. Tez orada bu mashinalarning inson bilimi bilan bog'liq bir qator masalalarni hal qilish imkoniga ham ega ekanligi aniq bo'ldi. Faktik materiallar to'plandi, kompyuter dasturlari yaratildi, bilimlarni qayta ishlovchi sun'iy tillar yaratildi. Bu jarayonlar "sun'iy intellekt" deb ataluvchi yangi sohaning shakllanishiga asos bo'ldi. Bizning davrimizda sun'iy intellekt bo'yicha ko'pgina nazariy tadqiqotlar amaliyotga tatbiq qilindi. Aniq mexanik operatsiyalar, obrazlar talqini amalga oshirildi. AQShdagi sun'iy intellekt bo'yicha nazariy tadqiqotlar amaliyotga tatbiq qilindi. Sun'iy intellektning asosiy masalalaridan biri – tabiiy tilni kompyuter orqali tushunishdir. Bu masala kompyuter lingvistikasiga taalluqlidir. O'z navbatida EHM boshqa mashina qurilmalarini boshqarishi mumkinligi ma'lum bo'ldi. Shuning uchun kompyuter lingvistikasi loyihalarini muvaffaqiyatli ravishda amalga oshirish bilan inson murakkab texnik obyektlarni ovozi buyruq va tabiiy tildagi matnlar orqali boshqarishi mumkinligi aniqlandi. Kompyuter lingvistikasi inson, so'z, texnika olamining yaxlit birikuvidir. XX asrning 50-yillaridan boshlab tilshunoslikda «mashina tarjimasi», «mashina tilshunosligi» atamaları qo'llana boshladi. Kompyuter texnologiyalari tilshunoslikka shu atamalar bilan kirib keldi. Mashina tarjimasi yoki avtomatik tarjima deyilganda bir tildagi matnni ikkinchi bir tilga EHM (kompyuter) vositasida, tez sur'atda tarjima qilish nazarda tutiladi. XIX asrda tilshunoslikning mustaqil fan sifatida shakllanishiga xizmat qilgan tadqiqotlar yuzaga keldi. Fanlar integratsiyasi bir qator yangi sohalarning shakllanishiga asos bo'ldi. Xususan, sotsiologiya va tilshunoslik kesimida sotsiolingvistika, psixologiya va tilshunoslik kesimida psixolingvistika, neyrologiya va tilshunoslik kesimida neyrolingvistika, shunga o'xshash biokimyo, astrofizika tipidagi qo'shma fanlar yuzaga keldi. Matematik lingvistika, kompyuter lingvistikasi fanlari ham ikki soha kesimida shakllangan fanlar hisoblanadi. Kompyuter lingvistikasi XX asrning 50 - yillarida yuzaga keldi. Bu fanning shakllanishida Kopengagen struktural tilshunoslik maktabi (glossematika)ning asoschisi Lui Yelmslevning g'oyalari o'ziga xos «turtki» vazifasini o'tagan. U hatto til hodisalarini matematik bayonda tushuntiradigan fanning nomini ham taklif etgan. Olimning fikricha, bu fan «Til algebrasi» («Lingvistik algebra») deb atalishi lozim edi. Amerikalik tilshunos Noam Xomskiyning formal grammatika, transformatsion grammatika haqidagi qarashlari bevosita matematik lingvistikaning alohida yo'nalish sifatida yuzaga kelishiga sabab bo'lgan. Matematik lingvistika fani kompyuter lingvistikasi sohasining shakllanishiga asos bo'ldi. Tabiiy tillar grammatikasi formal modeli avtomatik tarjima qilish, tillarni o'rgatish, bilimlarni diagnostika qilish, matnlarni tahrir va tahlil etish kabi amaliy dasturlarni ishlab chiqishga asos bo'lgani holda kompyuter lingvistikasi yo'nalishiga zamin yaratdi. Kompyuter lingvistikasi inglizcha «computational linguistics» so'zining kalkasidir. Mashina tarjimasining asoschilari muhandis va matematik olimlar bo'lib, keyinchalik bu ishda tilshunoslar ham faol qatnasha boshlagan. Shu tariqa mashina tarjimasi g'oyalari butun dunyoda nazariy va amaliy tilshunoslikning rivojlanishida muhim ahamiyat kasb etdi. Formal grammatika nazariyasi shakllandi, til va uning alohida aspektlari modelini yaratishga e'tibor qaratildi. Tilning formal jihatlarini matematik lingvistika fanida ishlab chiqilib, bu o'z navbatida, kompyuter lingvistikasi fanining yuzaga kelishi uchun poydevor bo'ldi. Shu

asosda tilshunoslikning yangi yo'nalishi bo'lgan kompyuter lingvistikasi va tilshunoslikning bir qator nazariy va amaliy yo'nalishlari vujudga keldi. Kompyuter lingvistikasi matematik lingvistikaning mantiqiy davomi bo'lib, u amaliy tilshunoslikning eng muhim qismini tashkil etadi. Kompyuter lingvistikasining nazariy va amaliy asoslarini belgilashda daniyalik olim L.Elmslev, amerikalik olimlar N.Xomskiy, K.Shenon kabilarning xizmati kattadir. Kompyuter lingvistikasining amaliy muammolari XX asrning o'rtalarida vujudga keldi. Bu narsa birinchi navbatda mashina tarjimasi (MT) bilan aloqadordir. AQSHda Jorjtaun universitetida mashina tarjimasi bo'yicha dunyoda birinchi tajriba o'tkazildi va IBM - 701 rusumli tarjima qurilmasi yordamida 250 ta so'zdan iborat 60 ga yaqin ruscha gaplarni ingliz tiliga tarjima qilish jarayoni amalga oshirildi. 1955-yilga kelib BRSM rusumli mashina qurilmasi yordamida inglizcha gaplarni rus tiliga tarjima qilish jarayoni amalga oshirildi (I.K.Belskaya, L.N.Korolev, S.N.Razumovskiylar loyihasi asosida). Su tajribalar asosida KL yo'nalish sifatida, 1960-yilga kelib mustaqil fan sifatida shakllandi. Angliya, Fransiya, Avstriya marniakatlarida ham mashina tarjimasi muammolariga qiziqish boshlandi. Tilshunoslikda ma'lum bir tilni tipologik jihatdan tasniflash, til materiallarini analiz va sintez qilish, tabiiy tilni qayta ishlash, mashina tiliga o'tkazish masalalari dolzarb ahamiyat kasb eta boshladi. Lingvistik tadqiqotlarni avtomatlashtirish masalasiga doir tilshunoslarning maxsus ilmiy konferensiyalari o'tkazilgan. Masalan, 1962-yilda Kembridj shahrida jahon tilshunoslarining IX kongressi o'tkazildi. Bu anjumanda struktural tilshunoslik (ST) va matematik lingvistika ML muammolarini muhokama qilishga alohida o'rin ajratilgan edi. 1967-yilda Buxarest shahrida jahon tilshunoslarining X kongressi o'tkazilib, matematik lingvistika va mashina tarjimasi muammolari maxsus muhokama qilindi. 1960-yilda Parij shahrida o'tkazilgan Xalqaro kongressda maxsus algoritmik til – ALGOL joriy etilgan edi. Bu algoritmik til hozirgi kunga qadar EHMga matnlarni kiritish, ularni dasturlash uchun xizmat qilib kelmoqda. O'tgan yetmish yilga yaqin vaqt mobaynida kompyuter lingvistikasi sohasida bir qator ilmiy va amaliy natijalarga erishildi: tabiiy tilda avtomatik tarjima tizimi yaratildi, matndagi ma'lumotlarning avtomatik qidiruv tizimi ishlab chiqildi, og'zaki nutqning avtomatik analizi va sintezi tizimi yaratildi, bir qator lingvistik muammolarni hal etuvchi kompyuter dasturlari ishlab chiqildi, inson va mashina (kompyuter) muloqoti optimallashtirildi, tabiiy tilni qayta ishlash (Natural Language Processing) tizimi shakllantirildi. Bu yo'nalishlarda sezilarli yutuqlar qolga kiritilgan bo'lsa-da, qayd etilgan masalalar hali to'liq yechimini topgani yo'q. Bu esa kompyuter lingvistikasi doirasidagi izlanishlarni davom ettirishni taqozo etadi.

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Development Of Creative Competence In Preschool Children

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Abstract

This article covers the pedagogical foundations and methods of forming and developing creative competence in preschool children. Creative competence is important in forming new thinking, creativity, non-traditional approaches to problems and independent decision-making skills in children. During the study, modern pedagogical technologies, interactive games, creative exercises and project-based activities that serve to develop creativity were analyzed. The article also developed methodological recommendations and indicated the possibilities of their application in preschool education practice. It was noted that the results serve to develop children's thinking, form independent thinking and strengthen their communicative competence.

Keywords: preschool education, creative competence, creativity, innovative technologies, creative approach, interactive methods, creative activities, project-based learning, independent thinking, pedagogical technologies.

In today's globalization environment, one of the most urgent tasks facing the education system is to educate the younger generation as creative thinkers, able to find an unconventional approach to problem situations, and capable of independent decision-making. As the President of the Republic of Uzbekistan Sh.M. Mirziyoyev noted: "Our main task is to educate our children as independent thinkers, possessing modern knowledge and skills, and most importantly, as initiative and creative people." [1] This idea is also reflected in the "Development Strategy of New Uzbekistan for 2022–2026", adopted on January 28, 2022, which sets as priority tasks improving the quality of education, developing creativity, and providing education based on an individual approach. The preschool education stage is a crucial period in the formation of thinking, creativity and personal competencies in a child. Therefore, the "Measures to further improve the preschool education system" [2], approved by the Resolution of the President of the Republic of Uzbekistan No. PQ-4556 dated December 16, 2019, pays special attention to the development of a creative approach in children and the widespread introduction of innovative methods in the activities of teachers. Also, the UNESCO 2023 report recognizes creativity as a key component of the 21st century competencies and emphasizes the need to develop creative thinking in educational programs [3]. In modern society, creative competence is considered not only a factor of personal development, but also an important factor of future competitiveness. The number of professions requiring creativity in various fields, in particular, in digital technologies, design, engineering, education, etc., is increasing. Therefore, the development of creative competence in preschool children is becoming a priority not only of national education policy, but also of international trends. The use of interactive methods, a project-based approach, STEAM education elements, creative games and art tools in the formation of creative competence gives effective results. These methods serve to develop children's free thinking, search for unusual solutions, and communicative skills. This article analyzes the theoretical foundations and practical application of these methods, and develops methodological recommendations.

The preschool education system in Uzbekistan is being strengthened by international and national efforts aimed at developing new pedagogical approaches and creative competence. Important initiatives are being implemented to improve the quality of preschool education and strengthen the skills of teachers through the "Enhancing Access to Quality Early Childhood

Education Project” implemented in cooperation with UNICEF, IsDB and the Ministry of Preschool and School Education of the Republic of Uzbekistan[6]. In 2024 and 2025, more than 6,500 teachers were retrained in the republic and 11 regional Training Centers were established; This creates a wide opportunity for the introduction of creative pedagogy. Educational innovations within the framework of the project carried out with UNESCO and IsDB have a positive impact on the formation of creative thinking and independent decision-making skills in children. Creative thinking is also a central topic on international platforms, and the “Creativity in Education Summit 2025”, jointly organized by OECD and UNESCO, also confirms this global trend[5]. It discusses the assessment of creative thinking and its integration into teaching - this is a key step in the development of innovative pedagogical practices in preschool education. The importance of creativity is also growing in global assessment systems: according to the results of PISA 2022, countries with high levels of creative thinking - such as Hong Kong, Korea, Singapore - also have high indicators of academic quality[7]. At the same time, an interesting fact: girls outperformed boys in creative thinking. This central trend requires a reconsideration of the approach to the system of assessment and development of preschool children in terms of creative competence. In one of the national scientific studies, Yuldasheva and Masharipova show that the practice of achieving quality and creativity in preschool education in Uzbekistan through improving curricula, training teachers, and developing infrastructure is not abstract, but is being implemented in a real way[8]. Yunusov also points to the systematic introduction of STEAM and digital technologies into preschool education as a necessary direction for the country's pedagogical development[9]. At the same time, the professional creative competence of teachers is also of particular importance - Akramova and Khasanova note in their articles that teachers continue to actively self-renew, integrate creativity into pedagogical activities[10]. To summarize, the analysis of the literature shows that the development of creative competence requires a clearly grounded approach from national and international sources, implemented in harmony with current innovative pedagogical methods and state programs. Therefore, within the framework of the article, methodological points, integration strategies in practice, and recommendations related to updating the learning environment are of priority.

It is appropriate to express the use of integration in preschool educational organizations as follows: - taking into account the age and level of knowledge of group pupils in the spiritual and moral education of preschool children based on an integrated approach in preschool educational organizations; - considering preschool children as a means of spiritual and moral education in the organization of integrated activities; – to put the child's personality at the center of all educational systems; – to approach the upbringing of spiritual and moral qualities in children on the basis of humanity and to form universal human values in them; – to develop the child's creative abilities, his individuality; – it is necessary to take into account individual and collective education. The spiritual and moral qualities formed in preschool children are directly related to their age and individual characteristics. From infancy to 3-4 years of age, initial spiritual and moral qualities such as greetings, farewells, expressions of gratitude, initial ideas about good and evil, concepts of what is possible and what is impossible, spiritual and moral skills, habits, love for the home where one was born and raised, family members, the environment, work, and people are formed. In the period up to 5-7 years of age, love for the homeland where one was born and raised, parents, and friends is formed. The system of spiritual and moral education, which includes such high qualities as discipline, self-control, modesty, honesty, generosity, hard work, humanity, the ability to feel beauty, the ability to express one's reaction to various negative threats, courage, determination, ingenuity, courage, beauty, nobility, kindness, and nobility, is being improved.

Each lesson was planned in accordance with the First Step program and state requirements. During the experimental study, methods developed to develop creative competence in preschool children (creative games, project-based activities, STEAM elements, dramatization,

"Brainstorming") were put into practice. The results show that the methods used significantly increased children's creative thinking, problem-solving, communicative cooperation, and independent decision-making skills.

The results of the study confirm that an integrative approach aimed at developing creative competence in preschool children is effective. High results are achieved when several methods are used together in this process: Game-based methods (creative role-playing games, dramatization) developed creativity in children through fantasy, emotions and imagination. Project-based education taught children to independently solve problems, work in a team and present ideas. STEAM-education elements developed children's creativity, as well as technical and logical thinking, which is consistent with modern global competencies. Interactive methods such as brainstorming, clustering, Venn diagrams increased children's ability to approach the problem in an unusual way and think from different points of view.

Язык В Психолингвистических Подходах Рассматривается Как Человеческое Богатство

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Аннотация

В данной тезисе представлена полная информация об истории возникновения психолингвистики, её основных существующих концепциях, а также методах психолингвистического анализа.

Задачи психолингвистики заключаются в использовании основных психолингвистических методов исследования экспериментального материала; демонстрации разнообразия факторов и закономерностей, выявленных разными авторами; акцентировании внимания на современных адаптациях и обосновании сделанных акцентов.

Ключевые слова: психолингвистика, концепция, методы психолингвистического анализа, адаптация, обоснование.

Annotatsiya

Mazkur tezisda psixolingvistikaning kelib chiqish tarixi, mavjud asosiy konsepsiyalari, shuningdek, psixolingvistik tahlil metodlari haqida to'liq ma'lumot beriladi. «Psixolingvistika» ning vazifalari –tajriba materiali tadqiqotining asosiy psixolingvistik metodlaridan foydalanish; turli mualliflar tomonidan aniqlangan omil va qonuniyatlarning turli tumanligini ko'rsatish; bugungi kunning moslashishlari va ularga berilgan urg'ularni asoslashga e'tibor berishdan iborat.

Kalit so'zlar: psixolingvistika, kontsepsiya, psixolingvistik tahlil metodlari, moslashish, asoslash.

Psixolingvistika-bu nutqni kodlash va kodni olib tashlash jarayonlarini, lingvistik shaxs bilan ularning o'zaro bog'liqligini o'rganadigan fan. Psixolingvistikaning muammoli sohasi tilshunoslikda ham, psixologiya va fiziologiyada ham vaziyat ta'siri ostida rivojlanadi. Tabiiy til dunyo to'g'risidagi bilimlarimizni aks ettiruvchi asosiy shakl hisoblanadi, ammo u yordamida inson o'z bilimlarini orttiradi, mustahkamlaydi va umumlashtiradi, ularni jamiyatga tuzatilgan tarzda uzatadi. Psixolingvistikada asosiy urg'u nutq faoliyatining kognitiv til mexanizmlari tahliliga qaratiladi. Uning dolzarbligi va o'z vaqtida o'rganilishi zamonaviy pedagogning psixolingvistika – uning asosi, nutq faoliyati nazariyasi bilan psixolingvistik tadqiqotlarning asosiy yo'nalishlaridan biri singari tanishtirilmaydi. Maqsad shundaki, psixolingvistikaning kelib chiqish tarixi, mavjud asosiy konsepsiyalari, shuningdek, psixolingvistik tahlil metodlari haqida to'liq ma'lumot berish sanaladi. «Psixolingvistika» ning vazifalari –tajriba materiali tadqiqotining asosiy psixolingvistik metodlaridan foydalanish; turli mualliflar tomonidan aniqlangan omil va qonuniyatlarning turli tumanligini ko'rsatish; bugungi kunning moslashishlari va ularga berilgan urg'ularni asoslashga e'tibor berishdan iborat. Yuqorida ko'rsatilganlar bo'lg'usi mutaxassislarga aniq vazifalarni aniqlaydi: tinglovchilarga psixolingvistikaning shakllanishiga katta ta'sir ko'rsatgan, uning hozirgi yuzini aniqlagan, o'tmish va hozirgi psixolingvistlarning asosiy qarashlarini aks ettirgan eng muhim va eng qiziqarli tendensiyalar, maktablar, nazariyalar va asarlar haqida tushuncha beriladi; tinglovchilarni eng taniqli tadqiqotchilar, ularning g'oyalari va fikrlari bilan tanishtiradi; bugungi kunda duch keladigan eng dolzarb muammolar doirasini belgilash uchun biz zamonaviy ilm-fanga duch kelamiz va ularni tushunish va hal qilishning ba'zi mumkin bo'lgan usullarini ko'rsatamiz. Mazkur tezisda A.A. Leontyev, I.N. Gorelov, A.R. Luriya, A.A. Zalevskaya, V.P. Belyanin, N. Xomskiy, Dj. Miller va boshqa mashhur psixolingvist olimlar tomonidan har xil psixolingvistik konsepsiyalar tahlil qilinadi, 3 ta muammo bo'yicha muhim nazariy holatlar taqdim etiladi, nutq faoliyati to'g'risidagi

fanning kelib chiqish tarixi va rivojlanishi bayon qilinadi. Distansion ta'limda talabalarning mustaqil ishlari uchun foydalanishi mumkin bo'lgan topshiriq va masalalar ro'yxati muhokama qilinadi. Psixolingvistikaning chuqurlashtirib o'rganishga ajratilgan bo'limi uchun qo'shimcha adabiyotlar ro'yxati taqdim etiladi.

Psixolingvistika (PL) (psycholinguistics; Psycholinguistik; psycholinguistique) – bu nutq hosil bo'lish jarayonlari, shuningdek, bir tomondan til tizimidagi o'zaro bog'liqlikda nutqni edrok etish va shakllanishi, ikkinchi tomondan inson shaxsini o'rganuvchi fan sanaladi. Psixolingvistika alohida fan sifatida XX asrning 50-yillarida paydo bo'lgan va nutq faoliyati jarayon va mexanizmlarini til tizimi bilan mosligini o'rganishni maqsad qilgan. Bu til inson nutq faoliyatini (nutq xatti-harakati) ta'minlaydigan dinamik, harakatlanadigan, "ishlaydigan" tizim sifatida talqin qilish tendensiyasi bilan tavsiflanadi. Uning diqqat-e'tibori lingvistik birliklarga (tovushlar, so'zlar, jumlar, matnlar) emas, balki ma'ruzachi uchun ularning psixologik haqiqati, ulardan avlod harakatlarida va so'zlarni tushunishda, shuningdek tilni o'zlashtirishda foydalanishga qaratilgan. U individning nutq faoliyati modelini ishlab chiqadi va ularning eksperimental tekshiruvini amalga oshiradi. PL nuqtai nazaridan, ma'lum bir buzilishlar sharoitida nutqqa, ma'lum sabablarga ko'ra qiyin sharoitlarda, nostandart vaziyatlarda: bolalar nutqi, turli xil patologiyalarga ega nutq, bu haqda yetarli ma'lumotga ega bo'lmagan chet tilidagi nutq, nutqning hissiy qo'zg'alish holati, aloqa-oddiy so'zlashuv, jargon, mahalliy dialekt - tilning "nostandart" shakllaridan foydalanish sharoitidagi muloqot, sun'iy inson-kompyuter tizimlarida yoki aloqa kanallari aralashularida muloqotga alohida e'tibor beriladi.

Psixolingvistikada tabiiy ilmiy va ijtimoiy yondashuv mujassam. U neyrolingvistika, kognitiv psixologiya, kognitologiya, informatika, nazariy va tabiiy intellekt, ijtimoiy psixologiya, ijtimoiy lingvistika, pragmalingvistika, diskurs tahlili bilan uzviy bog'liqdir. Ulanish tabiatidagi yangi fanlar (xolingvistika etnopsi, ijtimoiy psixolingvistika, matn psixolingvistikasi va b.) paydo bo'lmoqda. Psixolingvistikada o'tmishda V. fon Gumboldt, A. Shleyxer, X. Shtayntal, A.A. Potebnyoy, V. Vundt, A. Marti, K. Byuler, Dj. Dyui, S. Freyd, R. Yung, J. Piaje, F. Kaynts, G. Giyom, I.P. Pavlov, L.S. Vigotskiy, R.O. Yakobson, A.N. Gvozdev tomonidan o'rtaga tashlangan muammolar qayta ishlab chiqiladi. Psixolingvistikada quyidagi muammolar: nutq idrok qilinishining psixolingvistik birliklari, nutq yaratish va tushunish bosqichlari, til o'rganish (asosan chet tillari), maktabgacha bo'lgan bolalarning nutqiy tarbiyasi va logopediya masalalari, markaziy-miya nutq buzilishlar klinikasi, nutq nazorati asosida asab kasalliklari tashxisoti, nutq ta'siri muammolari (tashviqot, ommaviy axborot vositalari faoliyati, reklama), aviatsion va kosmik psixologiya, shuningdek, sud hamda jinoyat psixologiyasining lingvistik jihatlari, insonning ichki so'z boyligini tashkil qilish muammolari, inson va kompyuter dialogi masalalari, matnni, axborot, nazariya va sun'iy intellektni avtomatik qayta ishlashlarni o'z ichiga oladi. Nutq hodisalari yoki nutq vaziyatlari yig'indisi, ya'ni belgilar tizimi psixolingvistikaning ob'ekti sanaladi. Misol sifatida valentlik singari toifaga murojaat qilamiz. Valentlik – bu bir elementning boshqa elementlar bilan birikish imkoni sanaladi. Semantik va sintaktik valentlik tafovutlanadi.

Gapirish va tinglashning haqiqiy jarayonlarini anglash nuqtayi nazaridan eng katta qiziqish uyg'otadigan yo'nalish — bu 1960-yillarda zamonaviy rus tilshunosi M.V.Panov tomonidan taklif etilgan va keyinchalik Ye.A.Zemskaya rahbarligidagi jamoa tomonidan amalga oshirilgan suhbat nutqini o'rganish dasturidir. Ilk bor suhbat nutqiga kodifikatsiya qilingan adabiy til tizimi bilan parallel ravishda mavjud bo'lgan alohida tizim sifatida qarash nazariyasi shakllantirildi. Suhbat nutqi tizimining har bir sathida — fonetika, morfologiya yoki sintaksis bo'ladimi — aynan suhbat nutqiga xos qonuniyatlar amal qiladi.

Umumiy tarzda aytganda, suhbat nutqining o'ziga xosligi shundaki, ma'lumotning katta qismi nutq matnida emas, balki muloqot vaziyatining o'zida saqlanadi (bu suhbat nutqining konsituatsiyaviyligi deb ataladi). Shu bois nutq so'zlovchi (beixtiyor) tinglovchining zarur ma'lumotni osongina anglay olishiga tayanadi, chunki tinglovchi ham muloqot vaziyatining ko'p

qavatli kontekstiga bir xilda ega. Bu — muloqot qatnashchilarining mimika va jestlari, harakatning vaqti va joyi, shu muhitda qabul qilingan nutq odobi va h.k.

Ikki tizim – suhbat nutqi va kodifikatsiya qilingan adabiy til tizimining parallel funksiyalanishi nazariyasi karlar ishora tilining funksiyalanishini anglash uchun juda samarali bo'lib chiqdi (qarang: jest tillari). Rossiyada buni Ye.A.Zemskaya va uning hamkasblariga tayana turib, defektolog L.G.Zayseva ko'rsatib berdi.

Karlar ishora tili – tug'ma kar yoki erta eshitish qobiliyatidan mahrum bo'lgan shaxslarning «ona tili»dir. Ishora nutqi kundalik muloqot vositasi sifatida kar bolada faqat u kar ota-ona oilasida o'ssa yoki erta yoshda karlar jamoasiga kirib borsa shakllanadi. Aynan suhbat ishora nutqini egallash kar bolaning aqliy rivojlanishi va ijtimoiy moslashuvining asosiy sharti bo'lib xizmat qiladi.

Funksiyasi jihatidan, karlar o'zaro norasmiy holatlarda muloqot qiladigan ishora nutqi suhbat nutqiga o'xshash. Biroq suhbat ishora nutqi oddiy suhbat nutqining kinetik kalkasi emas, balki o'ziga xos belgilar tizimi bo'lib, unda umumiy kommunikativ universalialar ham, ayni paytda o'z spetsifikasi ham mavjud. Uning spetsifikasi ko'p jihatdan ishora nutqining moddiy shakli bilan belgilanadi: ishora fazoda amalga oshiriladi, bir qo'l yoki ikki qo'l bilan, turli sur'atda bajarilishi mumkin va doimo mimika bilan hamroh bo'ladi. Odatiy suhbat nutqiga o'xshash holda, karlar ishora nutqi ham printsiptial tarzda konsituativdir.

Suhbat ishora tili bilan bir qatorda karlar jamiyatida kal'ka qiluvchi ishora nutqi ham funktsiyalanadi. U katta darajada rus adabiy tilining kinetik nusxasi hisoblanadi. Televidenie yangiliklarida ishora tarjimoni aynan shu kal'ka qiluvchi ishora nutqidan foydalanadi; savodxon karlar esa rasmiy chiqishlarda shu turdagi ishora nutqini ishlatadilar.

Odatiy suhbat nutqi va ishora suhbat nutqining grammatikasi va semantikasi kodifikatsiya qilingan adabiy tilga qarshi qo'yilgan tizimlar sifatida qiyosiy o'rganilganda samarali natija beradi. Suhbat nutqiga (ishora nutqini ham qo'shgan holda) ikki qarama-qarshi tendensiya xos: bu — parchalanish va qisqalik, sinkretizm. Masalan, kodifikatsiya qilingan adabiy tilda bitta leksema bilan ifodalangan ma'nolar suhbat nutqida parchalanib ketadi: masalan, ruchka o'rniga ko'pincha chem pisat deyiladi. Ishora suhbat nutqida bunga o'xshash holat sifatida chernika leksemasi o'rniga [yagoda] + [cherniy] + [yazik] nominativ modeli qo'llaniladi.

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State And Family Partnership In The Management Of Preschool Education In Japan And South Korea

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Abstract

This thesis analyzes the formation and effectiveness of state and family cooperation in the management system of preschool education in Japan and South Korea. During the study, the coverage of preschool education, parental participation, state policy and management mechanisms were studied based on data from the Ministries of Education of the two countries and international organizations (OECD, UNESCO). According to the results of the analysis, the high level of quality of education in Japan and South Korea is directly related to the financial support of the state and the active participation of the family. This experience is of urgent importance for Uzbekistan in the process of modernization of preschool education.

Keywords: Japan, South Korea, preschool education, public policy, family cooperation, management, quality control.

Annotatsiya

Ushbu tezisda Yaponiya va Janubiy Koreyada maktabgacha ta'limni boshqarish tizimida davlat va oila hamkorligining shakllanishi hamda samaradorligi tahlil qilingan. Tadqiqot davomida ikki mamlakatning Ta'lim vazirliklari va xalqaro tashkilotlar (OECD, UNESCO) ma'lumotlari asosida maktabgacha ta'lim bilan qamrov, ota-onalar ishtiroki, davlat siyosati va boshqaruv mexanizmlari o'rganildi. Tahlil natijalariga ko'ra, Yaponiya va Janubiy Koreyada ta'lim sifatining yuqori darajasi davlatning moliyaviy qo'llab-quvvatlashi va oilaning faol ishtirokiga bevosita bog'liq. Ushbu tajriba O'zbekiston uchun maktabgacha ta'limni modernizatsiya qilish jarayonida dolzarb ahamiyat kasb etadi.

Kalit so'zlar: Yaponiya, Janubiy Koreya, maktabgacha ta'lim, davlat siyosati, oila hamkorligi, boshqaruv, sifat nazorati.

Kirish

So'nggi yillarda Yaponiya va Janubiy Koreya ta'lim tizimlari Osiyoda eng ilg'or modellar sifatida e'tirof etilmoqda. Ikkala mamlakatda ham maktabgacha ta'lim bola rivojlanishining poydevori sifatida qaraladi va davlat siyosatining ustuvor yo'nalishlaridan biridir.

Yaponiyada maktabgacha ta'lim tizimi MEXT (Ta'lim, madaniyat, sport, fan va texnologiyalar vazirligi) tomonidan boshqariladi. 2024-yil ma'lumotlariga ko'ra, 3–6 yoshli bolalarning 97 foizi maktabgacha ta'lim bilan qamrab olingan. Mamlakatda maktabgacha ta'lim muassasalari ikki asosiy turga ajraladi: "Yōchien" (bolalar bog'chasi) va "Hoikuen" (parvarish markazi). "Yōchien" asosan ta'limiy yo'nalishga ega bo'lib, Ta'lim vazirligi tomonidan litsenziyalanadi, "Hoikuen" esa ijtimoiy himoya va parvarish tizimiga kiradi hamda sog'liqni saqlash va mehnat vazirligi tomonidan nazorat qilinadi.

Janubiy Koreyada esa maktabgacha ta'lim tizimi KICCE (Bola parvarishi va ta'lim instituti) hamda MOE (Ta'lim vazirligi) tomonidan muvofiqlashtiriladi. 2025-yil holatiga ko'ra, 3–5 yoshli bolalarning 96 foizi maktabgacha ta'lim bilan qamrab olingan. Koreyada davlat siyosati "Happy Start Program" (Baxtli boshlanish dasturi) orqali ota-onalar ishtirokini kuchaytirishga, oilaning ta'limdagi rolini kengaytirishga va bolalarning erta rivojlanishini qo'llab-quvvatlashga qaratilgan.

Yaponiya va Janubiy Koreya tajribasi shuni ko'rsatadiki, maktabgacha ta'limni samarali boshqarish uchun davlat tomonidan barqaror moliyaviy qo'llab-quvvatlash, ota-onalar bilan

uzviy hamkorlik va ta'lim jarayonining shaffofligi muhim omillar hisoblanadi. Ushbu tajribalar boshqa mamlakatlar, jumladan, O'zbekiston uchun ham erta yoshdagi ta'limni rivojlantirishda amaliy ahamiyatga ega bo'lishi mumkin.

Metodlar

Tadqiqotda Yaponiya va Janubiy Koreyada maktabgacha ta'lim tizimini boshqarishda davlat va oila hamkorligining o'ziga xos jihatlarini aniqlash maqsadida bir necha ilmiy tadqiqot usullaridan foydalanildi.

Taqqoslama tahlil – Yaponiya va Janubiy Koreyada maktabgacha ta'lim boshqaruv tizimi, davlat siyosatining yo'nalishlari hamda ota-onalar ishtiroki shakllari o'zaro solishtirildi. Bu jarayonda ikki mamlakatning ta'lim modeli, tashkiliy tuzilmasi va oila bilan hamkorlik mexanizmlari tahlil qilindi.

Hujjatli tahlil – Yaponiya Ta'lim vazirligi MEXT (Ta'lim, madaniyat, sport, fan va texnologiyalar vazirligi), shuningdek, Janubiy Koreya Bola parvarishi va ta'lim instituti KICCE (Bola parvarishi va ta'lim instituti) tomonidan e'lon qilingan rasmiy hisobotlar, davlat dasturlari hamda xalqaro tashkilotlar – UNESCO (Birlashgan Millatlar Tashkilotining Ta'lim, Fan va Madaniyat tashkiloti) va OECD (Iqtisodiy hamkorlik va taraqqiyot tashkiloti) statistik ma'lumotlari o'rganildi.

Statistik tahlil – Yaponiya va Janubiy Koreyada maktabgacha ta'lim bilan qamrov darajasi, davlat xarajatlari ulushi, ota-onalar ishtiroki ko'rsatkichi hamda pedagoglarning malaka darajasi bo'yicha real raqamli ma'lumotlar tahlil qilindi va solishtirma jadval shaklida umumlashtirildi.

Ushbu metodlar yordamida ikki mamlakatda maktabgacha ta'lim tizimini boshqarishda davlat va oila o'rtasidagi hamkorlik mexanizmlarining samaradorligi aniqlanib, ularning o'xshash va farqli jihatlarini tahliliy tarzda yoritildi.

Natijalar

Tahlil natijalari shuni ko'rsatdiki, Yaponiya va Janubiy Koreyada maktabgacha ta'limni boshqarish tizimi o'ziga xos milliy xususiyatlarga ega bo'lsa-da, ularning umumiy jihati — davlat va oila hamkorligi asosida sifatli ta'lim muhitini yaratishga qaratilgan.

Har ikki mamlakatda maktabgacha ta'lim siyosati davlat tomonidan moliyaviy qo'llab-quvvatlanadi, lekin ta'lim jarayonida ota-onalarning faol ishtiroki, mahalliy hamjamiyat bilan aloqalar va pedagoglarning uzluksiz kasbiy rivoji asosiy omil hisoblanadi.

Yaponiyada ta'lim tizimi PTA (Ota-onalar va o'qituvchilar assotsiatsiyasi) orqali ota-onalar ishtirokiga tayanadi. Har bir "Yöchien" (bolalar bog'chasi) va "Hoikuen" (parvarish markazi)da ota-onalar kengashi faoliyat yuritadi, ular ta'lim jarayonini muhokama qilish, o'quv dasturlarini takomillashtirish va bolalarning rivojlanishini nazorat qilishda ishtirok etadi.

Janubiy Koreyada esa davlat tomonidan joriy etilgan "Happy Start Program" (Baxtli boshlanish dasturi) orqali oilaviy ishtirokni kuchaytirish va bolalarning ijtimoiy hamda psixologik rivojlanishini qo'llab-quvvatlash mexanizmi yo'lga qo'yilgan.

Shuningdek, har ikki mamlakatda bolalarning erta rivojlanishini kuzatish uchun zamonaviy raqamli tizimlar qo'llaniladi. Yaponiyada bu "Kodomo Data System" (Bola ma'lumot tizimi) orqali, Janubiy Koreyada esa "Nuri Curriculum Monitoring System" (Nuri o'quv dasturi monitoring tizimi) orqali amalga oshiriladi. Ushbu raqamli platformalar (digital platforms) bola rivojlanishini, sog'ligini va o'quv yutuqlarini muntazam nazorat qilishga imkon beradi.

Jadval 1. Yaponiya va Janubiy Koreyada maktabgacha ta'lim boshqaruvi bo'yicha asosiy ko'rsatkichlar (2024–2025)

No	KO'RSATKICH	YAPONIYA	JANUBIY KOREYA	MANBA
1	Maktabgacha ta'lim bilan qamrov	97% (3–6 yosh)	96% (3–5 yosh)	OECD, 2024
2	Davlat mablag'lari ulushi	64%	71%	UNESCO, 2023

3	Ota-onalar ishtiroki dasturi	PTA (Parent–Teacher Association – Ota-onalar va o‘qituvchilar assotsiatsiyasi) faol	Happy Program boshlanish dasturi)	Start (Baxtli	MEXT, KICCE, 2024
4	Pedagoglar malaka oshirishi	Har 5 yilda majburiy	Har 3 yilda majburiy		MEXT, 2024
5	O‘qituvchi–bola nisbati	1:15	1:12		OECD, 2024
6	Bolaning rivojlanish monitoringi	“Kodomo Data System” (Bola ma’lumot tizimi)	“Nuri Curriculum Monitoring” (Nuri o‘quv monitoring tizimi)		KICCE, 2025

Natijalar shuni ko‘rsatadiki, Yaponiya va Janubiy Koreyada maktabgacha ta’limni boshqarishda oila ishtiroki va davlat nazoratining uyg‘unligi yuqori samaradorlik beradi. Bu tizim bolalarning erta rivojlanishini ta’minlash bilan birga, ota-onalarning ta’lim jarayonidagi mas’uliyatini ham kuchaytiradi.

Muhokama

Yaponiya tajribasida oila va ta’lim muassasasi o‘rtasidagi hamkorlik PTA (ota-ona va o‘qituvchilar assotsiatsiyasi) orqali samarali tashkil etilgan. Har bir “Yōchien” (bolalar bog‘chasi) va ***“Hoikuen” (parvarish markazi)**da ota-onalar kengashi faoliyat yuritadi. Ushbu kengashlar ta’lim jarayonini kuzatish, o‘quv dasturlarini muhokama qilish, bolalarning individual rivojlanishini nazorat qilish hamda moliyaviy shaffoflikni ta’minlashda faol ishtirok etadi. Shuningdek, Yaponiyada ta’lim jarayonida kodomo katei renkei (bola–oila hamkorligi) tamoyili asosida tarbiyachilar va ota-onalar o‘rtasida doimiy axborot almashinuvi yo‘lga qo‘yilgan. Bu yondashuv bolani maktabgacha davrdan boshlab ijtimoiy va emotsional jihatdan qo‘llab-quvvatlash imkonini beradi.

Janubiy Koreyada esa davlat tomonidan amalga oshirilayotgan “Happy Start Program” (Baxtli boshlanish dasturi) oilalarga ijtimoiy qo‘llab-quvvatlash, tarbiyaviy maslahat, psixologik yordam va sog‘lom tarbiya bo‘yicha tavsiyalarni tizimli tarzda taqdim etadi. Har bir oilaga bola rivojlanishini doimiy kuzatib boruvchi digital child record (raqamli bola profili) yaratiladi. Ushbu ma’lumotlar “Nuri Curriculum Monitoring System” (Nuri o‘quv dasturi monitoring tizimi) orqali davlat bazasida saqlanadi va ota-onalar bilan pedagoglar o‘rtasidagi aloqa samaradorligini oshiradi.

Ikkala mamlakatda ham ota-onalar ishtiroki (parental involvement) ta’lim sifatini oshirishda hal qiluvchi omil sifatida e’tirof etiladi. Davlatning boshqaruvdagi ochiqqligi, oila va ta’lim muassasasi o‘rtasidagi muntazam hamkorlik hamda ijtimoiy mas’uliyatning yuqori darajada shakllangani bu tizimlarning muvaffaqiyatini ta’minlagan.

Yaponiya va Janubiy Koreya tajribasi shuni ko‘rsatadiki, maktabgacha ta’lim sifatini oshirish uchun ota-onalarni faqat foydalanuvchi emas, balki ta’lim jarayonining faol hamkoriga aylantirish zarur. Shu yondashuv bolalarning kognitiv, ijtimoiy va emotsional rivojlanishiga ijobiy ta’sir ko‘rsatadi hamda ta’lim tizimining barqarorligini ta’minlaydi.

Xulosa

Yaponiya va Janubiy Koreya tajribasi shuni ko‘rsatadiki, maktabgacha ta’limni boshqarishda davlat va oila o‘rtasidagi samarali hamkorlik sifatli ta’limni ta’minlashning asosiy omillaridan biridir. Bu hamkorlik faqat ta’lim jarayonida emas, balki bolalarning ijtimoiy, emotsional va intellektual rivojlanishini qo‘llab-quvvatlashda ham muhim rol o‘ynaydi.

Yaponiyada ushbu jarayon PTA (ota-ona va o‘qituvchilar assotsiatsiyasi) faoliyati orqali amalga oshiriladi. Bu tizim ota-onalarning ta’lim muassasalari boshqaruvidagi ishtirokini kuchaytiradi, shaffoflik va jamoaviy mas’uliyatni ta’minlaydi. Janubiy Koreyada esa davlat tashabbusi asosida joriy etilgan “Happy Start Program” (Baxtli

boshlanish dasturi) oilalarning ta'lim jarayonidagi faolligini oshirib, bola rivojlanishini monitoring qilish tizimi (digital child record – raqamli bola profili) orqali muvofiqlashtiradi.

Har ikki mamlakatda oila – maktabgacha ta'limning to'laqonli ishtirokchisi sifatida qaraladi. Ota-onalar nafaqat farzand tarbiyasida, balki ta'lim muassasalari faoliyatini baholash, rejalashtirish va rivojlantirishda ham faol qatnashadi.

Ushbu modelni O'zbekiston sharoitida tatbiq etish orqali:

- ta'lim sifatini barqaror oshirish,
- ota-onalarning maktabgacha ta'lim jarayonidagi rolini kuchaytirish,
- davlat, oila va jamiyat o'rtasidagi ijtimoiy hamkorlikni mustahkamlash mumkin.

Yaponiya va Janubiy Koreya tajribasi asosida yaratilgan bunday integratsion yondashuv (integrated approach – yaxlit yondashuv) O'zbekiston maktabgacha ta'lim tizimini modernizatsiya qilishda samarali model sifatida xizmat qilishi mumkin.

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Ecological Problems At The International Level

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Annotation:

This thesis analyzes the current state of global ecological problems, their impact on human life, and ways to eliminate them through international cooperation. Also, the importance of regional ecological problems at the international level is highlighted using the example of Uzbekistan.

Annotatsiya:

Ushbu tezisdagi global ekologik muammolarning zamonaviy holati, ularning insoniyat hayotiga ta'siri hamda xalqaro hamkorlik orqali ularni bartaraf etish yo'llari tahlil etiladi. Shuningdek, O'zbekiston misolida mintaqaviy ekologik muammolarning xalqaro darajadagi ahamiyati yoritilgan.

Bugungi globallashuv davrida ekologik muammolar insoniyat oldidagi eng dolzarb masalalardan biri hisoblanadi. Inson faoliyati natijasida atmosfera, suv va tuproqning ifloslanishi, o'rmonlarning qisqarishi hamda biologik xilma-xillikning kamayishi Yer sayyorasining ekologik barqarorligiga jiddiy tahdid solmoqda. Global iqlim o'zgarishi — bugungi kundagi eng xavfli ekologik muammo bo'lib, issiqxona gazlarining ko'payishi natijasida Yer harorati ortmoqda. Bu esa muzliklarning erishi, dengiz sathining ko'tarilishi, qurg'oqchilik va suv tanqisligining kuchayishiga olib kelmoqda. Markaziy Osiyo mintaqasida esa Aral dengizi fojiasi eng yirik ekologik inqiroz sifatida tarixda qoldi. Bu holat nafaqat ekologik, balki ijtimoiy va iqtisodiy muammolarni ham keltirib chiqardi. Aral muammosini hal etish yo'lida xalqaro tashkilotlar — BMT, UNESCO, GEF kabi tuzilmalar faoliyat olib bormoqda. Birlashgan Millatlar Tashkiloti tomonidan ilgari surilgan "2030 yilgacha barqaror rivojlanish maqsadlari" ekologik muammolarning yechimiga qaratilgan global harakatlar dasturidir. Xususan, "Toza suv va sanitariya", "Iqlim o'zgarishiga qarshi kurash", "Quruqlikdagi hayotni asrash" kabi maqsadlar ekologik barqarorlikni ta'minlashda muhim o'rin tutadi. Ekologik muammolarni bartaraf etishda ta'lim tizimining o'rni beqiyosdir. O'quvchilarda ekologik madaniyatni shakllantirish, tabiatga ongli munosabatni singdirish va barqaror hayot tarzini targ'ib etish orqali muammoning ildiziga ta'sir etish mumkin. Xulosa qilib aytganda, xalqaro ekologik muammolarni hal etish har bir davlat, tashkilot va shaxsning umumiy mas'uliyatidir. Tabiatni asrash — bu insoniyatning kelajagini asrash demakdir.

Kalit so'zlar:

Ekologik muammo, global isish, xalqaro hamkorlik, barqaror rivojlanish, Aral dengizi, ekologik madaniyat.

Innovative Approaches In Managing The Preschool Education System Based On The Finnish Experience

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Abstract

This thesis analyzes innovative approaches to managing the Finnish preschool education system. During the study, based on data from the Finnish National Agency for Education, the Organization for Economic Cooperation and Development (OECD), and the United Nations Educational, Scientific and Cultural Organization (UNESCO), the quality of education, professional development of educators, digital education, and mechanisms for cooperation with families were studied. According to the results, the Finnish preschool education system uses an individual approach to child development based on the principle of "learning through play". In this model, innovative technologies, pedagogical freedom, and cooperation with parents are shown as the main guarantees of the quality of education.

Keywords: Finland, preschool education, innovative approach, management, pedagogical freedom, digital education, family cooperation.

Annotatsiya

Ushbu tezisda Finlyandiya maktabgacha ta'lim tizimini boshqarishda innovatsion yondashuvlar tahlil qilingan. Tadqiqot davomida Finlyandiya Milliy ta'lim agentligi, Iqtisodiy hamkorlik va taraqqiyot tashkiloti (OECD) hamda Birlashgan Millatlar Tashkilotining Ta'lim, fan va madaniyat bo'yicha tashkiloti (UNESCO) ma'lumotlari asosida ta'lim sifati, pedagoglarning kasbiy rivoji, raqamli ta'lim hamda oila bilan hamkorlik mexanizmlari o'rganildi. Natijalarga ko'ra, Finlyandiya maktabgacha ta'lim tizimi "o'yin orqali o'rganish" tamoyiliga asoslanib, bola rivojlanishiga yo'naltirilgan individual yondashuvni qo'llaydi. Ushbu modelda innovatsion texnologiyalar, pedagogik erkinlik va ota-onalar bilan hamkorlik ta'lim sifatining asosiy kafolati sifatida namoyon bo'ladi.

Kalit so'zlar: Finlyandiya, maktabgacha ta'lim, innovatsion yondashuv, boshqaruv, pedagogik erkinlik, raqamli ta'lim, oila hamkorligi.

Kirish

So'nggi o'n yilliklarda Finlyandiya ta'lim tizimi butun dunyoda muvaffaqiyatli, samarali va insonparvar model sifatida e'tirof etilmoqda. Xalqaro baholash dasturlari natijalari, xususan, PISA (xalqaro o'quvchilar savodxonligini baholash dasturi) bo'yicha Finlyandiya o'quvchilari yuqori natijalar ko'rsatgan. Bu yutuqlarning ildizi aynan maktabgacha ta'lim bosqichidan, ya'ni bolaning ilk rivojlanish muhitidan boshlanadi.

Finlyandiyada ta'lim tizimi jamiyat qadriyatlariga chuqur singib ketgan. Bu tizimda har bir bola teng imkoniyatlarga ega, ularning oilaviy sharoiti, ijtimoiy mavqei yoki yashash joyidan qat'i nazar, sifatli ta'lim olish huquqi davlat tomonidan to'liq kafolatlangan. Shu bois maktabgacha ta'lim davlat siyosatining eng muhim yo'nalishlaridan biri hisoblanadi.

Finlyandiya ta'lim falsafasining markazida insonparvarlik, ishonch va ijodkorlik tamoyillari yotadi. Davlat ta'lim jarayonida nazoratdan ko'ra ishonch, raqobatdan ko'ra hamkorlikni ustuvor deb biladi. O'qituvchiga, ota-onaga va bolaga nisbatan ishonch muhitini yaratish orqali ta'lim tizimi barqarorlik va sifatni ta'minlaydi.

Ayniqsa, maktabgacha ta'lim tizimi bola shaxsini har tomonlama rivojlantirishga qaratilgan. Bu bosqichda bola shunchaki bilim olmaydi, balki o'zini anglash, his-tuyg'ularni boshqarish, jamoada muloqot qilish va muammoni mustaqil hal etish kabi hayotiy ko'nikmalarni o'rganadi.

Finlyandiya tizimida “bolaning farovonligi — ta’limning markazida” degan g’oya amalda ro’yobga chiqarilgan.

Finlyandiya ta’lim siyosati “ta’lim — bu bosim emas, imkoniyat” degan tamoyilga tayanadi. Shu bois, maktabgacha yoshdagi bolalar uchun o’quv jarayoni o’yin, muloqot, ijodiy faoliyat va tajriba orqali tashkil etiladi. Har bir bola o’z sur’atida rivojlanadi, pedagog esa bu jarayonda yo’lboshchi, kuzatuvchi va yordamchi rolini bajaradi.

Bu yondashuv natijasida Finlyandiya bolalari erta yoshdan boshlab erkin fikrlash, tanqidiy tahlil qilish, muloqot va mustaqil qaror qabul qilishga o’rganadilar. Shuning uchun ham mamlakatda ta’lim tizimi “bosqichma-bosqich rivojlanish” emas, balki “bolaning tabiiy o’sishiga mos rivojlanish” tamoyiliga asoslanadi.

Ta’lim jarayonining bunday tabiiy, lekin samarali tashkil etilishi Finlyandiyani jahonning eng ilg’or ta’lim mamlakatlaridan biriga aylantirdi. Bu tizimda muvaffaqiyat raqamlar bilan emas, balki bola baxtiyorligi, ruhiy barqarorligi va ijodkorligi bilan o’lchanadi.

Maktabgacha ta’lim tizimini boshqarish modeli

Finlyandiyada maktabgacha ta’lim tizimi butun ta’lim siyosatining poydevorini tashkil etadi. Bu tizim Finlyandiya Milliy ta’lim agentligi (FNBE) tomonidan muvofiqlashtiriladi. Mazkur idora davlat darajasida o’quv dasturlarini ishlab chiqish, pedagogik yondashuvlarni takomillashtirish, ta’lim sifatini monitoring qilish va o’qituvchilarni tayyorlash jarayonlarini muvofiqlashtiradi.

FNBEning eng muhim vazifalaridan biri — maktabgacha ta’limda yagona milliy o’quv dasturining (National Core Curriculum for Early Childhood Education and Care) mazmunini belgilashdir. Ushbu dastur mamlakat bo’ylab barcha maktabgacha ta’lim muassasalarida qo’llaniladi, biroq uning amalga oshirilish usullari mahalliy sharoit va bolalarning ehtiyojlariga qarab moslashtiriladi. Bu yondashuv ta’lim tizimining bir tomondan barqarorligini, ikkinchi tomondan esa moslashuvchanligini ta’minlaydi.

Maktabgacha ta’lim Finlyandiyada davlat tomonidan moliyalashtiriladi va bepul hisoblanadi. Har bir bola uchun ta’lim huquqi konstitutsion darajada kafolatlangan. Shuningdek, past daromadli oilalarga qo’shimcha subsidiyalar, bepul ovqatlanish va transport xizmatlari taqdim etiladi. Shu yo’l bilan davlat har bir bola uchun teng imkoniyatlar yaratadi.

2024-yil holatiga ko’ra, OECD ma’lumotlariga asoslanib aytganda, Finlyandiyada 3–6 yosh oralig’idagi bolalarning 96 foizi maktabgacha ta’lim bilan qamrab olingan. Bu ko’rsatkich Yevropa Ittifoqi o’rtacha darajasidan ancha yuqori (Yevropa bo’yicha o’rtacha 89 foiz). Maktabgacha ta’lim muassasalarining 92 foizi davlatga qarashli bo’lib, qolgan qismi nodavlat yoki jamoat asosida faoliyat yuritadi, ammo ular ham davlat tomonidan qat’iy nazorat va moliyaviy qo’llab-quvvatlash ostida ishlaydi.

Finlyandiya ta’lim tizimi boshqaruvida markazlashmagan boshqaruv tamoyili amal qiladi. Ya’ni, umumiy siyosat va standartlar FNBE tomonidan belgilanadi, ammo maktabgacha ta’lim muassasalarining bevosita faoliyati mahalliy hokimiyat organlari (municipalitetlar) tomonidan tashkil etiladi. Har bir shahar yoki tuman o’z hududidagi bolalar bog’chalarini moliyalashtirish, xodimlar bilan ta’minlash va o’quv muhiti sifatini nazorat qilish uchun mas’uldir.

Shu bilan birga, davlat ta’lim tizimiga nisbatan ortiqcha byurokratik nazoratni joriy qilmagan. Finlyandiyada boshqaruv ishonch asosida qurilgan: o’qituvchilar, rahbarlar va ota-onalar o’zaro hamkorlikda qarorlar qabul qiladilar. Bu esa tizimni “yuqoridan pastga” emas, balki “pastdan yuqoriga” boshqarish shakliga yaqinlashtiradi.

Finlyandiya ta’lim tizimining muvaffaqiyatini ta’minlaydigan muhim jihatlardan biri — boshqaruvdagi shaffoflik va jamoatchilik ishtirokidir. Har bir muassasa o’z faoliyati haqida yillik ochiq hisobot tayyorlaydi, unda moliyaviy sarf-xarajatlar, ta’lim natijalari, o’quv dasturlarining ijrosi va ota-onalar fikrlari tahlil qilinadi. Shu tariqa, ta’lim jarayonida ochiqlik va javobgarlik muhitini yaratish orqali ishonch tizimi mustahkamlanadi.

Maktabgacha ta’limni boshqarishda Finlyandiya modeli “bir xil yo’l hamma uchun” tamoyiliga tayanmaydi. Aksincha, har bir hudud, hatto har bir bolalar bog’chasi o’zining ichki madaniyati,

ijtimoiy muhitiga mos boshqaruv shaklini qo'llaydi. Biroq barcha faoliyat yagona maqsad — bola farovonligi va sifatli ta'lim muhitini yaratish — yo'lida birlashadi.

Natijada, Finlyandiya maktabgacha ta'lim tizimi samarali, moslashuvchan va insonparvar boshqaruv modeli sifatida butun dunyo uchun ibrat bo'lib xizmat qilmoqda.

Pedagoglar roli va kasbiy rivojlanish

Finlyandiyada o'qituvchi kasbi eng obro'li va eng ishonchli kasblardan biri hisoblanadi. Mamlakatda pedagoglik kasbi shunchaki ish emas — bu jamiyatning intellektual va axloqiy poydevorini yaratadigan kasb sifatida qadrlanadi. Har bir maktabgacha ta'lim muassasasida ishlovchi pedagog oliy ma'lumotli bo'lishi majburiydir.

O'qituvchilar universitet darajasida 5 yillik pedagogik dastur asosida tayyorlanadi. Bu dasturda nafaqat didaktika va metodika, balki psixologiya, bola rivojlanish nazariyasi, ijtimoiy muloqot madaniyati ham chuqur o'rganiladi. O'quv jarayonining so'nggi bosqichida har bir talabadan real maktabgacha ta'lim muassasasida amaliyot o'tashi va mustaqil tadqiqot ishi yozishi talab etiladi.

OECD (2024) ma'lumotlariga ko'ra, Finlyandiya maktabgacha ta'lim tizimida faoliyat yuritayotgan pedagoglarning 100 foizi oliy ma'lumotli, ularning 57 foizi magistr darajasiga ega. Bu ko'rsatkich dunyo bo'yicha eng yuqori natijalardan biridir.

Pedagoglar har uch yilda kamida bir marta malaka oshirish kurslarida qatnashadilar. Bu kurslar davlat tomonidan moliyalashtiriladi va amaliy hamda innovatsion yo'nalishlarda olib boriladi. O'qituvchilar o'z tajribalarini muntazam ravishda almashadilar, yangi metodlarni muhokama qiladilar va raqamli ta'lim vositalaridan foydalanishni o'rganadilar.

Finlyandiyada pedagoglarga nisbatan "ishonchga asoslangan boshqaruv" siyosati amalda. Davlat ularni nazorat qilish emas, balki mustaqil qaror qabul qilishga, yangilik yaratishga va ijodkorlikka rag'batlantiradi. O'qituvchi o'z ish uslubini erkin tanlaydi, biroq bu erkinlik ularni javobgarlikdan ozod qilmaydi — ular har bir bolaning rivojlanishi uchun shaxsiy mas'uliyatni o'z zimmasiga oladi.

Innovatsion yondashuvlar va raqamli ta'lim

Finlyandiyada maktabgacha ta'lim tizimida innovatsion yondashuvlar keng ko'lamda joriy etilgan. Asosiy tamoyil — "o'yin orqali o'rganish". Bu yondashuvda bola ta'limni faqat nazariy bilim sifatida emas, balki o'yin, muloqot, ijodkorlik va real hayotiy tajriba orqali o'zlashtiradi.

Har bir bola uchun shaxsiy ta'lim rejasi tuziladi. Bu reja bolaning psixologik holati, qiziqishlari va o'sish sur'atiga mos tarzda ishlab chiqiladi. Masalan, agar bola rasm chizishni yoqtirsa, uning tafakkurini rivojlantiruvchi mashg'ulotlar shu faoliyat atrofida tashkil etiladi. Shu tarzda bola o'z qobiliyatlarini tabiiy ravishda namoyon etadi.

Raqamli texnologiyalar ta'lim jarayonining muhim qismiga aylangan. "eVarhaiskasvatus" tizimi orqali bolalarning rivojlanishi, ishtiroki va ijtimoiy holati elektron tarzda kuzatib boriladi. Bu tizim o'qituvchilar, psixologlar va ota-onalar uchun umumiy ma'lumot platformasini yaratadi.

Bundan tashqari, "EduCloud" raqamli platformasi o'qituvchilarga o'quv materiallarini almashish, yangi dars ishlanmalarini yaratish va tahlil qilish imkonini beradi. Ota-onalar esa farzandining yutuqlari, ishtiroki va rivojlanish jarayonini onlayn tarzda kuzatib boradilar.

Natijada, Finlyandiyada ta'lim sifati ma'lumotlarga asoslangan boshqaruv modeli orqali doimiy nazorat ostida bo'ladi. Har bir qaror raqamli tahlil natijalariga tayangan holda qabul qilinadi, bu esa tizimni yanada shaffof va samarali qiladi.

Davlat va oila hamkorligi

Finlyandiya ta'lim tizimida oila — ta'lim jarayonining teng huquqli ishtirokchisi hisoblanadi. Bolaning rivojlanishida oila muhitining ta'siri juda katta ekanligi sababli, davlat ota-onalarni maktabgacha ta'lim jarayoniga faol jalb etadi.

Har bir bolalar bog'chasida ota-onalar kengashi faoliyat yuritadi. Bu kengash o'quv dasturlarini muhokama qiladi, tarbiyaviy loyihalarda ishtirok etadi hamda ta'lim muassasasining ichki hayotida faol rol o'ynaydi. Har oyda o'tkaziladigan uchrashuvlarda bolalarning rivojlanish natijalari, emotsional holati va o'qituvchilar tavsiyalari muhokama qilinadi.

Ota-onalar bolalarning kundalik faoliyatida ham qatnashadilar — ular bayramlar, ijodiy mashg'ulotlar va sayohatlar tashkil etishda yordam beradi. Bunday hamkorlik nafaqat bolada o'zini qadrlash hissini oshiradi, balki ta'lim muassasasi va jamiyat o'rtasida mustahkam ijtimoiy aloqani yaratadi.

Natijada, Finlyandiya maktabgacha ta'lim tizimi "oila – ta'lim muassasasi – jamiyat" o'rtasida barqaror hamkorlik modeli asosida faoliyat yuritadi.

Moliyaviy barqarorlik

Finlyandiya maktabgacha ta'lim tizimi barqaror moliyaviy asosga ega. Har yili davlat yalpi ichki mahsulotning (YalM) o'rtacha 1,1 foizini maktabgacha ta'limga yo'naltiradi. Bu mablag'larning katta qismi pedagoglarning maoshini oshirish, yangi texnologiyalar joriy etish va o'quv muassasalarining moddiy-texnik bazasini mustahkamlash uchun sarflanadi.

Shuningdek, kam ta'minlangan oilalar uchun bepul ovqatlanish, transport va qo'shimcha parvarish xizmatlari taqdim etiladi. Har bir bola, uning oilaviy holatidan qat'i nazar, sifatli ta'lim olish imkoniyatiga ega.

Bunday tizim "ta'limda ijtimoiy adolat" tamoyilini amalda ro'yobga chiqaradi. Natijada, barcha bolalar uchun teng sharoit yaratiladi va maktabgacha ta'lim haqiqiy insonparvar tizimga aylanadi.

Xulosa

Finlyandiya maktabgacha ta'lim tizimi insonparvar, moslashuvchan va innovatsion boshqaruv modeli sifatida butun dunyoga ibrat bo'lmoqda. Tizimning muvaffaqiyati pedagogik erkinlik, shaxsiy yondashuv, o'yin orqali o'rganish metodikasi, raqamli boshqaruv vositalari va ota-onalar bilan faol hamkorlikka asoslangan. Pedagoglar oliy ma'lumotli va malakali bo'lib, muntazam ravishda yangi metodlar va raqamli texnologiyalarni o'rganadilar. Davlat maktabgacha ta'limni moliyalashtiradi va barqaror, barcha bolalar uchun teng imkoniyatlar yaratadi.

O'zbekiston sharoitida Finlyandiya tajribasini tatbiq etish quyidagi yo'nalishlarda tavsiya etiladi:

1. Maktabgacha yoshdagi bolalar uchun shaxsiy ta'lim rejaları va "o'yin orqali o'rganish" metodikasini joriy etish.
2. Raqamli boshqaruv tizimlarini yaratish, bolalarning rivojlanishini kuzatish va natijalarni tahlil qilish imkonini beruvchi platformalarni joriy etish.
3. Pedagoglarni malaka oshirish kurslari va innovatsion metodlarni o'rganishga jalb qilish.
4. Ota-onalarni ta'lim jarayoniga faol ishtirok etishga rag'batlantirish, kengashlar va uchrashuvlar orqali ularning fikrini inobatga olish.
5. Davlat tomonidan moliyaviy barqarorlikni ta'minlash, kam ta'minlangan oilalarga qo'shimcha yordam ko'rsatish.

Ushbu tavsiyalar amalga oshirilsa, O'zbekiston maktabgacha ta'limi sifat jihatidan sezilarli darajada yaxshilanishi, bolalarning ijodiy salohiyatini rivojlantirish va pedagoglarning kasbiy malakasini oshirish imkoniga ega bo'ladi.

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Усовершенствование Педагогических Условий При Обучении Русскому Языку Как Иностранному

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Аннотация

В статье рассматриваются современные подходы к усовершенствованию педагогических условий при обучении русскому языку как иностранному. Анализируются факторы, влияющие на эффективность образовательного процесса, такие как использование интерактивных технологий, индивидуализация обучения, развитие коммуникативной компетенции и внедрение культурно ориентированных методик. Особое внимание уделяется созданию мотивационной и психологически комфортной среды, способствующей успешному освоению русского языка иностранными студентами.

Ключевые слова: русский язык как иностранный, педагогические условия, мотивация, индивидуализация, интерактивные технологии, коммуникативный подход, культура.

В современном мире русский язык играет важную роль как средство международного общения, науки и культуры. В связи с этим значительно возрос интерес к его изучению в различных странах. Однако эффективность обучения русскому языку как иностранному во многом зависит от педагогических условий, в которых осуществляется образовательный процесс.

Традиционные формы преподавания часто не учитывают индивидуальные особенности учащихся и специфику их родных языков, что снижает мотивацию и активность студентов. Поэтому совершенствование педагогических условий становится необходимым направлением в методике преподавания РКИ.

1. Интерактивные технологии как инструмент повышения эффективности обучения

Использование современных технологий позволяет сделать процесс обучения более динамичным и мотивирующим. Онлайн-платформы, обучающие приложения, мультимедийные материалы и интерактивные доски создают условия для активного взаимодействия студентов с учебным материалом.

Применение таких инструментов, как Kahoot, Quizlet, Duolingo, а также создание виртуальных уроков и чатов на русском языке способствует развитию навыков аудирования, чтения и говорения в естественной языковой среде.

2. Индивидуализация образовательного процесса

Индивидуальный подход к обучающимся является ключевым элементом совершенствования педагогических условий. Преподаватель должен учитывать уровень владения языком, родной язык, культурные особенности и учебные цели студентов.

Дифференцированные задания, гибкое планирование тем и форм работы позволяют каждому обучающемуся раскрыть свой потенциал и достичь успеха в изучении русского языка.

3. Коммуникативно-деятельностный подход

Современная методика РКИ ориентируется на развитие коммуникативной компетенции, то есть способности использовать язык в реальных жизненных ситуациях. Занятия должны строиться на моделировании диалогов, ролевых игр, обсуждений и проектных заданий.

Такой подход помогает студентам не только овладеть грамматикой и лексикой, но и научиться выражать свои мысли, понимать собеседника и вести межкультурный диалог.

4. Психологический комфорт и педагогическая поддержка

Положительная эмоциональная атмосфера на занятиях способствует снятию языковых барьеров и страху ошибок. Важно, чтобы преподаватель проявлял внимание и поддержку, создавал условия для свободного самовыражения учащихся.

Мотивирующая обратная связь, похвала и поощрение инициативы повышают уверенность студентов в своих силах и активизируют их участие в учебном процессе.

5. Культурно ориентированное обучение

Обучение русскому языку неразрывно связано с изучением культуры, истории и традиций России. Включение культурного компонента в образовательный процесс способствует формированию межкультурной компетенции, расширяет кругозор и повышает интерес к языку.

Работа с литературными текстами, фильмами, песнями и реалиями русской жизни позволяет студентам глубже понять менталитет и ценности русского народа.

Усовершенствование педагогических условий при обучении русскому языку как иностранному предполагает комплексный подход, включающий использование современных технологий, индивидуализацию обучения, коммуникативно-деятельностные методы и культурную составляющую.

Создание благоприятной образовательной среды, поддержание мотивации и формирование позитивного отношения к изучаемому языку являются основными факторами успешности обучения.

Таким образом, совершенствование педагогических условий способствует не только повышению качества языковой подготовки, но и развитию личности обучающегося в контексте межкультурного взаимодействия.

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Emotional Intelligence Development Programs And Their Effectiveness

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Abstract

This scientific at work emotional development of intelligence (EI) programs, their modern education and work in the activity importance, as well as psychological and pedagogical efficiency studied . Research to the results according to, special working issued emotional intellect develop programs person's their feelings to manage, others understanding, communicative skills improve and stress in reduction high to efficiency has that Also, the EU level increased in humans motivation, social activity and psychological of stability noticeable at the level increase observed .

Key words: emotional intelligence, empathy, self understanding, social competence, psychological training, stress management, motivation.

Current in the period human capital, that is person's mental, social and emotional potential society development the most important from factors one as confession Human only knowledge level or technician skills not, maybe their feelings management, others feeling understand, correct communication installation and conflict situations reasonable solution to grow skills and success key is considered. This point of view visually, emotionally intelligence (EI) today education, management, health psychological environment create and personal growth in the processes central from concepts to one became.

Emotional intellect The term was first used in the 1990s by an American scientists P. Salovey and by J. Mayer scientific into circulation included It is a human being. own and others' feelings understand, evaluate, manage and from them effective use ability Later, D. Goleman this theory popularize, emotional intellect person's in life success for intellectual more important than IQ factor as described.Today globalization under the circumstances people between social and cultural communications increasingly emotional stability , empathy and communicative flexibility skills importance further increasing Especially the youth stress, study pressure, motivation decrease and social insulation cases increased one at the time , them psychological in terms of support, feelings management culture formation current to the point has become.

Research Methodology: In the study psychological observation, questionnaire, test, interview and training methods Participants as 50 people student and 20 people teacher selectively was obtained. Experience two in stages take went:

1. **Diagnostics Stage 1** — EI level through the Mayer- Salovey -Caruso Emotional Intelligence Test (MSCEIT) determined.
2. **Intervention Stage 8** - Emotional mind and empathy development " program based on trainings held.
3. **Control stage** — from the program after participants' EI, stress level and social adaptation again was evaluated.

Results analysis this showed that from training past in the group emotional himself management, empathy and social activity indicators noticeable at the level increased.

Conclusion

Research results emotional intellect develop of programs personal and in professional development big importance has that confirms. Such programs human communicative

potential expands, stresses endurance increases and in the team cooperation culture Strengthens future EU programs education institutions, enterprises and psychological in the centers wide current to grow interpersonal relationship quality noticeable improves.

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Инновационные Подходы К Модернизации Педагогических Условий И Методики Преподавания Русского Языка Как Иностранного

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Аннотация

В статье рассматриваются современные направления модернизации педагогических условий и методики преподавания русского языка как иностранного. Подчёркивается необходимость перехода к инновационным технологиям, обеспечивающим интерактивность, индивидуализацию и межкультурную направленность образовательного процесса. Раскрываются особенности компетентностного и коммуникативно-деятельностного подходов, роль цифровизации и повышение профессиональной компетентности преподавателя.

Ключевые слова: русский язык как иностранный, инновационные технологии, педагогические условия, методика преподавания, цифровизация образования, компетентностный подход, межкультурная коммуникация.

Современные условия глобализации и цифровизации общества предъявляют новые требования к образовательному процессу. Русский язык как иностранный (РКИ) становится важным инструментом международного взаимодействия, а значит, методика его преподавания должна соответствовать современным реалиям.

Традиционные методы, основанные на репродуктивном обучении, всё чаще уступают место инновационным технологиям, направленным на развитие самостоятельности, критического мышления и коммуникативных навыков обучающихся.

В связи с этим актуальной задачей является модернизация педагогических условий и методической системы обучения, ориентированной на формирование коммуникативной и межкультурной компетенции студентов.

Инновационные педагогические условия современного обучения

Модернизация педагогических условий предполагает создание такой образовательной среды, в которой учащийся становится активным участником учебного процесса.

Современные педагогические условия должны быть гибкими, динамичными и интерактивными. Они включают:

использование мультимедийных технологий (видео, подкасты, интерактивные упражнения);

организацию смешанного обучения (сочетание онлайн- и офлайн-форматов);

внедрение проектных и исследовательских методов работы;

применение адаптивных образовательных платформ, позволяющих отслеживать индивидуальный прогресс студентов.

Благодаря этому повышается вовлечённость обучающихся, развивается их познавательная активность и устойчивый интерес к изучению русского языка.

Методическая модернизация преподавания РКИ

Методическая составляющая инноваций выражается в обновлении целей, содержания и технологий обучения.

Одним из ключевых направлений является компетентностный подход, при котором результат обучения определяется не объёмом знаний, а способностью студента применять их на практике.

В процессе преподавания русского языка как иностранного это проявляется через:

-развитие коммуникативных умений в реальных ситуациях общения;

- формирование навыков анализа и интерпретации текстов разных стилей;
- обучение на основе проблемных ситуаций и межкультурных кейсов;
- создание учебных ситуаций, приближенных к естественной языковой среде.

Особую роль играет коммуникативно-деятельностный подход, который ориентирует обучение на использование языка как средства межкультурного взаимодействия, а не как объекта изучения.

Однако эффективное применение технологий возможно только при наличии методической подготовки преподавателя, владеющего цифровой грамотностью и инновационными педагогическими стратегиями.

Повышение профессиональной компетентности преподавателя

Современный преподаватель русского языка как иностранного должен выступать не только носителем знаний, но и медиатором межкультурного общения, наставником и фасилитатором учебного процесса.

Для этого необходимо:

- развивать цифровую и методическую компетентность;
- осваивать современные педагогические технологии (геймификация, микролёрнинг, проектное обучение);
- уметь проектировать индивидуальные образовательные траектории студентов;
- владеть методами педагогической диагностики и самоанализа.

Таким образом, повышение квалификации преподавателя становится неотъемлемой частью процесса модернизации методики преподавания РКИ.

Инновационные подходы к модернизации педагогических условий и методики преподавания русского языка как иностранного обеспечивают переход от традиционного к деятельностно-компетентностному обучению.

Создание интерактивной образовательной среды, внедрение цифровых технологий, развитие профессиональной компетентности преподавателя и ориентация на межкультурное взаимодействие — всё это способствует формированию современной модели преподавания РКИ, отвечающей требованиям глобального образовательного пространства.

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The Problem Of Spiritual Balance Of Human In The Rubaiyat Of Bahauddin Naqshband

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Abstract

The article philosophically analyzes the importance of the ideas of repentance, forgiveness and the virtues of atonement for bringing a person to spiritual balance by the founder of the teaching of Naqshbandiya Bahauddin Naqshband, based on the rubaiyat of the book "Ruboiyoti Khoja Naqshband", which is still unknown to the public.

Key words: Bahauddin Naqshband, Naqshbandiya, teaching, tariqat, rubai, repentance, forgiveness, atonement.

INTRODUCTION.

The most current issue of philosophy is human and his perfection. In the philosophy of Sufism the main category is human and perfect human. In this teaching human is studied as divine xilqat (creature) consisting of body, soul, mind, nafs and heart. The relationship between the body and the soul depends on the state of his mind, nafs and heart. The perfection of soul is based on the control over nafs and purity of the heart. A person's spiritual balance and peaceful life depend on the education of nafs and pureness of heart. The founder of Naqshbandiya tariqat and teaching Bahauddin Naqshband sang his notions about spiritual standard and balance of a person in his rubai's. In the new source that has been found about Shah Naqshband, "Ruboiyoti Khoja Naqshband"[1], information about such rubai's is given.

SOURCE ANALYSIS AND METHODOLOGY.

In the main sources about Bahauddin Naqshband[2,3,4,5,6,17,19,20,21] the information about his rubai's is not enough. In our research, the monographs [8,11,12,14] and treatises [9,13,15,] written on the basis of the sources about Bahauddin Naqshband have little coverage of rubai. Sayfiddin Sayfulloh[18] and Ergash Ochilov[10] provided brief information about rubai's of Bahauddin Naqshband. We found out that in the source "Ruboiyoti Khoja Naqshband", published in 1997 in the city Lahor, Pakistan, Muhammad Sadiq Qusuriy collected 137 rubai's of Shah Naqshband, commented on them in Urdu language[1,7]. We used hermeneutic method to understand, perceive, review and explain the rubai's in the source.

DISCUSSION AND RESULTS

Based on the analysis of Bahauddin Naqshband's Rubaiyat on the issues of man, perfect man, nafs, body and soul in the work "Ruboiyoti Khoja Naqshband", we understood the idea of this great being that a person needs to be purified in order to reach spiritual balance.

In the Bahauddin Naqshband's rubai number 17 it is shown that the first and main deed of a person who entered the path of purification should be repentance.

يا رب بکشا بر دلم از توبه درى
بى منت مخلوق رسان ما حضرى
در باقى عمرم چنان بگذار
کز من نرسد بهيچ کس درد سرى

Yo Rab, bikusho bar dilam az tavba dare,
Be minnati maxluq rason mohazare.
Dar boqii umram chunon biguzor,

K-az man narasad ba hech kas dardi sare[1:57].

Meaning:

Oh God, open the door in my heart for repentance,
Give a halal bite without help of creatures.
Keep us like this until the end of our lives,
So that no one will be hurt by us.

Repentance – is the first condition for entering the path of Truth. A person repents in order to not repeat his previous mistakes. The real repentance is called *tavbai nasuh*. After this kind of repentance the chosen path is not abandoned. However, in most of the cases *nafs* in human nature prevails, he commits sin again and his repentance gets broken. Countless poets have written about this. In this meaning Bahauddin Naqshband also wrote the following notions in his *rubai'* number 23:

ای فضل تو دستگیر من دستم گیر
حیران شده ام ز خویشتن دستم گیر
تا چند کنم توبه و تا کی شکم
ای توبه ده و توبه شکن دستم گیر

Ey fazli Tu dastgiri man, dastam gir,
Hayron shudaam zi xeshtan dastam gir.
To chand kunam tavbayu, to kay shikanam,
Ey tavbadehu tavbashikan, dastam gir[1:63].

Meaning:

Your virtue preserves me, take me from my hand,
I was surprised from my own deeds, take me from my hand.
How many times have I repented, how long will I break it,
O repentance giver and repentance breaker, take me from my hand.

Bahauddin Naqshband in his *rubai'* number 31 extols the fact that Allah is forgiving and the *Sattoral uyub* that covers our sins and called mankind to acquire these qualities.

ای در دو نفس صد گناه از من دیده
واز حلم کرم پرده من ندیده
ای من که ز هر چه عالم بهتر است
ای حلم تو از من بهتر آمرزیده

Ey dar du nafas sad gunoh az man dida,
V-az hilmi karam pardai man nadarida.
Ey man, ki zi har chi olam behtar hast,
Ey hilmi Tu az man behtar omurzida[1:72].

Meaning:

O one who saw hundred sins from me in two breaths,
The one who did not open the curtain with his hilm and karam.
I have seen so much good in the world,
Oh, you are the best of forgiveness with your hilm.

From the philosophical analysis of rubai's of Bahauddin Naqshband it can be obvious that no matter how small or big the sins are, they are a burden to the body and a soul of a human and lead to physical and mental illnesses. For a person to be healthy he should understand his sins and repent for them. Rubai's of Bahauddin Naqshband about this issue have been noted by Sayfiddin Sayfulloh[18] and Ergash Ochilov[10]. In the Rubai', early in the morning, Allah is asked to open the door for repentance to the human heart. If the person analyzes his actions from morning till night, and understands his mistakes and sins and repents for them, vujud and soul purifies and human will rise spiritually.

One of the vices that disturbs a person's mental balance and peace of mind is not forgiving someone's wrong done to him. Anger, hatred, grudge in the heart sucks the blood of the soul, torments the body and soul and leads to various diseases. Therefore, Bahauddin Naqshband emphasized the need to be forgiving.

Bahauddin Naqshband says that Allah is noble who covers human faults - Sattoral Uyub, and urges us to forgive others and correct their faults.

Conclusion

The following conclusions can be drawn from the philosophical analysis of rubai's of Bahauddin Naqshband:

1. Analysis of rubai's in the work "Ruboiyoti Khoja Naqshband" gives an opportunity to find ways to bring a person to spiritual balance.
2. The basis of human spiritual balance is understanding his sins and entering a state of repentance.
3. Forgiveness of a person is the main means of physical and spiritual growth.
4. Covering the fault of others, forgiving them and leading them to the right path is the basis of harmony and stability in society.

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Phosphate From Raw Materials Extraction To Obtain Phosphoric Acid

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Abstract

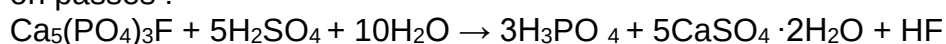
This in the article extraction to obtain phosphoric acid process scientific basics , raw materials, chemical reactions , technological stages and ecological-economic aspects wide analysis It is made from phosphorites. using sulfuric acid phosphate acid to take modern technologies , extraction mechanism and cleaning methods illuminated. Also , waste reduce , phosphogypsum again work and resource economical technologies current to grow opportunities scientific basically studied.

Keywords: Phosphoric acid, extraction , phosphorite , sulfuric acid, D2EHPA, TBP, phosphogypsum , technology , ecology , innovation.

Introduction. Phosphate acids chemistry industry main from products one is considered. They are used in mineral fertilizers , food , metallurgy , and other many on the networks wide Phosphate acid to take two main method available : thermal and extraction. Extraction method , that is wet process , economic efficiency and distinguished by its simplicity This is in the article extraction phosphate acid to take chemical and technological aspects deep analysis will be done.

Literature Description: Phosphate acids – phosphorus oxide water effect or phosphorites decomposition by acids as a result removable are compounds. Thermal in a way phosphorus in the air burned , harvested which is P_4O_{10} oxide reacts with water enters. Extraction in a way and natural phosphorites sulfuric acid treatment is given. Reaction as a result harvest was in solution phosphate acid and gypsum ($CaSO_4 \cdot 2H_2O$) is present will be. Extraction phosphate acid advantage that is , it is raw material as directly phosphorite uses and less energy spends.

Practical Part. Extraction to obtain phosphoric acid process following chemical equation based on passes :



Harvest was solution in the composition main product – phosphate with acid iron , aluminum , magnesium , fluorine and other mixtures will be. Such from the solution to obtain pure H_3PO_4 for extraction process is applied. Extraction — liquid phases between of substances to the distribution based physicochemical is a process. Extraction in the process used main extractants — di-2-ethylhydroxyethylphosphonic acid (D2EHPA) and tributyl phosphate (TBP). These substances organic in solutions interphase distribution ability high are , they are using phosphate acid juicy from the solution organic to phase The process is carried out main stages : extraction , scrubbing , and stripping (re- separation). Optimal result to take pH around 1–2 , temperature 25–35°C , phases ratio and from 1:1 to 1:3 is selected. Extraction phosphate acid working in the release harvest to be main waste is phosphogypsum. Phosphogypsum in the composition fluorine, heavy metals and radionuclides existence because of the environment for dangerous. Therefore , it should be recycled. work or construction materials as use according to research take The process is underway. economic efficiency high , because raw material cheap , energy expense less and product size big. Last in years extraction ion-exchange , membrane-based, in the production of phosphoric acid filtering , and plasma cleaning methods such as innovative technologies current are being done. These acid content through impurities level reduce waste reduce and precious elements (e.g. uranium , cesium , neodymium) restoration opportunity there is.

Conclusion. Extraction to obtain phosphoric acid method chemistry in the industry the most effective and economic in terms of acceptable This is method through high good quality phosphate acid is also useful additional products to take possible. The process in improvement energy economical , ecological clean technologies current to grow current from tasks is one.

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Features Of Creative Thinking Of Primary Grade Students

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Abstract

This article analyzes the features of creative thinking of primary school students, the factors of their psychological and pedagogical development, as well as the content of the process of forming creative thinking. The study systematically studied internal (motivational, emotional, intellectual) and external (teacher's activities, educational environment, methodological approaches) factors affecting the thinking activity of students. It also highlights the role of interactive methods, the use of problem situations, innovative educational technologies, and an integrative approach in the development of creative thinking.

Keywords: creative thinking, primary education, thinking activity, creativity, motivation, emotional development, pedagogical conditions, problem-based learning, interactive methods, innovative approaches.

Annotatsiya

Mazkur maqolada boshlang'ich sinf o'quvchilarining ijodiy tafakkur xususiyatlari, ularning psixologik va pedagogik rivojlanish omillari, shuningdek, ijodiy tafakkurni shakllantirish jarayonining mazmuni tahlil qilinadi. Tadqiqotda o'quvchilarning tafakkur faoliyatiga ta'sir etuvchi ichki (motivatsion, emotsional, intellektual) va tashqi (o'qituvchi faoliyati, ta'lim muhiti, metodik yondashuvlar) omillar tizimli o'rganilgan. Shuningdek, ijodiy tafakkurni rivojlantirishda interfaol metodlar, muammoli vaziyatlardan foydalanish, innovatsion ta'lim texnologiyalari hamda integrativ yondashuvning o'rnini yoritilgan.

Kalit so'zlar: ijodiy tafakkur, boshlang'ich ta'lim, tafakkur faoliyati, ijodkorlik, motivatsiya, emotsional rivojlanish, pedagogik shart-sharoitlar, muammoli ta'lim, interfaol metodlar, innovatsion yondashuvlar.

Hozirgi globallashuv jarayonlari va fan-texnika sohasidagi ilg'or tadqiqotlar ijtimoiy soha vakillarining zimmasiga shaxsning jamiyat talablari bilan uyg'un rivojlanishi va faol bilish motivatsiyasini qaror toptirish bilan bog'liq zaruriy vazifalarni yuklaydi. Bunday hollarda jamiyat ijtimoiy rivojining ilmiy asoslangan istiqbolli rejasini tuzib, uning ustuvor yo'nalishlarini belgilab olish hal qiluvchi ahamiyatga ega.

Jamiyatning ijtimoiy-iqtisodiy qayta qurilishi yangi hayotiy muammolarni samarali va g'ayrioddiy hal etish qobiliyatiga ega bo'lgan ijodkor faol shaxsning shakllanishini talab etmoqda. Shu bilan bog'liq ravishda zamonaviy jamiyat oldida turgan muhim vazifalardan biri o'sib kelayotgan yosh avlodning ijodiy imkoniyatlarini rivojlantirishdan iborat. Bu esa o'z navbatida barcha bilish jarayonlarini psixologik qonuniyatlarini hisobga olgan holda ta'lim sohasini takomillashtirishni talab etadi.

Tafakkur bilish jarayonining eng yuksak shaklidir. U shaxsning obyektiv voqelikdagi narsa va hodisalarni, ularning muhim xususiyatlarini, bog'lanish hamda munosabatlarini bevosita umumlashgan holda aks ettirishdan iborat bo'lgan aqliy jarayonidir. Tafakkur amaliy faoliyat asosida hissiy bilishdan boshlanadi va hissiy bilish chegarasidan tashqariga chiqadi. Inson dunyoga kelar ekan, asta-sekinlik bilan butun olamni tanib, ilg'ab boshlaydi. Uning tashqi ta'sirlarga javob reaksiyasi ham tobora kuchayib boradi. Bu jarayonlarning barchasi birdaniga sodir bo'lib qolmasdan, balki, turli xil omillar aralashuvi natijasida yuzaga keladi. Ya'ni, insonning bilish jarayonlari, hissiy-irodaviy sohasi, tashqi o'zgarishlar jamlanib insonni olamga, olamni esa, insonga tanitib boshlaydi.

Bola xususan 7-8 yoshlik davrida konkret narsa va hodisalarning ko'rgazmali xususiyatlari va sifatlariga asoslanib, odatda konkret kategoriyalar bilan fikr yuritadi. Ayrim izohlar bilan

mashhur shveytsariyalik psixolog J.Piajening 7-10 yoshdagi o'quvchilar asosan konkret operatsiyalar bosqichida turadilar. Ana shu bosqichda bevosita, tajribadan olingan xususiyatlar sistemalashtirilishi mumkin, degan fikrlariga qo'shilish mumkin. Ammo, o'ylaymizki, kichik maktab yoshi davrining oxiriga kelib, to'g'ri tashkil qilingan ta'lim jarayonida o'quvchilar keyingi bosqichga, ya'ni umumlashtirish va abstraksiyalashtirish qobiliyati taraqqiyotining ma'lum darajasi bilan bog'liq bo'lgan formal operatsiyalar bosqichiga o'tishga qobildirlar. IV sinflarning yangi programmalari ana shunga mo'ljallangan. IV sinf programmasida o'quvchilarning yangi material bilan tanishib, mustaqil mulohaza yuritishlari va xulosa chiqarishlari, faktlarni solishtirib ko'rishlari, taqqoslashlari va analiz qilishlari, juz'iy hamda umumiy topishlari, oddiy qonuniyatlarni belgilashlari ko'zda tutilgan.

Tafakkurni rivojlantirish bolalarning fantaziyasi hamda tasavvur imkoniyatlarining qay darajada keng ko'lamli ekanligiga bog'liq. Tasavvurning inson hayotidagi ahamiyati ko'plab buyuk olimlar va san'atkorlar tomonidan ta'kidlab o'tilgan. Demak, XVIII asrning mashhur ingliz olimi. J.Pristli olim va mexanikka rassomdan kam emas, balki ko'proq tasavvur kerak, deb alohida ta'kidlagan. J.Pristli kimyogar, biolog, faylasuf bo'lgan, ko'plab ajoyib kashfiyotlar qilgan. U "yomon" havoning o'simliklar tomonidan "tuzatilishini" aniqladi. Tasavvur insonga xos bo'lgan juda muhim aqliy jarayondir.

Tasavvur fikrlash bilan chambarchas bog'liq, shuning uchun u hayotiy taassurotlarni, olingan bilimlarni, idrok ma'lumotlarini va g'oyalarni faol ravishda o'zgartirishga qodir. Umuman olganda, tasavvur inson aqliy faoliyatining barcha tomonlari: uning idroki, xotirasi, tafakkuri, histuyg'ulari bilan bog'liq. Tasavvurning rivojlanishi butun inson shaxsining rivojlanishi bilan uzviy bog'liqdir. Kichik maktab yoshidagi o'quvchilarning tasavvurini rivojlantiruvchi turli xil ijodiy mashqlar mavjud. Shulardan namunalar keltirib o'tamiz.

1. Ertaklar, hikoyalar yozish. Maktab o'quvchilariga biron bir xarakterga ega ertak yoki hikoya - tirik mavjudot (masalan, balerina, qo'mondon, teshikdan sudralib chiqqan kichkina tulki) yoki buyum (masalan, deraza, kompyuter yoki eski chamadon) o'ylab topish taklif etiladi. O'quvchi bu obrazda nima bo'lishini, bu odam, narsa yoki hayvon nima haqida gapira olishi haqida o'ylashi kerak.

2. Alohida so'zlardan hikoya tuzish. Masalan: a) shamol, quyosh, yo'l, qor, soylar, qushlar; b) qiz, daraxt, qush; V) kalit, shapka, qayiq, qorovul, ofis, yo'l, yomg'ir. Ushbu so'zlardan foydalanib, izchil hikoya yoki ertak yaratishingiz kerak. Bolalar bu vazifani guruhda bajarishlari mumkin. Uni amalga oshirish natijalariga ko'ra o'qituvchi maktab o'quvchilarining tasavvurlarini rivojlantirish xususiyatlari haqida ma'lumot olishi mumkin. Masalan, IV sinf o'quvchilariga "Bahor" mavzusida insho yozish topshirildi va ularga "a" bandida keltirilgan so'zlar berildi. So'zlar bahorning an'anaviy tavsifini taklif qildi.

Jahonda uzluksiz ta'lim tizimining barcha bosqichlarida ta'lim oluvchilarning ijodiy fikrlash ko'nikmalarini shakllantirish, o'z-o'ziga ishonchni tarkib toptirish, fikr yuritishdagi mustaqillik va o'z imkoniyatlarini ro'yobga chiqarish qobiliyatini rivojlantirishga katta ahamiyat qaratilmoqda. Ayniqsa, boshlang'ich sinf o'quvchilarida ijodiy fikrlash ko'nikmalarini shakllantirishga yo'naltirilgan ta'lim muhiti barqarorligini ta'minlash, aralash ta'lim (blender learning) tamoyili asosida ta'lim oluvchilarning mustaqil fikrlash qobiliyatini rivojlantirish, o'qitishning samarali usullarini ishlab chiqish muhim dolzarblik kasb etadi.

Dunyoda boshlang'ich ta'limning nazariy-metodologik jihatlarini takomillashtirish, o'quvchilarda ijodiy fikrlash ko'nikmalarini rivojlantirish jarayonining pedagogik-psixologik xususiyatlari va ta'sir etuvchi omillarini aniqlashtirish, ijodiy fikrlash ko'nikmalarini shakllantirishning metodik tizimini takomillashtirish bo'yicha tadqiqotlar alohida ahamiyatga molikdir.

Respublikamizda yosh avlodni mustaqil, ijodiy fikrlashga o'rgatish davlat darajasidagi masalaga aylangan. Ta'lim jarayonida boshlang'ich sinf o'quvchilarini ijodiy faoliyatga yo'naltirish muammosiga jahon pedagogika va psixologiya ilmda alohida e'tibor qaratilgan. Uzluksiz ta'limni tashkil etish va rivojlantirish jarayonida ta'limning ijtimoiylashuvi, ta'lim va tarbiyaning insonparvar, demokratik xususiyatga egaligi, bilimlilik, qobiliyatlilik va iste'dodning

rag'batlantirilishi, o'quvchilarda ilmiy dunyoqarashni hosil qilish, ularda yuksak ma'naviyat, madaniyat va ijodiy fikrlash ko'nikmalarini shakllantirish asosiy tamoyillar sifatida belgilangan. Bunda pedagog xodimlarning intellektual sifatleri hamda kasbiy mahoratini yanada rivojlantirish, ta'lim va tarbiya resurslaridan samarali foydalanish muhim ahamiyat kasb etadi. Shaxs tafakkurining shakllanishi va rivojlanishi, o'quvchilarda ijodiy fikrlash qobiliyatlarini rivojlantirish muammosi respublikamiz hamda qator xorijlik pedagog-psixolog olimlar tomonidan ilmiy tadqiq etilgan. Ta'lim jarayonida shaxs dunyoqarashi va tafakkurini barqaror rivojlantirishning nazariy-tarixiy asoslari eng qadimgi yozma manbaalar hamda Abu Nasr Forobiy, Abu Rayhon Beruniy, Abu Ali ibn Sino, A.Navoiy, A.Avloniy kabi Sharq mutafakkirlarining qomusiy asarlarida yoritib berilgan. Respublikamiz olimlaridan B.Abdullayeva, Sh.Abdullayeva, M.Tashpulatova, M.Qulaxmetova, R.Ibragimov, Ch.T.Shakirova, M.Ismailovlarning boshlang'ich sinflarda darslarni modulli innovatsion texnologiyalar asosida tashkil etish, o'quvchilarning ijodiy fikrlash qobiliyatini shakllantirish bo'yicha ishlarini e'tirof etish mumkin.

Shuningdek, umumiy o'rta ta'lim maktablarining boshlang'ich sinflarida o'qitishning turli jihatlar B.R.Adizov, Sh.Nurullayeva, F.Xo'jjiyevlar tomonidan o'rganilgan bo'lsa, psixolog olimlardan E.G'oziyev, R.I.Sunnatova, Z.T.Nishonova, V.Karimova, R.Sunnatova kabilar tomonidan inson tafakkuri va fikrlash jarayoni muammosining psixologik xususiyatlari o'rganilgan. Mustaqil Davlatlar Hamdo'stligi (MDH) olimlaridan N.Menchinskaya, O.Makaricheva, P.Blonskiy, L.Bushuyeva, L.Vigotskiy, A.Z.Zak, Z.Kalmikova, N.Kochelayeva, O.Ozerova, Y.Ponamoryev, V.Ribinskiylarning tadqiqotlarida o'quvchilarni aqliy rivojlantirish, mustaqil fikrlash ko'nikmalarini rivojlantirishda evristik topshiriqlardan foydalanish, kichik maktab o'quvchilarida ijodiy fikrlash qobiliyatini rivojlantirish metodlari, shaxsda ijodiy fikrlash potensialini aniqlash, ijodiy tafakkurni shakllantirishning pedagogikpsixologik masalalari o'rganilgan. Xorijlik olimlardan K.E.Izard, T.Radinger, Dj.Dyui, X.Geyvin, R.J.Sternberg, K.Sternberglar tomonidan shaxsning hissiy kechinmalari, fikrlash jarayonining psixologik-pedagogik xususiyatlari, o'z-o'zini tushunish qobiliyati, kognitiv jarayon, shaxsda pozitiv fikrlashni shakllantirish muammolari yuzasidan ilmiy izlanishlar amalga oshirilgan. Biroq, boshlang'ich sinf o'quvchilarida ijodiy fikrlash ko'nikmalarini rivojlantirishning pedagogik shart-sharoitlari, ijodiy fikrlash ko'nikmalarini rivojlantirishga doir zamonaviy yondashuvlar mazmuni hamda unga ta'sir etuvchi omillar, boshlang'ich sinf o'quvchilarida ijodiy fikrlash ko'nikmalarini rivojlantirish jarayonini tashkil etishning alohida metodik tizimi maxsus tadqiq etilmagan. Mazkur jihatlar boshlang'ich sinf o'quvchilarida ijodiy fikrlash ko'nikmalarini rivojlantirish yuzasidan ilmiy izlanishlar olib borishni taqozo etadi.

Hozirgi kunda milliy ta'lim tizimida o'qitish va tarbiyalash jarayonining samaradorligi hamda natijaviyligini ta'minlash eng muhim jamiyat talabi hisoblanmoqda. Bunda o'qituvchidan yuksak kasbiy bilim, pedagogik mahorat va o'qitish jarayonida interfaol ta'lim usullaridan foydalanishga oid ko'nikmalar talab qilinadi. Shundan kelib chiqib ta'kidlashimiz mumkinki, boshlang'ich sinf o'quvchilari tomonidan bilim va tajribalarni o'zlashtirishida didaktik o'yinlar asosida o'quv jarayonini tashkil etish muhim ahamiyatga ega. Dastlab, o'yin tushunchasining mazmun-mohiyatiga to'xtalib o'tamiz. Pedagogik jihatdan, o'yin – ijtimoiy tajribani o'zlashtirish va qayta yaratishga yo'naltirilgan faoliyat turi hisoblanadi.

Didaktik o'yin texnologiyalari o'quvchi faoliyatini faollashtirish va ularda ijodiy fikrlash ko'nikmalarini rivojlantirishga asoslangan. Ular o'quvchi shaxsidagi ijodiy imkoniyatlarni ro'yobga chiqarish va rivojlantirishning amaliy yechimlarini anglash va amalga oshirishda katta ahamiyatga ega. Didaktik o'yinlarning asosiy turlari: intellektual (aqliy) va harakatli hamda aralash o'yinlardan iborat. Bu o'yinlar ishtirokchilarda aqliy, jismoniy, axloqiy, psixologik, estetik, badiiy, tadbirkorlik, mehnat va boshqa ko'nikmalarni rivojlantirishga yordam beradi, Ta'lim-tarbiya jarayonida asosan o'quvchilarda ta'lim olish motivlarini, ularning turli yo'nalishdagi qobiliyat va qiziqishlarini oshiradigan, biror kasbga moyilliklarini ko'rsatadigan didaktik o'yinlardan foydalaniladi. Didaktik o'yinlar nazariy, amaliy, jismoniy, rolli, ishchanlik va

boshqa yo'nalishlar bo'yicha turlarga ajratiladi. Hozirda kompyuter vositasidagi didaktik o'yinlar alohida o'ringa ega bo'lib bormoqda.

Turli o'quv fanlariga oid didaktik o'yinlar mavjud bo'lib, ular shu fanlarni sifatli o'rgatish maqsadlariga xizmat qiladi. Umumiy o'yinlar nazariyasiga ko'ra, mavjud barcha o'yin turlarini tasniflashda ularni funksional, mavzuli, konstruktiv, didaktik, sport va xarbiy o'yinlarga ajratiladi. Bularning orasida didaktik o'yinlar ta'lim-tarbiya vazifalarini amalga oshirish imkoniyatini berishi bilan alohida o'ringa ega. Quyida, didaktik o'yin texnologiyalari amalga oshiriladigan ayrim noana'naviy dars shakllariga to'xtalib o'tamiz: Ishchanlik o'yini darsi - dars mavzusi bo'yicha masalalarni hal etish jarayonida o'quvchilarning faol ishtirok etishini ta'minlash orqali yangi bilimlarni o'zlashtirish mashqi.

Rolli o'yin darsi - dars mavzusi bo'yicha masalalarni o'rganishda o'quvchilarga oldindan ma'lum rollarni taqsimlash va dars jarayonida shu rolni bajarishlarini tashkil etish asosida bilimlarni mustahkamlash darsi.

Teatrlashtirilgan dars - dars mavzusi bilan bog'liq sahna ko'rinishlari tashkil etish orqali dars mavzusi bo'yicha chuqur, aniq ma'lumotlar berish darsi.

Bundan tashqari o'qituvchilar bir didaktik o'yin uchun sarflanadigan vaqt miqdorini to'g'ri belgilash va unga rioya qilishning o'ziga xos asoslarini bilish va darsning maqsadiga muvofiq qo'llash talab qilinadi. Didaktik o'yin turlarini tanlash mezonlari:

- ishtirokchilar tarkibi bo'yicha-o'g'il bolalar, qiz bolalar, o'smirlar, katta yoshdagilar uchun o'yinlar;
- ishtirokchilar soni bo'yicha-yakka, juftlikda, kichik guruh, katta guruh, sinf jamoasi, raqobatdosh komandalar, sinflararo va ommaviy o'yinlar;
- o'yin jarayoni bo'yicha - fikrlash, o'ylash, topag'onlik, harakatlar, musobaqa va boshqalarga yo'naltirilgan o'yinlar;
- vaqt me'yori bo'yicha-dars, mashg'ulot vaqtining reja bo'yicha ajratilgan qismi, o'yin maqsadiga erishguncha, g'olib yoki g'oliblar aniqlanmaguncha davom etadigan va boshqa o'yinlar [13].

Shuni ta'kidlash lozimki, o'qituvchi dars jarayonida didaktik o'yinlardan foydalanar ekan, buning uchun albatta o'yin mazmun-mohiyatidan kelib chiqib eng zarur vositalarni tanlay bilishi kerak. Chunki, zaruriy vositalar didaktik o'yin samaradorligini ta'minlaydi. O'qituvchilar didaktik o'yinlarni tashkillashtirishda ular uchun ishlatiladigan har bir material bilan ishlash, ulardan tegishli didaktik vositalarni tayyorlash hamda xavfsizlikni ta'minlash texnologiyalarini puxta bilishlari va rioya qilishlari lozim. Chunki didaktik vositalarning sifati, ko'zda tutilgan maqsadlarga mosligi, qulayligi va ulardan to'g'ri foydalanish mashg'ulotlar samaradorligini oshirishga ijobiy ta'sir ko'rsatadi.

Yuqorida keltirilgan didaktik o'yin darslarini o'qitish jarayonida qo'llashda boshlang'ich sinf o'qituvchilaridan yuksak mahorat va tashkilotchilik qobiliyati talab qilinadi. Shuningdek, o'qituvchi o'yinli o'qitish texnologiyalaridan foydalanib mashg'ulotlarni tashkil etganda, quyidagi asosiy vazifalarni qat'iy belgilab olishi lozim: Didaktik: bilim, ko'nikma, malakalarni amaliyotda qo'llash, yangi ko'nikma, malakalarni shakllantirish, dunyoqarashni kengaytirish.

Tarbiyalovchi: mustaqillik, iroda, etik va estetik qarashlar, hamkorlik, jamoada tarbiyalash. Rivojlantiruvchi: diqqat, xotira, nutq, fikrlash, ijodiy qobiliyatlar, taqqoslash, solishtirish, o'quv motivatsiyasini rivojlantirish. Ijtimoiylashtirish: qadriyat va an'analarni o'zlashtirish, mavjud shartsharoitlarga muvaffaqiyatli moslashtirish.

Xulosa qilib shuni aytishimiz mumkinki, uzluksiz ta'lim jarayonining barcha bosqichlarida, ayniqsa, boshlang'ich ta'lim jarayoni samaradorligini oshirishda didaktik o'yin darslaridan maqsadli foydalanish o'quvchilarning o'qishga bo'lgan qiziqishi, bilimlarni o'zlashtirishi, hamkorlikdagi faoliyat dinamikasining oshishi, ularning ijodiy fikrlash ko'nikmalarini rivojlantirishda ijobiy natijalarga erishishni ta'minlaydi.

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Main Factors Affecting Creative Skills In Primary Education

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Abstract

This article analyzes the characteristics of creative thinking of primary school students, the factors of their psychological and pedagogical development, as well as the content of the process of forming creative thinking. The study systematically studied internal (motivational, emotional, intellectual) and external (teacher activity, educational environment, methodological approaches) factors affecting the thinking activity of students. It also highlights the role of interactive methods, the use of problem situations, innovative educational technologies, and an integrative approach in the development of creative thinking.

Keywords: creative thinking, primary education, thinking activity, creativity, motivation, emotional development, pedagogical conditions, problem-based learning, interactive methods, innovative approaches.

Annotatsiya

Mazkur maqolada boshlang'ich sinf o'quvchilarining ijodiy tafakkur xususiyatlari, ularning psixologik va pedagogik rivojlanish omillari, shuningdek, ijodiy tafakkurni shakllantirish jarayonining mazmuni tahlil qilinadi. Tadqiqotda o'quvchilarning tafakkur faoliyatiga ta'sir etuvchi ichki (motivatsion, emotsional, intellektual) va tashqi (o'qituvchi faoliyati, ta'lim muhiti, metodik yondashuvlar) omillar tizimli o'rganilgan. Shuningdek, ijodiy tafakkurni rivojlantirishda interfaol metodlar, muammoli vaziyatlardan foydalanish, innovatsion ta'lim texnologiyalari hamda integrativ yondashuvning o'rnini yoritilgan.

Kalit so'zlar: ijodiy tafakkur, boshlang'ich ta'lim, tafakkur faoliyati, ijodkorlik, motivatsiya, emotsional rivojlanish, pedagogik shart-sharoitlar, muammoli ta'lim, interfaol metodlar, innovatsion yondashuvlar.

Hozirgi zamon ta'limi o'quvchilarni nafaqat bilim bilan qurollantirish, balki ularni hayotda uchraydigan muammolarga ijodiy yondasha oladigan, yangilik yarata oladigan, mustaqil fikrlovchi shaxs sifatida tarbiyalashni talab qiladi. Ayniqsa, bu jarayon boshlang'ich ta'lim bosqichida muhim o'rin tutadi. Chunki aynan shu davrda bolaning asosiy shaxsiy va kognitiv (bilish) xususiyatlari shakllana boshlaydi. Shuning uchun ham boshlang'ich ta'lim jarayonida ijodiy ko'nikmalarni rivojlantirishga ta'sir qiluvchi omillarni chuqur o'rganish pedagogik nazariy va amaliy jihatdan muhim masaladir.

Boshlang'ich ta'lim jarayonida o'quvchilarning ijodiy ko'nikmalarini shakllantirish ko'p omillarga bog'liq bo'lib, ularning samarali uyg'unligi ta'lim-tarbiyaviy natijalarning sifatli bo'lishini belgilaydi. Avvalo, o'quvchining psixologik holati — uning emotsional barqarorligi, qiziqish doirasi, mustaqil fikrlashga bo'lgan moyilligi, tashabbus ko'rsatish darajasi ijodiy faoliyatga kirishishda muhim o'rin tutadi. Shuningdek, pedagogik omillar — o'qituvchining shaxsiy yondashuvi, ta'lim metodlari, interaktiv usullarni qo'llash darajasi, o'quv materialining mazmuni va uning o'quvchida qiziqish uyg'otish xususiyati ijodiy tafakkurni faollashtirishda muhim hisoblanadi. Shu bilan birga, ijtimoiy-madaniy muhit, ya'ni oila, tengdoshlar, maktab jamoasi, madaniy tadbirlar va texnologik vositalar bilan ta'minlanganlik darajasi ham o'quvchining ijodiy salohiyatini rivojlantirishga ijobiy yoki salbiy ta'sir ko'rsatadi. Ta'lim muhitining erkinlikka asoslangani, bolalarda erkin fikrlash, tanqidiy yondashuv va yangi g'oyalarni ilgari surish imkonini berishi natijasida ijodiy ko'nikmalar bosqichma-bosqich shakllanib boradi. Shunday qilib, ijodiy rivojlanishga ta'sir etuvchi asosiy omillar bir-biri bilan chambarchas bog'liq bo'lib, ular o'rtasidagi muvozanat ta'lim-tarbiyaning sifatiga bevosita ta'sir qiladi.

Boshlang'ich ta'lim davri o'quvchilarning ijodiy salohiyatini rivojlantirishda eng muhim bosqich hisoblanadi. Ushbu davrda ijodiy ko'nikmalarning shakllanishiga bir qator omillar bevosita ta'sir ko'rsatadi. Ularni quyidagi asosiy yo'nalishlarga ajratish mumkin:

1. Psixologik omillar

Ijodiy ko'nikmalarning shakllanishida o'quvchining psixologik holati hal qiluvchi ahamiyatga ega. Psixologik omillar ichida birinchi navbatda bolaning emotsional barqarorligi, o'ziga bo'lgan ishonchi va tashabbuskorligi ajralib turadi. O'quvchining o'z fikrini erkin bayon qila olishi, savol bera olishi, yangicha g'oyalarni ilgari surishga urinishi — bular ijodiy fikrlash jarayonining boshlang'ich belgilaridir. Aksincha, doimiy tanqid ostida bo'lgan, qo'rquv va ishonchsizlik muhitida o'sgan bolada ijodiy faollik pasayadi.

Bundan tashqari, o'quvchining individual qiziqishlari va intellektual salohiyati ham muhim psixologik omillardandir. Har bir bolaning tasavvur darajasi, obrazli va mantiqiy fikrlash salohiyati turlicha bo'lib, bu jihatlar uning ijodiy yondashuvlarini belgilaydi. Masalan, o'yin orqali o'rganishni yoqtiradigan o'quvchiga muammoli vazifalarni didaktik o'yinlar orqali berish orqali ijodiy tafakkurni rag'batlantirish mumkin.

Shuningdek, bolaning o'zini qadrlashi, muvaffaqiyatga intilishi, mustaqil qaror qabul qilishga bo'lgan qobiliyati ham ijodiy ko'nikmalarni rivojlantirish uchun psixologik tayanch hisoblanadi.

2.1- jadval. Psixologik omillarning ijodiy ko'nikmalarga ta'siri

Psixologik omillar	Ta'sir shakli	Ijodiy ta'siri	Salbiy ta'siri
Emotsional barqarorlik	Ruhiy holat	Ishonchli, faollik, quvonch, ilhom	Qo'rquv, ishonchsizlik, passivlik
O'ziga bo'lgan ishonch	Ichki motivatsiya	Tashabbuskorlik, ijodga intilish	Qo'rqoq, yangilikdan qochish
Tasavvur va obrazli fikrlash	Fantaziya asosida yangilik yaratish	Yangicha g'oyalar, erkin fikrlar	Stereotipli yondashuv, ijodiy to'siqlar
Mustaqil fikrlash	Qaror qabul qilish qobiliyati	Yangi echimlar taklif etish	Qaror qabul qilishda qiyinchilik

2. Pedagogik omillar

Ijodiy ko'nikmalar rivojida pedagogik omillar, ya'ni o'qituvchi shaxsiyati, uning yondashuv uslubi, dars jarayonini tashkil etish metodikasi beqiyos ahamiyat kasb etadi. Boshlang'ich sinf o'qituvchisi bolani ilhomlantiruvchi, rag'batlantiruvchi, uni har tomonlama qo'llab-quvvatlovchi shaxs bo'lishi zarur. Darslarda savol-javob, muammoli vaziyatlar, guruhli ishlash, loyiha asosida o'qitish, "aql hujumi" metodlari kabi usullardan foydalanish o'quvchilarda ijodiy tafakkurni faollashtiradi.

Shuningdek, ijodiy ko'nikmalarni rivojlantirishda o'qituvchining didaktik material tanlovi, o'quv faoliyatini tashkil etishdagi erkinlik darajasi, har bir o'quvchiga individual yondashuvi ham asosiy omillar hisoblanadi. Masalan, dars mavzusi doirasida o'quvchilarga mustaqil izlanish vazifalari berilishi, kichik loyihalarni tayyorlash topshiriqlari ularning mustaqil fikr yuritishini rag'batlantiradi.

Bundan tashqari, o'qituvchi tomonidan berilayotgan baho, tanbeh yoki maqtoovning mazmuni ham o'quvchi psixikasiga kuchli ta'sir ko'rsatadi. Adolatli va motivatsion baholash tizimi ijodkorlikni kuchaytiradi, noto'g'ri yondashuv esa uni cheklaydi.

2.2-jadval. Pedagogik omillarning ijodiy rivojlanishga ta'siri

Pedagogik omillar	Ta'sir mexanizmi	Ijodiy natija
Interaktiv metodlar (munozara, loyiha)	Faollikni oshiradi	Mustaqil fikr, yangicha yechim topish
Rag'batlantirish (maqtoov, yutuqlar)	Ichki motivatsiyani kuchaytiradi	Tashabbus ko'rsatish, o'ziga ishonch
Erkinlik va tanlov imkoniyati	Shaxsiy fikrga hurmat	Erkin tafakkur, o'z pozitsiyasini himoya qilish

Differensial yondashuv	Individual imkoniyatlarni e'tiborga oladi	Har bir bolaning ijodiy salohiyati ochiladi
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3. Ijtimoiy-madaniy omillar

O'quvchining ijtimoiy muhitdagi o'rni, ya'ni oila, tengdoshlar, maktab jamoasi bilan bo'lgan munosabatlari ham ijodiy rivojlanishda muhim omildir. Oilada bolaga erkin fikr bildirishga imkon berilsa, uni eshitish va qo'llab-quvvatlash madaniyati mavjud bo'lsa, bunday bola maktabda ham faol va ijodiy bo'ladi. Aksincha, qat'iy nazorat ostida ulg'aygan, fikri e'tiborga olinmagan bola tashabbus ko'rsatishda qiynaladi.

Shuningdek, madaniy muhit — teatr, muzey, kutubxona, to'garaklar va san'at bilan bog'liq faoliyatlar bolalarning estetik didi va ijodiy salohiyatini oshiradi. Tengdoshlar bilan ijodiy hamkorlik qilish, guruhlarda ishlash, biror loyiha ustida birgalikda fikr almashish bolalarda nafaqat ijodiy ko'nikmani, balki ijtimoiy-emotsional intellektni ham shakllantiradi.

2.3-jadval. Ijtimoiy-madaniy omillar ta'siri

Ijtimoiy omil	Ta'siri	Natijasi
Oiladagi muhit	Erkin, qo'llovchi / qat'iy va yopiq	Tashabbusli / ishonchsiz, sust fikrlovchi
Madaniy tadbirlarda ishtirok	San'at, teatr, kitobxonlik	Estetik did, tasavvur, keng dunyoqarash
To'garak va klublar	Qiziqishga mos faoliyat	Yangi qobiliyatlar, ijodiy ixtirolar
Tengdoshlar bilan muloqot	Hamkorlik, fikr almashish	Ijtimoiy va ijodiy tafakkur rivoji

4. Texnologik va ta'lim muhitiga oid omillar

Zamonaviy ta'limda texnologiyalarning roli ortib bormoqda. Interaktiv doskalar, kompyuterlar, vizual taqdimotlar, animatsiyalar yordamida darslar o'quvchilarning tasavvur doirasini kengaytiradi. Boshlang'ich sinf o'quvchilari uchun mo'ljallangan ta'limiy dasturlar, mobil ilovalar, ta'limiy o'yinlar, ijodiy topshiriqlar beruvchi sun'iy intellekt vositalari (masalan, hix.ai, Khan Academy Kids) bolalarda yangicha fikrlashni rag'batlantiradi.

2.4-jadval. Texnologik vositalarning ijodga ta'siri

Vosita yoki metod	Ijodiy foydasi	Qo'llanish shakli
Multimedia taqdimotlar	Vizual tafakkurni faollashtiradi	Darslarda mavzuga oid video, rasm, slaydlar
Interaktiv dasturlar	O'yin orqali o'rganish	Scratch, Edugames, Smartboard
Elektron loyihalar	Dizayn va kompozitsiya ko'nikmasi	Posterlar, infografiklar, slaydlar tayyorlash
AI vositalari (masalan, hix.ai)	Yozish, hikoya tuzish, savol-javob	Mustaqil izlanish va ijodiy topshiriqlar

Ta'lim muhiti ijodiy rivojlanishga yo'naltirilgan bo'lishi kerak. Darslar qat'iy reja asosida emas, balki moslashuvchan va o'quvchining fikrini inobatga olgan holda olib borilishi, har bir bola o'zini namoyon eta oladigan imkoniyatga ega bo'lishi — bu jarayonda asosiy tamoyillardandir. Shuningdek, sinf xonalarining estetik jixatdan to'g'ri tashkil etilishi ham bolalarning ijodiy fikrlashini rag'batlantiradi.

5. O'qituvchi va ota-onaning hamkorligi

Ijodiy rivojlanish samarali bo'lishi uchun o'qituvchi va ota-ona o'rtasidagi uzviy hamkorlik muhimdir. Bola faqat maktabda emas, balki uy sharoitida ham ijodiy faoliyatga jalb qilinishi kerak. Ota-onalar tomonidan bolaga vaqt ajratish, kitob o'qitish, birgalikda chizish, qurish, hikoya tuzish kabi mashg'ulotlar orqali bolaning fantaziyasi va ijodiy tafakkuri mustahkamlanadi.

2.5-jadval. Ota-ona va maktab hamkorligi

Hamkorlik shakli	Foydasi	Natijasi
Uy vazifalarini birgalikda ko'rish	Bolaning faoliyati bilan qiziqish	Mas'uliyat hissi, ishonchli muloqot

Ijodiy topshiriqlarni qo'llab-quvvatlash	O'qituvchi topshiriqlarining davomchiligini ta'minlash	Mustahkam bilim, ijodiy rivoj
Madaniy tadbirlarda ishtirok	Bolaning ijtimoiy faolligi ortadi	O'zini erkin ifodalash ko'nikmasi

Ayniqsa, maktabda o'rgatilayotgan ijodiy mashg'ulotlarning uyda davom ettirilishi yoki ota-ona tomonidan qo'llab-quvvatlanishi bola uchun muhim motivatsiya manbaiga aylanadi.

Boshlang'ich ta'lim jarayonida o'quvchilarning ijodiy ko'nikmalarini shakllantirish ko'p omillarga bog'liq bo'lib, ularning samarali uyg'unligi ta'lim-tarbiyaviy natijalarning sifatli bo'lishini belgilaydi. Avvalo, o'quvchining psixologik holati — uning emotsional barqarorligi, qiziqish doirasi, mustaqil fikrlashga bo'lgan moyilligi, tashabbus ko'rsatish darajasi ijodiy faoliyatga kirishishda muhim o'rin tutadi. Shuningdek, pedagogik omillar — o'qituvchining shaxsiy yondashuvi, ta'lim metodlari, interaktiv usullarni qo'llash darajasi, o'quv materialining mazmuni va uning o'quvchida qiziqish uyg'otish xususiyati ijodiy tafakkurni faollashtirishda muhim hisoblanadi. Shu bilan birga, ijtimoiy-madaniy muhit, ya'ni oila, tengdoshlar, maktab jamoasi, madaniy tadbirlar va texnologik vositalar bilan ta'minlanganlik darajasi ham o'quvchining ijodiy salohiyatini rivojlantirishga ijobiy yoki salbiy ta'sir ko'rsatadi. Ta'lim muhitining erkinlikka asoslangani, bolalarda erkin fikrlash, tanqidiy yondashuv va yangi g'oyalarni ilgari surish imkonini berishi natijasida ijodiy ko'nikmalar bosqichma-bosqich shakllanib boradi. Shunday qilib, ijodiy rivojlanishga ta'sir etuvchi asosiy omillar bir-biri bilan chambarchas bog'liq bo'lib, ular o'rtasidagi muvozanat ta'lim-tarbiyaning sifatiga bevosita ta'sir qiladi.

Demak, boshlang'ich ta'lim jarayonida o'quvchilarda ijodiy ko'nikmalarni shakllantirish ko'p qirrali jarayon bo'lib, u psixologik, pedagogik, ijtimoiy-madaniy, texnologik va oilaviy omillarning o'zaro uyg'unligiga asoslanadi. Har bir omil o'z navbatida o'quvchining tafakkuriga, hissiyotiga va shaxsiy rivojiga ta'sir ko'rsatadi. Agar bu omillar uyg'un holda ishlatilsa, bola ijodiy fikrlovchi, tashabbuskor va erkin shaxs sifatida kamol topadi. Shuning uchun ham boshlang'ich ta'limda ijodiy ko'nikmalarni rivojlantirish uchun kompleks yondashuv zarur bo'lib, bu yondashuv ta'lim jarayonining barcha ishtirokchilaridan – o'qituvchi, o'quvchi va ota-onadan faol ishtirokni talab qiladi.

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Ways To Form The Social-Emotional Competence Of A Foreign Language Teacher In The Conditions Of Digital Education

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Abstract

This article analyzes the methods and effective practical mechanisms for forming the socio-emotional competence of a foreign language teacher in the conditions of digital education. The article proposes strategies for developing teachers' emotional awareness, empathy and professional stress management using digital resources (video lessons, online interactive platforms, pedagogical chatbots and virtual classrooms). The article also presents the results of a small pilot study (a questionnaire among teachers) and discusses the positive impact of digital tools. The work concludes with practical recommendations and methodological guidelines.

Keywords: digital education; socio-emotional competence; foreign language teacher; empathy; neuropedagogy; professional development; online pedagogy.

Annotatsiya

Ushbu maqolada raqamli ta'lim sharoitida chet tili o'qituvchisining sotsial-emotsional kompetentligini shakllantirish usullari va samarali amaliy mexanizmlar tahlil qilinadi. Maqolada digital-resurslar (videodarslar, onlayn interaktiv platformalar, pedagogik chatbotlar va virtual sinflar) yordamida o'qituvchilarning emotsional ongini rivojlantirish, empatiya va kasbiy stressni boshqarish bo'yicha strategiyalar taklif etilgan. Shuningdek, maqolada kichik pilot tadqiqot natijalari (o'qituvchilar orasida so'rovnomma) keltirilib, raqamli vositalarning ijobiy ta'siri haqida muhokama yuritiladi. Ish amaliy tavsiyalar va metodik yo'riqnomalar bilan yakunlanadi.

Kalit so'zlar: raqamli ta'lim; sotsial-emotsional kompetensiya; chet tili o'qituvchisi; empatiya; neyropedagogika; professional rivojlanish; onlayn pedagogika.

Kirish. Bugungi globallashtirish jarayoni ta'lim tizimini tubdan o'zgartirmoqda. Raqamli texnologiyalar o'qitish jarayonining barcha bosqichlariga singib kirib, o'qituvchi va o'quvchi o'rtasidagi kommunikatsiya shakllarini, ta'limning mazmunini va baholash tizimini qayta ko'rib chiqishni taqozo etmoqda. Ayniqsa, chet tillarini o'qitishda bu jarayon yanada muhim ahamiyat kasb etadi, chunki chet tili fani tabiatan kommunikativ, interaktiv va ijtimoiy-emotsional faoliyatni talab etadi.

Zamonaviy ta'lim sharoitida chet tili o'qituvchisi nafaqat til bilimlarini beruvchi mutaxassis, balki o'quvchilarning shaxsiy, ijtimoiy va emotsional rivojlanishiga bevosita ta'sir ko'rsatuvchi yetakchi shaxs sifatida qaralmoqda. Shu bois, o'qituvchining sotsial-emotsional kompetentligini (SEK) shakllantirish, ya'ni o'z his-tuyg'ularini anglash, boshqarish, boshqalar emotsiyalarini to'g'ri talqin etish va ijobiy ijtimoiy muhit yaratish qobiliyatini rivojlantirish dolzarb pedagogik vazifalardan biri hisoblanadi.

Raqamli ta'lim esa bu jarayonda ikki tomonlama rol o'ynaydi: bir tomondan, u yangi imkoniyatlar yaratadi — virtual sinflar, interaktiv platformalar, multimediyalar resurslari, sun'iy intellekt asosidagi o'quv tizimlari o'qituvchiga o'z faoliyatini yanada samarali tashkil etish imkonini beradi; ikkinchi tomondan, u yangi chaqiriqlarni ham yuzaga keltiradi — masalan, onlayn muloqotda empatiya yo'qolishi, emotsional aloqa susayishi, shaxslararo masofa ortishi kabi holatlar. Shu sababli, o'qituvchining raqamli muhitda ishlash kompetensiyasi bilan bir

qatorda, uning sotsial-emotsional kompetensiyasini ham rivojlantirish zaruriyati kun tartibiga chiqmoqda.

Raqamli ta'lim muhiti o'qituvchidan o'zini doimiy ravishda yangilab borishni, o'z his-tuyg'ularini boshqarishni, stressli vaziyatlarda muvozanatni saqlashni va o'quvchilar bilan insoniy, ishonchli aloqani virtual sharoitda ham yo'lga qo'yishni talab etadi. Bu esa nafaqat texnik yoki metodik, balki psixologik tayyorgarlikni ham o'z ichiga oladi. Shunday ekan, zamonaviy chet tili o'qituvchisi raqamli kompetensiyaga ega bo'lish bilan birga, yuqori darajadagi sotsial-emotsional madaniyat sohibi bo'lishi zarur.

Shu nuqtai nazardan, sotsial-emotsional kompetensiyani raqamli ta'lim bilan uyg'unlashtirish o'qituvchining kasbiy rivojlanishida yangi paradigma sifatida shakllanmoqda. Chet tili o'qituvchisi uchun bu kompetensiya dars jarayonida emotsional uyg'unlikni ta'minlash, o'quvchilarning motivatsiyasini qo'llab-quvvatlash, stressni kamaytirish va o'zaro ishonchli hamkorlik muhitini yaratishda muhim ahamiyat kasb etadi.

Natijada, raqamli ta'lim sharoitida sotsial-emotsional kompetensiyani shakllantirish masalasi nafaqat individual pedagogik sifat, balki ta'lim tizimining umumiy sifat ko'rsatkichiga aylangan. Ushbu maqolada raqamli muhitda chet tili o'qituvchisining sotsial-emotsional kompetentligini rivojlantirish yo'llari, uning nazariy asoslari, metodik imkoniyatlari hamda amaliy yechimlari tahlil qilinadi.

Adabiyotlar tahlili. Sotsial-emotsional kompetensiya (SEK) masalasi so'nggi yillarda ta'lim psixologiyasi, pedagogika va neyropedagogika yo'nalishlarida keng tadqiq etilmoqda. D. Goleman (1995; 2013) o'zining "Emotional Intelligence" asarlarida sotsial-emotsional intellektni insonning hissiyotlarini anglash, boshqarish, boshqalar his-tuyg'ularini tushunish va ular bilan samarali muloqot o'rnatish qobiliyati sifatida talqin qiladi. Uning fikricha, emotsional aql inson muvaffaqiyatining 80 foizini belgilaydi, intellektual ko'rsatkich esa faqat 20 foiz ulushni tashkil etadi. Shunday ekan, o'qituvchi uchun ham sotsial-emotsional kompetensiya kasbiy yetuklikning ajralmas tarkibiy qismidir.

M. Elias va hamkorlari (2015) tomonidan olib borilgan tadqiqotlarda esa sotsial-emotsional kompetensiya ta'lim muassasalarida nafaqat o'quvchilarning shaxsiy rivojlanishiga, balki pedagogik jarayonning umumiy samaradorligiga ham bevosita ta'sir ko'rsatishi ta'kidlanadi. Ularning fikricha, ta'limda emotsional ong, empatiya, stressni boshqarish va ijobiy muloqot madaniyatini rivojlantirish — ijtimoiy-psixologik muhitni barqarorlashtirishning asosiy sharti hisoblanadi. C. Saarni (2002) ham o'z izlanishlarida shaxsning emotsional kompetentligini madaniy kontekstda shakllanadigan murakkab jarayon sifatida izohlaydi. Unga ko'ra, inson his-tuyg'ularini to'g'ri ifoda etish, boshqalar emotsiyalarini anglay olish va ularga mos tarzda munosabat bildirish ijtimoiy adaptatsiyaning eng muhim ko'rinishlaridan biridir.

O'zbekistonlik olimlarning tadqiqotlari ham bu yo'nalishdagi fikrlarni yanada boyitadi. Sh. Hasanboeva, N. To'raqulova, G. Ibragimova kabi mahalliy pedagoglar o'qituvchining kasbiy kompetentligini shakllantirishda sotsial va emotsional jihatlarining ahamiyatiga e'tibor qaratganlar. Ularning fikricha, o'qituvchining ijobiy emotsional kayfiyati, o'zini tuta bilish madaniyati va empatik muloqot qobiliyati o'quvchilarning motivatsiyasi va darsdagi faol ishtirokini kuchaytiradi. Shu bilan birga, o'qituvchi stressli vaziyatlarda muvozanatni saqlay olgan taqdirdagina o'quvchilarga ijobiy ta'sir ko'rsatadi va raqamli muhitda ham ruhiy barqarorlikni ta'minlay oladi.

Raqamli ta'lim texnologiyalarining rivojlanishi sotsial-emotsional kompetensiyani shakllantirishda yangi imkoniyatlar bilan bir qatorda yangi muammolarni ham keltirib chiqardi. Zamonaviy raqamli platformalar — Moodle, Coursera, Edmodo, Google Classroom, Zoom va boshqalar — o'qituvchilarga o'z ustida ishlash, masofaviy o'qitish jarayonida kommunikativ va emotsional ko'nikmalarini rivojlantirish uchun keng imkoniyatlar yaratmoqda. Onlayn treninglar, raqamli simulyatsiyalar, virtual forumlar va pedagogik tahlil vositalari o'qituvchining reflektiv qobiliyatlarini kuchaytirishga xizmat qiladi. Shu bilan birga, ilmiy tadqiqotlar shuni ko'rsatadiki, raqamli ta'limda empatiya, ijtimoiy aloqa va hissiy bog'lanishni saqlash murakkabroq kechadi

(OECD, 2019; UNESCO, 2020). Bu esa sotsial-emotsional kompetensiyani raqamli pedagogika bilan integratsiyalash zaruratini yanada kuchaytiradi.

Shuningdek, zamonaviy tadqiqotlarda intervensiya dasturlari (intervention programs) muhim yo'nalish sifatida alohida o'rganilmoqda. Bunday dasturlar asosan professional rivojlanish kurslari orqali o'qituvchilar uchun sotsial-emotsional treninglarni o'z ichiga oladi. Mindfulness mashqlari, emotsional regulyatsiya texnikalari, reflektiv jurnal yuritish, onlayn peer-feedback kabi vositalar o'qituvchilarda o'z his-tuyg'ularini boshqarish, o'z faoliyatini tahlil qilish va o'quvchilar bilan sog'lom muloqot o'rnatish ko'nikmalarini rivojlantirishda samarali ekani isbotlangan.

Shu bilan birga, xalqaro manbalarda raqamli ta'lim sharoitida o'qituvchilarning sotsial-emotsional kompetensiyasini baholash mezonlari, indikatorlari va diagnostika vositalari ishlab chiqilayotganligi ham qayd etiladi. Bu mezonlar, asosan, o'qituvchining emotsional anglash, emotsional regulyatsiya, empatiya, stressga chidamlilik va raqamli muloqot etikasi kabi komponentlarini o'z ichiga oladi.

Adabiyotlar tahlilidan kelib chiqib, xulosa qilish mumkinki, raqamli ta'lim vositalari yordamida sotsial-emotsional kompetensiyani shakllantirish integratsiyalashgan yondashuvni talab etadi. Bunda nafaqat texnik, balki psixologik, metodik va pedagogik jihatlar uyg'un holda olib borilishi lozim. O'qituvchining raqamli kompetensiyasi va emotsional barqarorligini birgalikda rivojlantirish, zamonaviy ta'lim sifatining muhim kafolatlaridan biri hisoblanadi. Shu ma'noda, sotsial-emotsional kompetensiyani rivojlantirishga qaratilgan raqamli ta'lim texnologiyalarini ishlab chiqish, ularni metodik qo'llanmalarga integratsiya qilish hozirgi ta'lim tizimi uchun dolzarb ilmiy-amaliy vazifadir.

Jadval 1. O'qituvchilarning sotsial-emotsional kompetensiyaning turli komponentlariga o'zlarini baholashi (1—past, 5—yuqori). (N=40, o'rtacha qiymatlar)

Komponentlar	O'rtacha (M)	Standart og'ish (SD)
Emotsiyalarni anglash	4.05	0.62
Emotsiyalarni boshqarish	3.68	0.74
Empatiya (o'quvchilarga nisbatan)	3.92	0.69
Stressni boshqarish	3.40	0.85
Onlayn muhitda muloqot (virtual empatiya)	3.25	0.88
Pedagogik refleksiya	3.75	0.71

O'qituvchilar o'rtacha emotsiyalarni anglash va empatiyada yaxshi baho bergan, ammo stressni boshqarish va onlayn muhitda empatiya ko'nikmalarida pastroq ko'rsatkichlar kuzatilgan. Bu raqamli sharoitda maxsus treninglar va qo'llab-quvvatlovchi vositalar zarurligini aks ettiradi.

Asosiy qism. Raqamli ta'lim muhiti o'qituvchilarning kasbiy faoliyatida yangi imkoniyatlar yaratib, shu bilan birga, ularning shaxsiy va emotsional tayyorgarligiga ham yuqori talab qo'ymoqda. Sotsial-emotsional kompetensiyani (SEK) rivojlantirish jarayonida raqamli vositalardan maqsadli va tizimli foydalanish o'qituvchining nafaqat kasbiy mahoratini, balki o'zini anglash, boshqalar bilan hamkorlikda ishlash va stressli vaziyatlarda ijobiy yechim topish qobiliyatini ham mustahkamlaydi. Quyida chet tili o'qituvchilari uchun ilmiy asoslangan va amaliy jihatdan samarali yo'llar tizimli tarzda yoritiladi.

1. Professional onlayn-treninglar va mikro-kurslar. Raqamli ta'lim sharoitida sotsial-emotsional kompetensiyani shakllantirishning eng samarali yo'llaridan biri — bu professional onlayn-treninglar va qisqa muddatli mikro-kurslardir. Ushbu kurslar o'qituvchilarda empatiya, emotsional regulyatsiya, onlayn kommunikatsiya etikasi, stressni boshqarish (mindfulness) va pedagogik refleksiya ko'nikmalarini rivojlantirishga yo'naltiriladi.

Mazkur treninglar, odatda, 6 haftalik modul ko'rinishida tashkil etiladi. Har bir modul 30–60 daqiqalik videodarslar, interaktiv topshiriqlar, reflektiv forumlar va onlayn muloqot mashg'ulotlarini o'z ichiga oladi. Trening yakunida o'qituvchilar o'z hissiy holatini kuzatish (self-

monitoring) va nazorat qilish (self-regulation) ko'nikmalariga ega bo'ladilar. Shu tariqa, raqamli vositalar nafaqat kasbiy bilimni, balki emotsional barqarorlikni ham mustahkamlaydi.

2. Virtual sinflar va roll-pley (simulyatsiya) platformalari. Virtual ta'lim texnologiyalari — masalan, VR/AR (virtual va kengaytirilgan reallik) yoki video-simulyatsiyalar — o'qituvchilarga real ta'lim vaziyatlarini modellashtirish imkonini beradi. Bunday platformalarda o'qituvchi turli psixologik holatlarga ega o'quvchilar bilan muloqot qilish, konfliktlarni hal etish, motivatsiyani oshirish yoki stressli vaziyatlarda xotirjamlikni saqlash kabi ko'nikmalarni xavfsiz sharoitda mashq qilishi mumkin. Bu yondashuvning asosiy afzalligi — xato qilishdan qo'rqmasdan o'rganish imkoniyati mavjudligidir. Virtual sinfda har bir vaziyat qayta tahlil qilinadi, bu esa refleksiya va o'z-o'zini baholash imkonini kengaytiradi. Shunday qilib, simulyatsion o'qitish o'qituvchining real hayotdagi stressni yengish va muammolarga ijodiy yondashish qobiliyatini oshiradi.

3. Peer-to-peer mentoring va onlayn hamkorlik tizimi. Sotsial-emotsional kompetensiya faqat individual jarayon emas, balki ijtimoiy o'zaro ta'sir mahsulidir. Shu boisdan, o'qituvchilar o'rtasida hamkorlik va tajriba almashishni yo'lga qo'yish — raqamli ta'limning muhim elementi hisoblanadi. Peer-to-peer (tengdoshlar o'rtasida) mentoring dasturlari doirasida o'qituvchilar haftalik onlayn-klublarda, video-muhokamalarda yoki kuzatuvli dars almashinuvi (video sharing) orqali o'zaro o'rganadilar. Bu jarayon natijasida pedagogik refleksiya kuchayadi, yangi g'oyalar almashinuvi sodir bo'ladi, va eng muhimi — o'qituvchilarda o'zaro ishonch, hamjihatlik va kasbiy birdamlik muhitini yaratadi. Bunday onlayn hamkorlik, o'z navbatida, o'qituvchilarning emotsional toliqish (burnout) darajasini kamaytiradi va kasbiy motivatsiyani oshiradi.

4. Pedagogik analitika va raqamli xulosa vositalari. Zamonaviy raqamli platformalar (masalan, Edmodo, Google Classroom, Microsoft Teams) o'qituvchiga nafaqat dars jarayonini boshqarish, balki o'quvchi faolligi, motivatsiyasi va hissiy holatini ham monitoring qilish imkonini beradi. Pedagogik analitika vositalari orqali o'quvchi faoliyatining psixologik ko'rsatkichlari (qatnashuv darajasi, javob sifati, onlayn xulq-atvor modeli) aniqlanadi va avtomatik tahlil qilinadi. Bu ma'lumotlar asosida tizim o'qituvchiga individual feedback, maslahatlar yoki tavsiyalar shaklida yordam beradi. Biroq, bunday raqamli kuzatuv vositalaridan foydalanishda ma'lumotlarning maxfiyligi, etik tamoyillar va foydalanuvchi roziligi qat'iy ta'minlanishi lozim. To'g'ri tashkil etilgan tahliliy monitoring o'qituvchining emotsional sezgirligini oshiradi va pedagogik qarorlarni yanada aniqroq qabul qilishga yordam beradi.

5. Integratsiyalashgan (gibrid) o'qitish metodikalari. Raqamli ta'limning muvaffaqiyati — an'anaviy va onlayn komponentlarning uyg'unligida. Shuning uchun, gibrid o'qitish modeli sotsial-emotsional kompetensiyani rivojlantirish uchun eng samarali yondashuvlardan biri hisoblanadi. Bunda har bir darsda qisqa, ammo maqsadli SEK mashqlari joriy etiladi: masalan, dars boshida 3–5 daqiqalik "emotional check-in" (bugungi kayfiyatni ifodalash), dars oxirida esa refleksiv yozuv yoki mini-jurnal to'ldirish. Bu usul o'quvchi va o'qituvchi o'rtasidagi emotsional aloqani mustahkamlaydi, o'quvchilarda o'z fikrini erkin ifodalash va o'z holatini tahlil qilish madaniyatini shakllantiradi. Natijada, ta'lim jarayoni nafaqat bilimga, balki hissiy barqarorlik va ijtimoiy uyg'unlikka ham xizmat qiladi.

6. Onlayn resurslar va didaktik materiallardan foydalanish. Raqamli ta'lim platformalari o'qituvchiga ijodiy yondashuvni amalga oshirish imkonini beradi. Chet tili o'qituvchilari uchun emotsional hikoyalar, videotsenariylar, interaktiv topshiriqlar, audio-meditatsiyalar va refleksiv mashqlar SEKni rivojlantirishda samarali vosita bo'la oladi. Bunday materiallar nafaqat til o'rgatish maqsadiga xizmat qiladi, balki o'quvchilarda hissiy sezgirlik, empatiya va o'zaro tushunish madaniyatini shakllantiradi.

O'qituvchi ushbu resurslardan foydalanishda ularni o'quvchilarning yosh, madaniy va psixologik xususiyatlariga moslashtirishi lozim. Shu tariqa, har bir dars nafaqat lingvistik mahoratni oshirish, balki shaxsiy rivojlanish, o'zini anglash va emotsional yetuklikni tarbiyalashga qaratiladi.

Yuqorida keltirilgan yo'llar tahlili shuni ko'rsatadiki, raqamli ta'lim sharoitida chet tili o'qituvchisining sotsial-emotsional kompetensiyasini shakllantirish kompleks yondashuvni talab etadi. Bu jarayonda raqamli vositalar o'qituvchining emotsional madaniyatini, stressga chidamliligini, kommunikativ sezgiriligini va kasbiy refleksiyasini rivojlantiruvchi qudratli vosita sifatida namoyon bo'ladi.

Integratsiyalashgan raqamli yondashuvlar yordamida o'qituvchi nafaqat o'z hissiy barqarorligini saqlaydi, balki o'quvchilar uchun ijobiy psixologik muhit yaratib, ta'lim sifatini oshirishga hissa qo'shadi. Shu sababli, raqamli vositalar yordamida SEKni rivojlantirish zamonaviy pedagogning asosiy kasbiy zaruratiga aylanmoqda.

Xulosa. Raqamli ta'lim sharoitida chet tili o'qituvchisining sotsial-emotsional kompetentligini shakllantirish zamonaviy ta'lim tizimining eng muhim tarkibiy qismiga aylanmoqda. Chunki bugungi pedagog faqat bilim beruvchi emas, balki raqamli muhitda o'quvchi bilan hissiy aloqa o'rnatishga, emotsional barqarorlikni saqlaydigan va o'z shaxsiy holatini boshqarishga qodir mutaxassis bo'lishi talab etiladi.

Tadqiqot natijalari shuni ko'rsatadiki, raqamli treninglar, virtual simulyatsiyalar, peer-mentoring (hamkasblar bilan o'zaro o'rganish) va pedagogik analitika vositalari chet tili o'qituvchilari uchun sotsial-emotsional kompetensiyani rivojlantirishda samarali yo'nalishlardir. Ushbu vositalar o'qituvchining emotsional sezgiriligi, refleksiyasi, stressni boshqarish, empatiya va kommunikativ barqarorlik ko'nikmalarini kuchaytiradi.

Raqamli platformalar yordamida tashkil etilgan mashg'ulotlar nafaqat o'qituvchining kasbiy o'sishini ta'minlaydi, balki o'quvchilarning ijtimoiy-psixologik muhitini yaxshilash, o'zaro tushunish madaniyatini shakllantirish hamda dars jarayonida hissiy muvozanatni saqlashga yordam beradi. Natijada, ta'lim sifati, o'quvchi faolligi va motivatsiyasi oshadi.

Shu bilan birga, raqamli vositalardan foydalanishda texnik, metodik va etik jihatlar alohida e'tibor qaratish lozim. O'qituvchilarning raqamli savodxonligini oshirish, shaxsiy ma'lumotlarni himoya qilish, raqamli stress (digital overload)ning oldini olish hamda onlayn muloqot madaniyatini rivojlantirish zarur.

Raqamli ta'lim sharoitida sotsial-emotsional kompetensiyani rivojlantirish faqat individual pedagogik mahorat emas, balki institutsional strategiya darajasida amalga oshirilishi kerak. Shu maqsadda, oliy ta'lim muassasalari va pedagoglarni qayta tayyorlash markazlarida SEKni rivojlantirishga yo'naltirilgan maxsus raqamli trening dasturlari, metodik qo'llanmalar va onlayn platformalar ishlab chiqilishi lozim.

Umuman olganda, raqamli ta'lim vositalari asosida o'qituvchilarning sotsial-emotsional kompetensiyasini shakllantirish:

o'qituvchi shaxsida ijtimoiy mas'uliyat va hissiy sezgirlikni rivojlantiradi;

ta'lim jarayonida o'zaro hurmat, empatiya va ishonch muhitini mustahkamlaydi;

o'quvchilarda ijobiy psixologik kayfiyatni saqlaydi;

va eng muhimi — raqamli pedagogikaning insonparvarlik tamoyillarini ro'yobga chiqaradi.

Shunday qilib, sotsial-emotsional kompetensiyani raqamli ta'lim vositalari orqali shakllantirish zamonaviy pedagogik amaliyotda nafaqat innovatsion yondashuv, balki insoniy qadriyatlarni tiklovchi ta'lim strategiyasi sifatida qaralishi lozim.

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Символическое Кодирование Социальной И Моральной Реальности В Роме «Мираж» Г. В. Пряхина

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Аннотация

В статье анализируется символическое кодирование социальной и моральной реальности в романе Г. В. Пряхина «Мираж». Утверждается, что сновидения в произведении функционируют как особая семиотическая система, в которой индивидуальные переживания героя переплетаются с коллективной травмой эпохи. Через символику сна — закрытых памятников, мёртвых насекомых, ободранных животных — автор передаёт кризис идеологии, разложение моральных ориентиров и поиск нравственной опоры в условиях исторического перелома.

Ключевые слова: Георгий Пряхин, «Мираж», символика, сновидения, социальная реальность, моральный кризис, эзопов язык.

Роман Георгия Владимировича Пряхина «Мираж» (1995) представляет собой не только художественное свидетельство эпохи, но и сложную символическую систему, в которой личное и историческое, моральное и социальное тесно переплетены. Особую роль в этой системе играют сновидения, которые у Пряхина выступают не как иллюстративные вставки, а как полноценный семиотический код, позволяющий расшифровать скрытые слои социальной и моральной реальности конца советского и начала постсоветского времени. Через символику сна автор передаёт не только внутренние конфликты героя, но и коллективные травмы, идеологические сдвиги и этические дилеммы целого поколения.

Одним из ключевых символов, отсылающих к социальной реальности, является сон о памятнике, укрытом брезентом. Герой видит его после провала на филологический факультет МГУ: «Памятник представительный — такие стоят не во дворах, а на площадях... Укрыт, чтоб никто не знал, кому он» [4, 231]. В историческом контексте конца 1980-х годов такой образ становится мощной аллегорией идеологического кризиса: старые символы власти уже не актуальны, но ещё не демонтированы; общество застыло в состоянии неопределённости между прошлым и будущим. Памятник, лишённый имени и лица, олицетворяет утрату ориентиров, размывание исторической памяти и страх перед новым. Как отмечает И. А. Паперно, в советской и постсоветской культуре подобные образы часто служили способом «выражения того, что невозможно сказать напрямую» [6, 89]. Сон здесь функционирует как «эзопов язык» — завуалированная форма критики, позволяющая обойти цензурные и идеологические барьеры.

Другой важный символ — мёртвые, искусственные насекомые из первого сновидения героя. Мальчик играет на «небесно-голубом» ковре с «пластмассовыми» стрекозами и бабочками, которые «не шевелятся, не пищат, не летают» [4, 12]. Эта сцена, на первый взгляд, воспроизводит мечту о благополучном детстве, но её искусственность разоблачает иллюзорность этой мечты. Пластмассовые насекомые — символ подмены живого мёртвым, подлинного — фальшивым. В этом образе конденсируется критика советской повседневности, где официальная идеология создавала видимость стабильности и счастья, скрывая за фасадом нищету, одиночество и эмоциональную пустоту. Герой прямо комментирует: «У меня никогда в жизни не было ни такой гемофилической матроски, ни такого ковра, ни тем более таких родителей» [4, 13]. Таким образом, сон становится не просто личным воспоминанием, а метафорой эпохи, в которой мираж благополучия заменял реальность.

Символика сновидений у Пряхина также тесно связана с моральным измерением бытия. Особенно ярко это проявляется в сне о стаде коров с содранной кожей, который следует за поездкой героя в зону Спитакского землетрясения. Животные «стоят алые, пульсирующие... Ни одного мыка не издает стадо» [4, 312]. Этот кошмар — не метафора, а визуализация травмы: вместо людей — коровы, вместо криков — безмолвие. Через такой символический сдвиг Пряхин передаёт невыносимость увиденного и невозможность вербализовать страдание. В то же время сон становится поворотным моментом в нравственном развитии героя: после него он осознаёт, «что есть грех», и принимает решение разорвать отношения с любовницей [4, 315]. Таким образом, сновидение выступает не только как отражение реальности, но и как катализатор этического выбора. Как пишет Ю. М. Лотман, «мир снов — это пространство, подобное реальному, и, одновременно, реальностью не являющееся» [3, 156]. У Пряхина именно это «неподобие» становится территорией подлинной морали, где совесть обретает голос.

Ещё один значимый символ — «лимонно-желтый цвет смерти», который герой видит во сне как «чудовищную концентрацию» желтизны, «выжигающую плоть» [4, 278]. В отличие от традиционных толкований, где жёлтый ассоциируется со светом или болезнью, у Пряхина он становится цветом экзистенциального ужаса, символом полного исчезновения жизни. Этот образ отражает не столько страх перед физической смертью, сколько ощущение духовной пустоты, характерное для эпохи распада ценностей. Сон о «цвете смерти» — это попытка выразить то, что не поддаётся рациональному осмыслению: утрату смысла, невозможность примирения с прошлым, разрыв между внутренним миром и внешней реальностью.

Символ «третьего в постели», появляющийся в сновидениях героя во время встреч с Чарой, также несёт в себе социальную и моральную нагрузку. Герой постоянно ощущает присутствие мужа Чары, хотя никогда его не видел; в одном из сновидений этот «третий» даже превращается в китайца — символ абсолютной чуждости для советского сознания [4, 187]. Такой образ выражает не только личную ревность, но и более широкое чувство отчуждения: герой не принадлежит миру Чары, не может войти в её реальную жизнь, остаётся вечным наблюдателем и чужаком. Это метафора социального разрыва, характерного для эпохи, когда личные связи разрушались под давлением системных кризисов, а доверие между людьми уступало место подозрительности и изоляции.

Важно подчеркнуть, что символика снов у Пряхина не является однозначной или застывшей. Она работает на пересечении индивидуального и коллективного, личной травмы и исторической памяти. Образы — будь то «бескровные губы» матери, «угольно-черная рыба» в иссякающем арыке или «дорога, отливающая свинцом и горем» — несут в себе множественные смыслы, открытые для интерпретации. Как отмечает Д. А. Нечаенко, «сновидение родственно художественному сознанию тем, что оба они мыслят образами, продуцируют и сопоставляют, komponуют по монтажному принципу» [5, 42]. У Пряхина именно такой монтажный принцип лежит в основе символического кода: фрагменты памяти, бытовые детали, политические аллюзии складываются в сложную мозаику, отражающую зыбкость и многоголосие эпохи.

Таким образом, сновидения в романе «Мираж» выполняют функцию символического кодирования социальной и моральной реальности. Через них Пряхин не только фиксирует исторические события, но и раскрывает их внутреннюю логику — логику утраты, замещения, поиска истины в условиях иллюзии. Сны становятся пространством, где вытесненное возвращается в символической форме, где личная совесть вступает в диалог с коллективной памятью, а моральный выбор совершается не в громких заявлениях, а в тишине внутреннего видения. В этом заключается одна из главных особенностей поэтики Пряхина: его способность говорить о самом болезненном — о

времени, о вине, о любви — языком символов, который не утверждает, а намекает, не диктует, а приглашает к соучастию.

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Biological Applications Of The Definite Integral

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Annotation

Mathematical models have long been very successfully used in mechanics, physics, and astronomy. In the modern period, the role of mathematical methods in natural science is increasing. They are now widely used in both biology and chemistry. Mathematical models are also successfully applied here. This article contains some of these applications.

Keywords. mathematical model, definite integral, population size, mean span length.

The role of mathematics in various fields of natural science and at different times has varied. It has evolved historically, and two factors have significantly influenced it: the level of development of mathematical apparatus and the maturity of knowledge about the object being studied, as well as the ability to describe its fundamental features and properties in the language of mathematical concepts and relationships – or, as is now commonly said, the ability to construct a "mathematical model" of the object being studied.

Let's give a simple example of a mathematical model. Imagine that we need to determine the area of the floor of a room. To accomplish this, we measure the length and width of the room and then multiply the resulting numbers. This elementary procedure essentially means the following. The real object – the floor of the room – is replaced by an abstract mathematical model – a rectangle. The dimensions obtained from the measurement are assigned to the rectangle, and the area of this rectangle is approximately taken as the desired area.

A mathematical model based on some simplification or idealization is never identical to the object under consideration; it does not convey all of its properties and characteristics, but is merely an approximate reflection. However, by replacing a real object with an appropriate model, it becomes possible to mathematically formulate the problem of studying it and use a mathematical framework independent of the specific nature of the object to analyze its properties. This framework allows for a uniform description of a wide range of facts and observations, their detailed quantitative analysis, and prediction of how an object will behave under various conditions – that is, to forecast the results of future observations.

Mathematical models have long been successfully used in mechanics, physics, and astronomy.

In modern times, the role of mathematical methods in the natural sciences is increasingly growing. They are now widely used in biology and chemistry, where mathematical models are also successfully applied. This article describes some of these applications.

1. Population size. The number of individuals in a population (population size) changes over time. If conditions are favorable, the birth rate exceeds the death rate, and the total number of individuals in the population increases over time. Let's call the increase in the number of individuals per unit time the population growth rate. Let's denote this rate as $v = v(t)$. In "old", established populations that have long inhabited a given area, the growth rate $v = v(t)$ is low and slowly approaches zero. However, if the population is young, its relationships with other local populations have not yet been established, or there are external factors that alter these relationships, such as deliberate human intervention, then $v = v(t)$ can fluctuate significantly, decreasing or increasing.

If the population growth rate $v = v(t)$ is known, we can find the population growth rate over the time interval from t_0 to T . Indeed, from the definition of $v = v(t)$ it follows that this function is a derivative of the population size $N(t)$ at time t , and, therefore, the population size $N(t)$ is the antiderivative of $v = v(t)$.

Therefore,

$$N(t) - N(t_0) = \int_{t_0}^T v(t) dt \quad (1)$$

It is known that under conditions of unlimited food resources, the growth rate of many populations is exponential, i.e., $v(t) = ae^{kt}$. In this case, the population "does not age." Such conditions can be created, for example, for microorganisms by periodically transplanting the developing culture into new containers with nutrient medium. Using the formula (1), we obtain in this case:

$$N(t) = N(t_0) + a \int_{t_0}^T e^{kt} dt = N(t_0) + ae^{kt} \Big|_{t_0}^T = N(t_0) + a(e^{kT} - e^{kt_0}) \quad (2)$$

Using a formula similar to (2), the number of cultivated mold fungi that produce penicillin is calculated, in particular.

2. Average flight length. Some studies require knowing the average flight length, or the average distance traveled by an animal over a fixed distance.

Let's calculate this for birds. Let's assume the distance is a circle of radius R (Fig. 1). We'll assume that R is not too large, so that most birds of the species under study traverse this circle in a straight line.

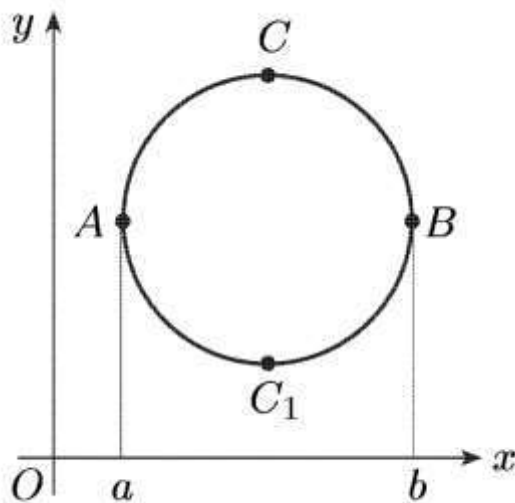


Fig. 1

A bird can cross the circle at any angle and at any point. Depending on this, the length of its flight over the circle can be equal to any value from 0 to $2R$. We are interested in the average flight length, which we will denote by l .

Since a circle is symmetrical with respect to any of its diameters, we only need to consider those birds that fly in a single direction parallel to the Oy axis (see Fig. 1). Then the average flight length is the average distance between the arcs ACB and AC_1B .

In other words, it is the average value of the function $f_1(x) - f_2(x)$, where $y = f_1(x)$ is the equation of the upper arc, and $y = f_2(x)$ is the equation of the lower arc, i.e.,

$$l = \frac{\int_a^b (f_1(x) - f_2(x)) dx}{b - a}$$

or

$$l = \frac{\int_a^b f_1(x) dx - \int_a^b f_2(x) dx}{b - a} \quad (3).$$

Since

$$\int_a^b f_1(x) dx$$

is equal to the area of the curvilinear trapezoid $aACBb$, and

$$\int_a^b f_2(x) dx$$

is equal to the area of the curvilinear trapezoid aAC_1Bb , their difference is equal to the area of the circle, i.e., πR^2 . The difference $b - a$ is obviously equal to $2R$. Substituting this into (3), we get:

$$l = \frac{\pi R^2}{2R} = \frac{\pi}{2} R.$$

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Philosophical And Psychological Analysis Of The Oneiric Space In G. V. Pryakhin's Novel *Mirage*

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Abstract

This article offers a philosophical and psychological analysis of the oneiric space in G. V. Pryakhin's novel *Mirage*. It argues that dreams in the novel function as a privileged domain of moral self-awareness, where the protagonist confronts suppressed guilt, existential anxiety, and the disintegration of ethical coordinates in late Soviet society. Drawing on the theories of Freud, Jung, and Lotman, the study demonstrates how Pryakhin transforms the dream from a private psychological phenomenon into a site of ethical reckoning and spiritual catharsis.

Keywords: Georgy Pryakhin, *Mirage*, oneiric space, dream, conscience, trauma, moral catharsis.

Georgy Pryakhin's 1995 novel *Mirage* occupies a distinctive place in post-Soviet literature not only for its documentary fidelity to historical events—such as the Spitak earthquake or the collapse of ideological structures—but also for its profound engagement with the inner life of its protagonist through the medium of dreams. Unlike conventional narrative devices, dreams in *Mirage* constitute a coherent philosophical and psychological system: they are not mere reflections of subconscious impulses but active agents of moral cognition, sites of confrontation with guilt, and spaces where ethical clarity emerges amidst societal disintegration. The oneiric space thus becomes the novel's central epistemological and existential field—a realm where truth, obscured in waking life, is finally revealed.

The protagonist, Pavel Nikitich, functions as both narrator and moral witness. A journalist and former Soviet official, he embodies the contradictions of his era: complicit in the system yet tormented by conscience, emotionally detached yet yearning for authentic connection. His dreams do not serve escapist or compensatory functions; rather, they expose the dissonance between his public persona and private self. As Sigmund Freud noted, dreams are “the royal road to the unconscious” [2, 53], but in Pryakhin's hands, they become more than that—they are the royal road to conscience. The dream about the flayed cattle, for instance, appears after Pavel's return from Spitak. He sees a herd standing “crimson, pulsating... skinned alive... not a single moo escapes the herd” [7, 312]. This vision is not symbolic abstraction but visceral reprocessing of trauma. The silence of the suffering animals mirrors Pavel's own speechlessness in the face of catastrophe—a silence that, paradoxically, speaks louder than any official report. The dream forces him to acknowledge what he had intellectually registered but emotionally evaded: “After the hell in Armenia, he understood that there is sin” [7, 315]. Here, the oneiric space catalyzes moral awakening, transforming passive observation into active ethical responsibility.

This function of dreams as moral tribunal recurs throughout the novel. The vision of the “old woman with a crutch,” who threatens to “show him the road” that “gleams with lead and sorrow,” directly addresses Pavel's extramarital affair with Chara [7, 267]. Though never explicitly condemned in waking life, the relationship is relentlessly scrutinized in dreams. The old woman's “long, winged, otherworldly-piercing eye” [7, 268] functions as an allegory of divine or ancestral judgment—a gaze that sees through social justifications and exposes the core of moral failure. This aligns with Carl Jung's concept of the dream as a compensatory mechanism that restores psychic balance by confronting the ego with repressed contents of the collective unconscious [3, 211]. In Pavel's case, the collective unconscious manifests as inherited moral norms—loyalty, fidelity, responsibility—that clash with his personal desires. The dream does not punish; it reveals. And in that revelation lies the possibility of change.

Pryakhin further complicates the psychological dimension by blurring the boundaries between dream and reality. The novel's very title, *Mirage*, signals this ontological instability. As Yuri Lotman observed, "the world of dreams is a space resembling reality, yet simultaneously not real" [5, 156]. In *Mirage*, however, it is waking reality that often appears more illusory than dreams. The bureaucratic rituals, ideological slogans, and performative relationships of Soviet life are depicted as hollow simulations—"plastic insects on a synthetic carpet," as in the protagonist's first dream [7, 12]. In contrast, dreams, however nightmarish, possess emotional authenticity. The dream of the "lemon-yellow color of death," for example, conveys existential dread with such intensity that it transcends metaphor: the color "burns away flesh... leaves nothing for life to cling to" [7, 278]. This is not poetic embellishment but phenomenological truth—the raw affect of a consciousness confronting finitude and meaninglessness. The dream becomes a form of existential testimony.

Moreover, Pryakhin employs dreams as a means of temporal synthesis. The "ordered dream" of his mother—prompted by his wife's suggestion to "order" a dream by gazing at a photograph—demonstrates how the oneiric space bridges past and present [7, 242]. In this vision, Pavel finally addresses his mother with the intimate "ty" (you), something he never dared in life: "In life, I didn't manage to switch to 'ty' with her" [7, 245]. This moment is not sentimental nostalgia but psychological integration. The dream allows him to resolve a decades-old wound of filial guilt, thereby reclaiming a fragmented identity. Such dreams function as acts of symbolic restitution, aligning with contemporary trauma theory, which posits that narrative reconstruction—especially in altered states of consciousness—is essential for healing [6, 89]. Crucially, the oneiric space in *Mirage* is not solipsistic. While rooted in individual psychology, it resonates with collective historical trauma. The covered monument in Pavel's dream—"representative... yet hidden so no one knows whom it honors" [7, 231]—encapsulates the ideological limbo of perestroika: a society unable to bury its past or articulate its future. Similarly, the recurring image of the "third man" in bed with Chara, who morphs into a "Chinese" stranger [7, 187], reflects not only personal jealousy but the profound alienation of late Soviet subjectivity—where even intimate relationships are mediated by suspicion, secrecy, and ideological otherness. Thus, Pryakhin's dreams operate on dual registers: they are simultaneously private confessions and public allegories. The culmination of this oneiric trajectory is the final dream, which contrasts sharply with earlier "gloomy, crooked" visions [7, 407]. Pavel stands by the sea; a ship sails in the distance; a wave "born by the laws of mighty music" lifts him gently [7, 408]. This dream is not escapist fantasy but earned harmony—the result of moral labor performed in the dream-space. It signifies catharsis, not through resolution of external conflict, but through internal realignment. The sea, a traditional symbol of the unconscious, now appears luminous and ordered, suggesting that the protagonist has integrated his shadow and achieved a fragile but genuine peace.

In conclusion, the oneiric space in *Mirage* serves as the novel's ethical and philosophical core. Through dreams, Pryakhin constructs a counter-reality where conscience speaks unfiltered, trauma is metabolized, and moral agency is reclaimed. Far from being marginal episodes, dreams are the primary site where the novel's central question is answered: how to remain human in an inhuman time. In a world of mirages—ideological, emotional, historical—the dream becomes the last refuge of truth.

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Some Principles Of Creative Training And Education Of Modern Youth

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Abstract

It is well known that the role of the teacher is very important in fostering creative abilities in young people. Here we encounter great difficulties, since in practice it turns out that secondary schools are not always provided with a sufficient number of talented teachers who are able to individually approach students and educate young people to think independently.

Keywords: creative thinking, scientific creative thinking, deductive thinking, dialectical thinking.

The upbringing of creative abilities in a person's personality is based on the development of independent thinking. In my opinion, it can develop in the following main directions: the ability to generalize scientifically - theoretically - induction; the ability to apply theoretical conclusions when applying the flow of processes in practice - deduction; and, finally, the identification of contradictions between theoretical generalizations and processes occurring in nature - dialectics.

It is clear that mathematics and physics are the most suitable areas for educating young people in general scientific creative thinking in natural science, since here, mainly by solving problems and examples, it is possible to educate independent thinking from an early age. If we compare the effectiveness of the development of creative thinking among young people who have devoted themselves to mathematics and physics, then, apparently, it will turn out that the field of physics is much closer to life and to the possibilities of scientific study of processes in the nature around us, especially since already in laboratory classes the teacher sees how to derive theoretical generalizations from observations (the inductive method of studying nature).

Problem solving teaches the teacher to deductive thinking. To educate dialectical thinking, the teacher in a number of examples can show how the contradiction between theoretical concepts and experiment leads to new scientific discoveries in physics.

Physics is a very suitable subject for the initial education in adolescence of creative thinking in the field of natural science. This makes the organization of physics teaching a responsible task. It is generally accepted that workshops, laboratories are of great benefit for the development of creative thinking in physics, and it should be especially noted that the solution of problems in the organization of olympiads, which make it possible to most effectively reveal the creative abilities of young people, should be noted.

Our experience shows that the problems that are usually given in collections of Olympic problems do not always have the character that fosters independence of thought. Usually these tasks boil down to the fact that it is necessary to substitute the given data into the required formulas, and then get a definite answer. The independence of students is manifested only in choosing the right formulas in which to substitute data.

It seems to me that the tasks should be set less definitely, allowing students to independently select suitable values from experience. Examples of such simple tasks. Propose to determine the power of the pump motor required to maintain the jet in order to extinguish the fire of a six-story building. Or another problem: what size should the lens be so that the sun rays collected in its focus would heat the iron wire. Obviously, the student himself from life experience or from a reference book must select the data he needs. I offered problems of this kind, but, of course,

somewhat more complex ones, to university students. Over the course of several years, they prepared them and published them as a collection of problems. University students are interested in such problems, but they cannot find an exact solution, and this causes a lively discussion. A similar problem book can be compiled for secondary schools.

In the field of the arts, this may be justified, since the creative artistic ability for music, visual arts, etc. is usually determined earlier than the inclination to creative thinking in a particular field of science.

But schools created for a select, gifted youth in the field of mathematics, physics, chemistry, biology, are even insufficient. Their lack is as follows. If a talented student is removed from the school, then this kind of drains her and strongly affects the level of the entire school. This is due to the fact that a capable friend can devote much more time to his classmates than a teacher, and mutual assistance between them is easier and closer. Talented students often play a larger role than teachers in teaching their peers. But this is not enough. It is well known that in the learning process the teacher himself learns. To explain a theorem to a comrade, one must understand it well oneself, and in the process of explaining one's own incompleteness of understanding is best revealed. Thus, for their mental growth, talented schoolchildren need comrades with whom they could study. In schools for talented young people, such mutual learning usually does not occur, and this affects the effective development of abilities. Of course, there are a number of other well-known factors that are a negative side of this kind of chosen upbringing, for example, the development of self-conceit and arrogance among students, which negatively affects the normal growth of young people.

Most teachers set themselves the task of imparting a certain amount of knowledge to students and assess student performance based on how firmly they have mastered it. In addition, the criterion for assessment is little developed in determining the independence of students.

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Structural Econometric Models In Statics And Dynamics And Their Application

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Abstract

Structural econometric models are an important tool for both static and dynamic economic analysis. These models aim to capture the underlying relationships between economic variables by incorporating economic theory into their structure. They allow researchers to infer random relationships and policy effects, distinguishing them from short-form models that focus only on correlations.

Keywords: static, dynamic, correlation, random relationships, variables, analytics, time series.

Annotatsiya

Strukturaviy ekonometrik modellar ham statik, ham dinamik iqtisodiy tahlilning muhim vositasidir. Ushbu modellar iqtisodiy nazariyani ularning tarkibiga kiritish orqali iqtisodiy o'zgaruvchilar o'rtasidagi asosiy munosabatlarni aks ettirishga qaratilgan. Ular tadqiqotchilarga tasodifiy munosabatlar va siyosat ta'siri haqida xulosa chiqarishga imkon beradi, ularni faqat korrelyatsiyalarga qaratilgan qisqartirilgan shaklli modellardan ajratib turadi.

Kalit so'zlar: statik, dinamik, korrelyatsiya, tasodifiy munosabatlar, o'zgaruvchilar, analitik, vaqt seriyalari.

Kirish: Strukturaviy ekonometrik modellar ularning dizayniga nazariy asoslarni kiritish orqali iqtisodiy o'zgaruvchilar o'rtasidagi munosabatlarni tushunish uchun ishlatiladigan kuchli analitik vositalardir. Faqatgina o'zgaruvchilar o'rtasidagi korrelyatsiyaga qaratilgan qisqartirilgan shakldagi modellardan farqli o'laroq, tarkibiy modellar sababiy munosabatlarni va iqtisodiy xulq-atvorni boshqaradigan asosiy mexanizmlarni ochishga qaratilgan. Bu ularni turli xil iqtisodiy sharoitlarda ayniqsa statik va dinamik tahlillar uchun qimmatli qiladi.

Asosiy qism: Statik Modellar:

Statik tarkibidagi strukturaviy ekonometrik modellar ma'lumotlarni bir vaqtning o'zida tahlil qiladi. Ular ko'pincha o'zgaruvchilar orasidagi o'zaro ta'sirlarni modellashtirish uchun bir vaqtning o'zida tenglamalardan foydalanadilar. Masalan, bozordagi muvozanat narxlar va miqdorlarini aniqlash uchun statik talab va taklif modelidan foydalanish mumkin va ularga quyidagilarni keltirib o'tildi:

- Bozor tahlili: narxlar mexanizmlari va iste'molchilarning xatti-harakatlarini tushunish.
- Siyosatni baholash: qoidalarning bozor natijalariga ta'sirini baholash.

Dinamik Modellar:

Dinamik strukturaviy ekonometrik modellar vaqt o'tishi bilan tahlil qilish imkoniyatlarini kengaytiradi, shu jumladan vaqtga bog'liqliklarni hisobga olish uchun kechikish o'zgaruvchilari. Ushbu modellar iqtisodiy tizimlarning evolyutsiyasini tushunish uchun muhimdir. Shuningdek:

- Vaqt seriyalarini tahlil qilish: iqtisodiy o'sish, biznes tsikllari va inflyatsiya dinamikasini modellashtirish.

- Siyosat simulyatsiyalari: fiskal yoki pul-kredit siyosatining uzoq muddatli ta'sirini baholash kabilarni keltirib o'tilindi.

Sohalar bo'ylab qo'llanilishlar:

1. Mehnat iqtisodiyoti: ish haqini aniqlash va bandlik dinamikasini tahlil qilish.
2. Sanoat tashkiloti: firma xatti-harakatlarini, bozor tuzilishini va raqobatni o'rganish.
3. Makroiqtisodiyot: vaqt o'tishi bilan yalpi talab va taklifning o'zaro ta'sirini o'rganish.
4. Rivojlanish iqtisodiyoti: aralashuvlarning o'sish va qashshoqlikni kamaytirishga ta'sirini baholash.

Xulosa: Strukturaviy ekonometrik modellar iqtisodiy tahlilning muhim vositalari bo'lib, tadqiqotchilarga o'zgaruvchilar o'rtasidagi munosabatlarni nazariy ob'ektiv orqali tushunishga imkon beradi. Ularni statik va dinamik modellarga ajratish mumkin, ularning har biri alohida maqsadlar va dasturlarga xizmat qiladi. Statik va dinamik tarkibiy ekonometrik modellar murakkab iqtisodiy o'zaro ta'sirlarni tahlil qilish uchun keng qamrovli asos yaratadi. Ularning sababiy munosabatlarni aniqlash va siyosat ta'sirini simulyatsiya qilish qobiliyati ularni iqtisodiy xulq-atvorni samarali tushunish va ta'sir ko'rsatishga qaratilgan tadqiqotchilar va siyosatchilar uchun bebaho qiladi. Iqtisodiy tizimlar rivojlanishda davom etar ekan, ushbu modellar dalillarga asoslangan qarorlarni qabul qilishda muhim rol o'ynaydi.

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Содержание И Научно-Концептуальные Основы Повышения Педагогического Мастерства Будущих Учителей На Основе Функционального Подхода

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Аннотация

Данная статья посвящена исследованию содержательно-сущностных и научно-концептуальных основ повышения педагогического мастерства будущих учителей через призму функционального подхода. Результаты исследования демонстрируют необходимость системного подхода к формированию педагогического мастерства, основанного на развитии функциональных умений и навыков, необходимых для эффективной профессиональной деятельности в условиях современного образовательного пространства.

Ключевые слова: функциональный подход, педагогическое мастерство, профессиональная подготовка учителей, функциональные компетенции

Введение. Современная система педагогического образования переживает период трансформации, обусловленный стремительными изменениями в социальной, технологической и образовательной сферах. В контексте этих изменений вопрос повышения педагогического мастерства будущих учителей приобретает особую актуальность и требует переосмысления традиционных подходов к профессиональной подготовке. Функциональный подход представляет собой одну из наиболее перспективных методологических основ для решения данной задачи, поскольку он ориентирован на формирование практических умений и навыков, необходимых для эффективного выполнения профессиональных функций педагога в реальных условиях образовательной деятельности. Педагогическое мастерство, рассматриваемое через призму функционального подхода, представляет собой интегративное качество личности учителя, включающее систему профессиональных компетенций, позволяющих эффективно решать образовательные задачи различного уровня сложности.

Методология и анализ литературы. Методологическую основу данного исследования составляет комплексный анализ научной литературы, посвященной проблемам функционального подхода в образовании и формирования педагогического мастерства. Функциональный подход в педагогическом образовании получил широкое освещение в работах современных исследователей, которые рассматривают его как эффективный инструмент профессиональной подготовки специалистов. Согласно исследованиям Зимней [1], компетентностный и функциональный подходы тесно взаимосвязаны и обеспечивают формирование готовности будущих специалистов к выполнению профессиональных функций.

Педагогическое мастерство представляет собой высший уровень профессиональной деятельности учителя, который достигается через синтез теоретических знаний, практических умений и личностных качеств. Как отмечает Кузьмина [2], педагогическое мастерство включает совокупность профессионально важных качеств личности учителя и профессиональных знаний, умений и навыков, необходимых для эффективной организации учебно-воспитательного процесса. Современные исследования подчеркивают, что педагогическое мастерство не является врожденным качеством, а формируется в процессе целенаправленной профессиональной подготовки и практической деятельности. Согласно работам Сластенина [3], структура

педагогического мастерства включает несколько взаимосвязанных компонентов: гуманистическую направленность личности учителя, профессиональные знания, педагогические способности и педагогическую технику.

Функциональный подход к формированию педагогического мастерства предполагает выделение основных функций педагогической деятельности и организацию образовательного процесса таким образом, чтобы обеспечить формирование готовности будущих учителей к их эффективному выполнению. Международные исследования в области педагогического образования подчеркивают важность практико-ориентированного подхода к подготовке учителей. Как отмечают Darling-Hammond и Bransford [4], эффективная подготовка учителей должна интегрировать теоретические знания с практическими навыками и обеспечивать возможность применения полученных компетенций в реальных образовательных контекстах. Функциональная грамотность учителя рассматривается как базовый компонент педагогического мастерства, включающий способность эффективно использовать профессиональные знания и умения для решения педагогических задач. В работах Ермолаевой [5] отмечается, что функциональная грамотность педагога включает информационную, коммуникативную, методическую и рефлексивную компетенции, которые в совокупности обеспечивают успешность профессиональной деятельности.

Результаты и обсуждение. Анализ научной литературы и теоретическое осмысление проблемы позволяют определить содержательно-сущностные характеристики повышения педагогического мастерства будущих учителей на основе функционального подхода. Функциональный подход к формированию педагогического мастерства предполагает рассмотрение профессиональной деятельности учителя как системы взаимосвязанных функций, успешное выполнение которых обеспечивает эффективность образовательного процесса. К основным функциям педагогической деятельности относятся: обучающая, воспитательная, развивающая, организационная, коммуникативная, диагностическая, проектировочная и рефлексивная функции. Каждая из этих функций требует формирования специфических компетенций и профессиональных умений, которые в совокупности составляют содержание педагогического мастерства. Научно-концептуальные основы повышения педагогического мастерства на основе функционального подхода включают несколько ключевых принципов.

Содержание педагогического мастерства на основе функционального подхода включает несколько взаимосвязанных компонентов. Когнитивный компонент представляет собой систему профессиональных знаний, необходимых для эффективного выполнения педагогических функций: знание теории и методики преподавания, психологических основ обучения и воспитания, специфики работы с различными категориями учащихся, современных образовательных технологий. Деятельностный компонент включает систему профессиональных умений и навыков: умение планировать и организовывать образовательный процесс, применять различные методы и технологии обучения, осуществлять педагогическую диагностику, проектировать индивидуальные образовательные траектории, использовать современные цифровые технологии в образовательном процессе. Личностный компонент охватывает профессионально значимые качества личности учителя: педагогическую направленность, эмпатию, коммуникативность, креативность, рефлексивность, способность к саморазвитию и самосовершенствованию.

Мотивационно-ценностный компонент включает систему профессиональных ценностей и мотивов педагогической деятельности, которые обеспечивают устойчивый интерес к профессии и стремление к достижению высоких результатов. Механизм формирования педагогического мастерства на основе функционального подхода представляет собой последовательность этапов профессионального становления будущего учителя. На

первом этапе происходит формирование базовых профессиональных компетенций через освоение теоретических основ педагогической деятельности и овладение базовыми педагогическими умениями. Второй этап характеризуется развитием функциональных компетенций через моделирование профессиональных ситуаций и решение практических педагогических задач. Третий этап предполагает интеграцию сформированных компетенций в процессе педагогической практики и становление индивидуального стиля профессиональной деятельности. Четвертый этап связан с рефлексией профессионального опыта и формированием готовности к непрерывному профессиональному развитию.

Особое значение в формировании педагогического мастерства на основе функционального подхода имеет развитие рефлексивных умений, которые обеспечивают способность анализировать собственную профессиональную деятельность, выявлять проблемы и определять пути их решения. Как отмечают современные исследователи [6], рефлексивная компетентность является ключевым фактором профессионального развития учителя и обеспечивает способность к непрерывному совершенствованию педагогического мастерства. Согласно исследованиям Koehler и Mishra [7], современный учитель должен обладать технологической, педагогической и содержательной компетентностью, а также способностью интегрировать эти компоненты в профессиональной деятельности. Международный опыт подготовки учителей демонстрирует эффективность функционально-ориентированных моделей педагогического образования. Как показывают исследования [8], программы подготовки учителей, основанные на функциональном подходе и предполагающие интеграцию теории и практики, обеспечивают более высокий уровень готовности выпускников к профессиональной деятельности. Важным аспектом формирования педагогического мастерства является развитие способности к инклюзивному образованию и работе с детьми с особыми образовательными потребностями, что требует формирования специальных функциональных компетенций [9].

Заключение. Проведенное исследование позволяет сделать вывод о том, что функциональный подход представляет собой эффективную методологическую основу для повышения педагогического мастерства будущих учителей. Содержательно-сущностные характеристики данного процесса определяются ориентацией на формирование способности эффективно выполнять профессиональные функции педагога в условиях современного образовательного пространства. Научно-концептуальные основы формирования педагогического мастерства на основе функционального подхода включают систему принципов, определяющих организацию образовательного процесса, структуру содержания подготовки и механизмы формирования профессиональных компетенций. Педагогическое мастерство, рассматриваемое с позиций функционального подхода, представляет собой интегративное качество личности учителя, включающее когнитивный, деятельностный, личностный и мотивационно-ценностный компоненты.

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The Inextricable Linkages of Practice with Pedagogy in Sewing Lessons

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Annotation

This article scientifically analyzes the pedagogical aspects of sewing, the role and importance of practical exercises in education. The inextricable link between theory and practice, the formation of pedagogical competencies, and the impact of educational approaches on the personal development of students are highlighted. The author draws attention to the humanistic principles of vocational education by instilling such values as aesthetic taste, responsibility, cleanliness, and diligence in sewing lessons. The issues of the pedagogical role of the teacher, the psychological environment in the lesson process, and the effectiveness of teaching practice are also considered.

Keywords: sewing education, practice, pedagogy, harmony of theory and practice, professional competence, educational approach, aesthetic taste, diligence.

Annotatsiya

Ushbu maqolada tikuvchilik fanining pedagogik jihatlari, amaliy mashg'ulotlarning ta'lim-tarbiyadagi o'rni va ahamiyati ilmiy jihatdan tahlil qilingan. Nazariya va amaliyotning uzviy bog'liqligi, pedagogik kompetensiyalarni shakllantirish hamda tarbiyaviy yondashuvlarning o'quvchilar shaxsiy rivojlanishiga ta'siri yoritilgan. Muallif tikuvchilik darslarida estetik did, mas'uliyat, tozalik va mehnatsevarlik kabi qadriyatlarni singdirish orqali kasbiy ta'limning insonparvarlik tamoyillariga e'tibor qaratadi. Shuningdek, o'qituvchining pedagogik roli, dars jarayonidagi psixologik muhit va amaliyotni o'qitish samaradorligi masalalari ko'rib chiqilgan.

Kalit so'zlar: tikuvchilik ta'limi, amaliyot, pedagogika, nazariya va amaliyot uyg'unligi, kasbiy kompetensiya, tarbiyaviy yondashuv, estetik did, mehnatsevarlik.

Kirish. Tikuvchilik fani o'z mohiyatiga ko'ra amaliy yo'nalishga ega bo'lib, o'quvchilarda nafaqat texnik ko'nikmalarni, balki estetik tafakkur va kasbiy madaniyatni shakllantiradi. Shu bilan birga, darslarda pedagogik yondashuvni to'g'ri tashkil etish o'quvchilarning motivatsiyasini oshirish, ijodkorlikni rivojlantirish va mehnatsevarlik sifatlarini tarbiyalashda muhim o'rin tutadi (1).

Asosiy qism. Tikuvchilik fanini o'qitishda pedagogik prinsiplar — bu jarayonning samaradorligini belgilovchi asosiy omillardir. O'qituvchi o'quvchilarning yosh xususiyatlarini, psixologik holatini va kasbiy yo'nalishini hisobga olgan holda darslarni tashkil etishi lozim (2).

1. Nazariya va amaliyotning uyg'unligi

Tikuvchilik fanida nazariy bilimlar amaliy mashg'ulotlar bilan chambarchas bog'liq bo'lishi kerak. Masalan, "gazlama tuzilishi" mavzusida olingan nazariy bilimlar "gazlamani bichish va tikish" jarayonida amaliy tarzda mustahkamlanadi. Bu metod o'quvchilarning o'zlashtirish darajasini oshiradi. Tikuvchilik ta'limida nazariya va amaliyotning uzviy bog'liqligi o'quvchilarning kasbiy mahoratini shakllantirishda asosiy omillardan biri hisoblanadi. Nazariy bilimlar orqali o'quvchi tikuvchilik texnologiyasi, gazlama turlari, tikish usullari va mehnat xavfsizligi qoidalarini o'zlashtiradi. Amaliy mashg'ulotlar esa o'sha bilimlarni hayotiy vaziyatlarda, ya'ni real ish jarayonida qo'llash imkonini beradi. Nazariya va amaliyot bir-birini to'ldiradi: nazariyasiz amaliyot yo'nalishsiz harakat bo'lsa, amaliyotsiz nazariya esa quruq bilim bo'lib qoladi. Shu sababli, dars jarayonida o'qituvchi nazariy tushunchalarni amaliy misollar, mashqlar va ishlab chiqarish jarayonidagi holatlar bilan bog'lab o'tishi zarur. Masalan, kiyim tikish bo'yicha nazariy mavzu o'tilgach, talabalar shu mavzuga oid amaliy topshiriqlarni bajarish orqali bilimlarini mustahkamlashadi. Bunday uyg'unlik o'quvchilarda kasbiy tafakkur, mas'uliyat va mustaqil qaror qabul qilish ko'nikmalarini rivojlantiradi. Shuningdek, o'quvchilarning

mehnatga bo'lgan munosabatini shakllantirib, ularni kelgusida malakali mutaxassis bo'lishga tayyorlaydi. (3).

2. Pedagogik kompetensiyalarni shakllantirish

Tikuvchilik o'qituvchisi nafaqat texnolog, balki pedagog hamdir. U o'quvchilar bilan individual ishlash, muloqot o'rnatish va ularni kasbga qiziqtirish ko'nikmalariga ega bo'lishi kerak. Shuningdek, o'qituvchi zamonaviy pedagogik texnologiyalar, jumladan, klaster, sinkveyn va loyiha metodlarini qo'llash orqali darslarni jonlantiradi (4).

3. Tarbiyaviy omillar

Tikuvchilik darslari jarayonida estetik did, tozalik, tejamkorlik va mas'uliyat kabi insoniy qadriyatlar shakllanadi. Bu o'quvchilarning nafaqat kasbiy, balki axloqiy jihatdan yetuk bo'lib yetishishiga xizmat qiladi. Shu bois, amaliy mashg'ulotlarda tarbiyaviy yondashuvni qo'llash muhim. Tikuvchilik darslaridagi amaliy mashg'ulotlar nafaqat kasbiy ko'nikmalarni, balki shaxsiy va tarbiyaviy sifatlarni ham rivojlantiradi. Amaliyot jarayonida o'quvchilar mehnatsevarlik, diqqatlilik, aniqlik, estetik did va jamoada ishlash madaniyatini o'zlashtiradi. Har bir tikuv loyihasi o'quvchini sabr-toqat, mas'uliyat va ijodkorlikka o'rgatadi. Pedagogik nuqtai nazardan, amaliy mashg'ulotlar psixologik jihatdan ham katta ahamiyatga ega. Chunki o'quvchi o'z qo'li bilan ish bajarish jarayonida o'zini foydali shaxs sifatida his etadi, bu esa o'z navbatida o'ziga ishonchni va kasbga bo'lgan qiziqishni oshiradi. O'qituvchining rag'batlantiruvchi so'zlari, yordamchi ko'rsatmalari va ijobiy fikrlari o'quvchida motivatsiya va ruhiy ko'tarinkilikni kuchaytiradi. Amaliy mashg'ulotlarning bunday ta'siri natijasida o'quvchi faqat texnik mahorat emas, balki axloqiy, estetik va psixologik jihatdan ham yetuklikka erishadi. Shu bois tikuvchilik darslarida amaliyot nafaqat bilim berish, balki shaxsni har tomonlama kamol toptirish vositasi sifatida qaralishi lozim. (2).

4. Amaliyot orqali o'qitishning psixologik ahamiyati

O'quvchi o'z qo'li bilan mahsulot yaratganda, u mehnat jarayonining natijasini ko'radi. Bu uning o'ziga ishonchini oshiradi, o'qishga bo'lgan qiziqishini kuchaytiradi. Pedagogik yondashuvda bunday tajribalar o'quvchining shaxsiy motivatsiyasini shakllantirishda asosiy rol o'ynaydi (1).

Xulosa

Tikuvchilik darslarida amaliyot va pedagogika uzviy bog'liqdir. O'qituvchi har bir amaliy mashg'ulotni tarbiyaviy va didaktik maqsadlar bilan uyg'unlashtirganda, o'quvchi nafaqat kasb egasi, balki ijtimoiy jihatdan mas'uliyatli shaxs sifatida shakllanadi. Shu yo'l bilan tikuvchilik fani nafaqat kasbiy, balki ma'naviy tarbiya vositasiga aylanadi (3).

Foydalanilgan adabiyotlar

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The role of the Uzbek State University of World Languages in the development of foreign languages in the higher education system (1992-2024)

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Abstract

This article examines the pivotal and transformative role of the Uzbek State University of World Languages (UzSWLU) in the development of the foreign language education system in Uzbekistan's higher education from its independence in 1992 to 2024. Following the dissolution of the Soviet Union, Uzbekistan embarked on a nation-building project that identified foreign language proficiency as a critical component for economic development, international integration, and cultural sovereignty. This paper argues that UzSWLU has served not merely as a premier educational institution but as the primary methodological, pedagogical, and policy-implementing engine driving this national agenda. The analysis is structured chronologically, tracing the university's evolution through distinct phases: its foundational years focused on overcoming the Soviet legacy; a period of standardization and curriculum development; a reform-driven era marked by the adoption of international standards like the Common European Framework of Reference for Languages (CEFR); and its current status as a modern center for research and innovation. The article concludes that UzSWLU has been indispensable in professionalizing language teaching, modernizing pedagogical approaches, and supplying the nation with highly qualified specialists, thereby acting as the cornerstone of Uzbekistan's strategy to cultivate a globally competitive, multilingual generation.

Keywords: Uzbek State University of World Languages, Uzbekistan, foreign language education, higher education, language policy, national reform, teacher training, CEFR, multilingualism.

The declaration of Uzbekistan's independence in 1991 marked a profound turning point, initiating a comprehensive reimagining of its national identity, economic strategy, and global posture. Central to this transformation was the sphere of education, which required a decisive break from the Soviet model to align with the aspirations of a sovereign state seeking open engagement with the world. In this new paradigm, foreign languages, particularly English, transitioned from being peripheral subjects to strategic assets essential for diplomacy, international trade, technological advancement, and cultural exchange. It was within this context of urgent national need that the Uzbek State University of World Languages (UzSWLU) was established in 1992 through the merger of two prominent language institutes. Over the subsequent three decades, from 1992 to 2024, UzSWLU evolved from a fledgling post-Soviet institution into the undisputed flagship of foreign language education in the nation. It has functioned as the primary architect of pedagogical change, the main supplier of qualified language educators, and the key implementing body for state-led educational reforms, fundamentally shaping the trajectory of foreign language learning within Uzbekistan's entire higher education system. Its influence extends far beyond its own campus, defining curricula, setting professional standards, and spearheading the modernization of teaching methodologies across the country.

In the foundational years following its establishment, from 1992 through the early 2000s, UzSWLU was tasked with an immense and critical mission: to dismantle the rigidities of the Soviet pedagogical legacy and construct a new framework for language education suited to an

independent nation. The Soviet approach was heavily characterized by the grammar-translation method, which produced students with strong theoretical knowledge of grammatical structures but limited practical communicative competence. The immediate priority for the newly formed university was to pivot towards communicative language teaching methodologies that emphasized functional language use. This period was fraught with challenges, including a scarcity of modern textbooks, a lack of exposure to native-speaking environments, and a teaching corps trained in outdated methods. UzSWLU tackled these obstacles by becoming a hub for retraining and professional development. It initiated the laborious process of creating new curricula, developing culturally relevant teaching materials, and fostering the first generation of translators, interpreters, and teachers who could meet the demands of emerging international partnerships. The university's graduates from this era were pioneers, filling crucial roles in government ministries, burgeoning private enterprises, and educational institutions, effectively serving as the linguistic bridge between Uzbekistan and the outside world. This period solidified UzSWLU's reputation as the nation's premier center for linguistic expertise and the primary source of human capital for the country's internationalization efforts.

As Uzbekistan consolidated its statehood in the 2000s, the focus of its educational policy shifted towards systematization and the creation of unified national standards. During this phase, UzSWLU's role expanded from being a leading university to becoming the de facto methodological headquarters for foreign language instruction across the entire educational vertical, from secondary schools to other higher education institutions. The university's expert faculty were instrumental in drafting the State Educational Standards for foreign languages, which provided a coherent framework for curriculum design, learning objectives, and assessment criteria nationwide. This ensured a level of consistency and quality that was previously absent. Furthermore, UzSWLU diversified its linguistic portfolio, expanding beyond its traditional strengths in English, German, and French to include a greater emphasis on Eastern languages such as Korean, Japanese, and Chinese. This strategic expansion reflected Uzbekistan's evolving geopolitical and economic priorities, particularly its "Look East" policy (Juraev, 2018). The university was not just teaching languages; it was actively responding to and shaping the nation's foreign policy orientation by producing specialists proficient in the languages of key strategic partners. It became the central node in a network of language education, providing guidance, resources, and expert consultation to regional universities, thereby ensuring that the modernization of language teaching was not confined to the capital but disseminated throughout the republic.

A watershed moment in the university's history and for foreign language education in Uzbekistan arrived with the Presidential Decree No. PP-1875 of December 10, 2012, "On measures to radically improve the system of learning foreign languages." This landmark decree was a catalyst for profound and systemic reform, formally designating UzSWLU as the head institution responsible for coordinating all scientific and methodological work in this domain. This mandate triggered the most intensive period of transformation in the university's history. Central to this reform was the nationwide adoption of the Common European Framework of Reference for Languages (CEFR), an international standard for describing language ability. UzSWLU was at the vanguard of this massive undertaking. It spearheaded the development of CEFR-aligned curricula, assessment tools, and teaching materials. It launched extensive, nationwide retraining programs to equip tens of thousands of teachers with the principles of competency-based instruction and the skills to teach and assess according to CEFR levels. Under the university's umbrella, the Republican Scientific and Practical Center for the Development of Innovative Methods in Teaching Foreign Languages was established, institutionalizing its role as a permanent think tank and innovation hub. This era witnessed a paradigm shift from knowledge-based learning to skills-based proficiency, with a heavy emphasis on integrating modern information and communication technologies (ICT) into the language classroom. UzSWLU effectively served as the government's primary agent in

executing this ambitious reform, ensuring its successful implementation and fundamentally elevating the quality and international compatibility of language education in Uzbekistan. The evolution of the university's role in alignment with national priorities can be summarized as follows (see Table 1).

Table 1: Key Stages in the Development of Foreign Language Education in Uzbekistan and the Evolving Role of UzSWLU (1992-2024)

Period	National Context & Priorities	Key Governmental Initiatives	Primary Role and Contribution of UzSWLU
1992-2000	Foundation & Nation-Building: Post-Soviet transition; establishing sovereignty; opening to the world; need for diplomatic and economic specialists.	Establishment of UzSWLU (1992); Law "On Education" (1997); National Program for Personnel Training (1997).	Pioneer & Curriculum Developer: Overcoming Soviet pedagogical legacy; introducing communicative language teaching; developing first national textbooks; training the first cohort of translators and modern teachers.
2001-2011	Standardization & Diversification: Economic stabilization; strengthening state institutions; development of "Look East" foreign policy.	Introduction of National State Educational Standards for foreign languages; expansion of international agreements in education.	Methodological Center & Standard-Setter: Led the development of national standards; diversified language offerings (e.g., Korean, Chinese, Japanese); acted as a methodological guide for regional universities.
2012-2017	Intensive Modernization & Reform: Drive for global integration; focus on human capital as a strategic resource; demand for internationally benchmarked skills.	Presidential Decree PP-1875 (2012) "On measures to radically improve the system of learning foreign languages."	Lead Implementing Agency & Reform Engine: Designated as the base HEI for language education; spearheaded the national implementation of CEFR; conducted mass teacher retraining programs; developed new assessment systems.
2018-2024	Internationalization & Innovation ("New Uzbekistan"): Aggressive reforms across all sectors; attracting foreign investment; enhancing global competitiveness and academic autonomy.	"Strategy of Actions for 2017-2021"; Concept for Development of Higher Education until 2030; Presidential Decree on "New Uzbekistan."	International Hub & Research Center: Established extensive partnerships with foreign universities; focused on joint research and publications; integrated digital technologies and innovative pedagogies; promoted Uzbek language and culture abroad.

In the most recent period, from the late 2010s to 2024, coinciding with the "New Uzbekistan" reforms, UzSWLU has solidified its position as a modern, internationally-oriented research university. Its role has transcended that of a national methodological guide to become a significant participant in the global academic community. The university has actively pursued

and established robust partnerships with leading international institutions and organizations, such as the British Council, the Goethe-Institut, KOICA, JICA, and numerous universities across Europe, Asia, and North America. As noted in joint reports, these collaborations have been vital for faculty development, student exchange programs, joint research projects, and the continuous modernization of its educational programs (British Council Uzbekistan, 2022). The focus has broadened from mere linguistic competence to cultivating graduates with a holistic skill set, including intercultural communication, critical thinking, digital literacy, and research skills, a goal explicitly stated in national development strategies (Shayusupova & Rustamov, 2021). The university has become a center for advanced academic inquiry, hosting international conferences and publishing scholarly journals that contribute to the global discourse on linguistics and language pedagogy (Madumarov, 2023). Simultaneously, UzSWLU has embraced its role as a promoter of Uzbek culture and language abroad, leveraging its international networks to foster a deeper understanding of Uzbekistan globally. In this contemporary phase, the university is not only adapting to global trends but is also actively shaping them, producing graduates who are not just fluent speakers but globally competitive professionals prepared to navigate the complexities of an interconnected world. In conclusion, the trajectory of the Uzbek State University of World Languages from 1992 to 2024 is inextricably linked with the development of the Republic of Uzbekistan itself. It has been the primary institutional force translating national ambitions for global integration into educational reality. From its initial task of overcoming a restrictive Soviet inheritance, it grew to become the standard-bearer for pedagogical quality, the chief architect of national curriculum design, and the principal engine for implementing sweeping, state-mandated reforms. By championing communicative methodologies, driving the nationwide adoption of the CEFR, and fostering a culture of continuous professional development, UzSWLU has profoundly elevated the standards of foreign language proficiency across the higher education system. It has consistently provided the nation with the essential human resources—teachers, translators, diplomats, and business professionals—required to engage confidently on the international stage. More than just a university, UzSWLU has served as the vanguard of Uzbekistan's linguistic and cultural opening to the world, and its enduring legacy is the creation of a multilingual educational foundation upon which the nation's future prosperity and global competitiveness will continue to be built.

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Innovative methods of teaching sustainable development principles in light industry education in technical schools

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Abstract

This article analyzes innovative methods used in the process of teaching the principles of sustainable development in technical schools of light industry education. The pedagogical foundations of the formation of ecological thinking, the development of creativity, and the introduction of digital technologies in the education system are highlighted. Also, the effectiveness of project-based learning, problem-based learning, and interactive methods is substantiated through practical examples. The article extensively discusses the advantages of introducing sustainable development ideas into the educational process, their role in forming an ecological culture and a sense of responsibility among students.

Keywords: sustainable development, innovative method, technical school, environmental education, project-based learning, problem-based learning, interactive method, digital technologies.

Annotatsiya

Mazkur maqolada yengil sanoat ta'lim yo'nalishidagi texnikumlarda barqaror rivojlanish tamoyillarini o'qitish jarayonida qo'llaniladigan innovatsion metodlar tahlil qilinadi. Ta'lim tizimida ekologik tafakkurni shakllantirish, ijodkorlikni rivojlantirish hamda raqamli texnologiyalarni joriy etishning pedagogik asoslari yoritilgan. Shuningdek, loyiha asosida o'qitish, muammoli ta'lim va interfaol metodlarning samaradorligi amaliy misollar orqali asoslab berilgan. Maqolada ta'lim jarayoniga barqaror rivojlanish g'oyalarini kiritishning afzalliklari, o'quvchilarda ekologik madaniyat va mas'uliyat hissini shakllantirishdagi o'rni keng yoritilgan.

Kalit so'zlar: barqaror rivojlanish, innovatsion metod, texnikum, ekologik ta'lim, loyiha asosida o'qitish, muammoli ta'lim, interfaol metod, raqamli texnologiyalar.

Kirish. Bugungi kunda ta'lim tizimida barqaror rivojlanish tamoyillarini o'qitish dolzarb masalalardan biridir. Ayniqsa, yengil sanoat yo'nalishida bu masala ekologik, iqtisodiy va ijtimoiy jihatdan muhim o'rin tutadi. Tikuv buyumlari texnologiyasi yo'nalishidagi texnikum o'quvchilariga barqaror rivojlanish g'oyalarini yetkazish, ularni ekologik madaniyat, mas'uliyatli iste'mol va innovatsion yondashuv ruhida tarbiyalash zamon talabi hisoblanadi (1). Shu sababli ta'lim jarayoniga innovatsion pedagogik metodlarni joriy etish muhim ahamiyat kasb etadi (2).

Asosiy qism. Texnikumlarda barqaror rivojlanish tamoyillarini o'qitishning samaradorligi tanlangan o'qitish metodlariga bog'liq. An'anaviy usullar bilan bir qatorda quyidagi innovatsion metodlar samarali natija beradi.

1. Loyiha asosida o'qitish (Project-based learning)

Bu metod o'quvchilarga mustaqil fikrlash, ekologik muammolarni tahlil qilish va ularni amaliy yechimlar orqali hal etish imkonini beradi. Masalan, "Qayta ishlanadigan materiallardan kiyim dizayni yaratish" yoki "Zero waste" texnologiyasi asosida kiyim tikish kabi loyihalar o'quvchilarning ekologik tafakkurini va ijodkorlik qobiliyatini rivojlantiradi (3).

2. Muammoli ta'lim (Problem-based learning)

Mazkur metod o'quvchilarning tanqidiy fikrlashini shakllantirishga xizmat qiladi. O'quvchilarga amaliy muammolar berilib, ular izlanish, tahlil va muloqot orqali yechim topadilar. Natijada ularning ekologik mas'uliyat hissi va kasbiy tafakkuri rivojlanadi (4).

3. Interfaol metodlar

Interfaol metodlar, xususan "aqliy hujum", "fikrlar almashinuvi", "munozara" kabi usullar o'quvchilarning ijtimoiy faolligini oshiradi. Ular ekologik muammolarga nisbatan o'z nuqtayi

nazarlarini himoya qilishni o'rganadilar. Bu esa ularni faol, fikrlovchi va mas'uliyatli shaxs sifatida shakllantiradi.

4. Raqamli texnologiyalarni qo'llash

Zamonaviy texnologiyalar ta'lim jarayonini interfaol va qiziqarli qiladi. 3D modellash, virtual laboratoriyalar, ekologik kalkulyatorlar yordamida ishlab chiqarish jarayonidagi chiqindilarni hisoblash va kamaytirish bo'yicha mashg'ulotlar o'tkazish mumkin (1). Bu o'quvchilarda texnik tafakkur va ekologik ongni birgalikda rivojlantiradi.

Xulosa

Texnikumlarda yengil sanoat ta'limini innovatsion metodlar asosida tashkil etish — barqaror rivojlanish tamoyillarini amaliyotga tatbiq etishning eng samarali yo'llaridan biridir. O'qituvchi interfaol, loyiha va muammoli ta'lim metodlaridan foydalangan holda o'quvchilarda ekologik madaniyat, mas'uliyatli yondashuv va kasbiy tafakkurni shakllantiradi. Bu esa O'zbekistonning barqaror rivojlanish strategiyasi maqsadlariga xizmat qiladi (2).

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Международное Сотрудничество Узбекского Государственного Университета Мировых Языков: Анализ Развития И Перспективы (1992-2024)

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Аннотация

Данная статья посвящена комплексному анализу международного сотрудничества Узбекского государственного университета мировых языков за период с 1992 по 2024 год. Исследование охватывает ключевые этапы развития международных связей университета, начиная с момента его образования в результате объединения Ташкентского педагогического института иностранных языков и Республиканского института русского языка и литературы. В работе рассматриваются основные направления международной деятельности вуза, включая академическую мобильность студентов и преподавателей, реализацию совместных образовательных программ, научное сотрудничество с зарубежными партнерами, участие в международных проектах и грантовых программах. Особое внимание уделяется географии международного сотрудничества, анализу партнерских отношений с ведущими университетами мира, а также влиянию интернационализации на качество образовательного процесса и научно-исследовательской деятельности. Автор выявляет основные тенденции и закономерности развития международных связей УзГУМЯ, определяет факторы, способствовавшие расширению международного присутствия университета, и обозначает перспективные направления дальнейшей интеграции вуза в мировое образовательное пространство.

Ключевые слова: Узбекский государственный университет мировых языков, международное сотрудничество, академическая мобильность, высшее образование Узбекистана, интернационализация образования, международные партнерские программы, ме вузовское сотрудничество.

Введение

Процессы глобализации и интернационализации высшего образования, активно развивающиеся в последние три десятилетия, коренным образом изменили подходы к организации образовательной и научно-исследовательской деятельности в университетах по всему миру. Республика Узбекистан, получившая независимость в 1991 году, встала перед необходимостью модернизации системы высшего образования и интеграции в мировое образовательное пространство. Особую роль в этом процессе сыграл Узбекский государственный университет мировых языков, который изначально позиционировался как флагман международного образовательного сотрудничества в республике. Изучение опыта международной деятельности УзГУМЯ представляет значительный интерес как с точки зрения анализа трансформации системы высшего образования в постсоветских странах, так и в контексте понимания механизмов интеграции национальных университетов в глобальное академическое сообщество.

Историческая ретроспектива и институциональные предпосылки международного сотрудничества

История Узбекского государственного университета мировых языков уходит корнями в 1949 год, когда был основан Ташкентский педагогический институт иностранных языков. На протяжении советского периода институт готовил квалифицированных

преподавателей иностранных языков для системы образования Узбекской ССР. Однако именно 1992 год стал переломным в истории вуза и определил его современную миссию и международную направленность. В этом году произошло объединение Ташкентского педагогического института иностранных языков и Республиканского института русского языка и литературы, результатом чего стало создание Узбекского государственного университета мировых языков с новым статусом и расширенными полномочиями. Это институциональное преобразование совпало с обретением Узбекистаном независимости и формированием новой государственной политики в сфере высшего образования, ориентированной на развитие международных связей и подготовку специалистов мирового уровня.

Создание УзГУМЯ было обусловлено стратегическими задачами молодого независимого государства, которому требовались высококвалифицированные специалисты в области иностранных языков, международных отношений, перевода и межкультурной коммуникации. Университет получил уникальную миссию стать связующим звеном между Узбекистаном и мировым сообществом, центром подготовки специалистов, способных эффективно работать в условиях глобализирующегося мира. Именно это целеполагание предопределило приоритетное развитие международного направления деятельности университета с первых лет его существования. В отличие от многих других вузов республики, которые только начинали выстраивать международные связи, УзГУМЯ изначально имел институциональные предпосылки для развития международного сотрудничества благодаря своей специфике и профилю подготовки.

Становление системы международного сотрудничества (1992-2000)

Первое десятилетие существования УзГУМЯ как самостоятельного университета характеризовалось интенсивным поиском партнеров и формированием базовых механизмов международного взаимодействия. В этот период университет столкнулся с типичными для постсоветского пространства вызовами: необходимостью адаптации к новым экономическим условиям, переосмыслением содержания образовательных программ, интеграцией в международные академические сети при ограниченных финансовых ресурсах. Тем не менее, руководство университета сделало стратегический выбор в пользу активного развития международного направления, понимая, что именно международное сотрудничество может стать катализатором модернизации образовательного процесса и повышения конкурентоспособности вуза.

В первой половине 1990-х годов УзГУМЯ начал устанавливать контакты с университетами стран СНГ, в первую очередь России, Казахстана и Украины, с которыми исторически существовали тесные образовательные связи. Эти контакты носили преимущественно характер академических обменов преподавателями, организации совместных научных мероприятий и обмена учебно-методическими материалами. Одновременно университет начал активно работать над установлением связей с западными университетами, прежде всего с учебными заведениями Турции, Германии, Франции и Великобритании. Особое значение имело сотрудничество с лингвистическими центрами и институтами этих стран, которые оказывали методическую поддержку в модернизации программ преподавания иностранных языков. Важным достижением этого периода стало создание в университете структурных подразделений, ответственных за международную деятельность. Был создан отдел международных связей, задачей которого стала координация всех направлений международного сотрудничества, взаимодействие с зарубежными партнерами, организация академической мобильности и содействие участию преподавателей и студентов в международных программах. Формирование институциональной инфраструктуры для поддержки международной деятельности было критически важным шагом, поскольку обеспечило системность и устойчивость международных связей университета.

Расширение географии и диверсификация форм международного сотрудничества (2000-2010)

Первое десятилетие XXI века ознаменовалось качественным скачком в развитии международного сотрудничества УзГУМА. В этот период значительно расширилась география партнерских связей университета, а формы международного взаимодействия стали более разнообразными и институционализированными. Университет начал активно заключать двусторонние соглашения о сотрудничестве с ведущими зарубежными университетами, что создало правовую основу для реализации совместных проектов и программ. К концу этого периода УзГУМА имел действующие соглашения о сотрудничестве с университетами более чем тридцати стран мира, включая ведущие образовательные центры Европы, Азии и США.

Одним из ключевых направлений международной деятельности университета в этот период стало развитие академической мобильности. УзГУМА начал активно участвовать в международных программах обмена студентами и преподавателями, что позволило представителям университетского сообщества получить опыт обучения и преподавания в ведущих зарубежных вузах. Особое значение имело участие в программах, финансируемых различными международными фондами и организациями, включая программы Европейского Союза, Британского Совета, Института Гёте, Альянс Франсез и других культурно-образовательных центров. Студенты и преподаватели УзГУМА получили возможность проходить стажировки, участвовать в краткосрочных и долгосрочных образовательных программах за рубежом, что способствовало повышению качества языковой подготовки и расширению профессиональных компетенций.

В этот период университет также начал развивать совместные образовательные программы с зарубежными партнерами. Были созданы программы двойных дипломов, позволяющие студентам получить квалификацию, признаваемую как в Узбекистане, так и в странах-партнерах. Это особенно активно развивалось в сотрудничестве с турецкими, российскими и европейскими университетами. Совместные программы предполагали не только академическую мобильность студентов, но и разработку совместных учебных планов, обмен преподавателями, взаимное признание кредитов и квалификаций. Такие программы повысили привлекательность УзГУМА для абитуриентов и способствовали интеграции университета в международное образовательное пространство.

Научное сотрудничество также вышло на новый уровень в этот период. УзГУМА начал активно участвовать в международных исследовательских проектах, совместных публикациях с зарубежными коллегами, организации международных научных конференций и семинаров. Университет стал площадкой для проведения значимых международных научных мероприятий в области лингвистики, педагогики, межкультурной коммуникации и перевода. Участие преподавателей университета в международных исследовательских сетях способствовало повышению научного уровня публикаций, внедрению современных исследовательских методологий и росту международной узнаваемости УзГУМА в академической среде.

Институционализация международной деятельности и участие в глобальных образовательных инициативах (2010-2020)

Второе десятилетие XXI века характеризовалось дальнейшей институционализацией международной деятельности УзГУМА и более активным участием в глобальных образовательных инициативах. В этот период университет значительно расширил сеть международных партнеров, доведя число действующих соглашений о сотрудничестве до более чем шестидесяти. Партнерские отношения были установлены с университетами всех континентов, что отражало растущую интернационализацию вуза и его стремление к интеграции в глобальное академическое сообщество. География

сотрудничества охватила страны Европы, включая Францию, Германию, Великобританию, Испанию, Италию и страны Восточной Европы; страны Азиатско-Тихоокеанского региона, включая Китай, Японию, Южную Корею и Малайзию; страны Ближнего Востока, включая Турцию и арабские страны; а также университеты США и других регионов.

Важным достижением этого периода стало начало участия УзГУМЯ в программах Европейского Союза, в частности в программе Erasmus+, которая является одной из крупнейших программ международного образовательного сотрудничества в мире. Участие в Erasmus+ открыло новые возможности для академической мобильности студентов и сотрудников университета, позволило получить доступ к грантам для модернизации образовательных программ и инфраструктуры, а также способствовало внедрению европейских стандартов качества образования. В рамках программы Erasmus+ УзГУМЯ реализовал ряд проектов по развитию образовательных программ, повышению квалификации преподавателей и модернизации управления университетом.

Университет также активизировал работу по интернационализации образовательных программ. Были разработаны программы на английском языке, ориентированные на привлечение иностранных студентов, внедрены международные стандарты оценки качества образования, усилена интеграция международного компонента в учебные планы. УзГУМЯ начал целенаправленную работу по привлечению иностранных студентов, прежде всего из стран Центральной Азии, Ближнего Востока и Африки. Для этого были созданы специальные подготовительные отделения, программы адаптации иностранных студентов, разработаны маркетинговые стратегии продвижения университета на международном образовательном рынке.

В этот период значительно возросла активность университета в области международных научных исследований и публикаций. УзГУМЯ начал более активно участвовать в международных исследовательских проектах, финансируемых зарубежными фондами и организациями. Преподаватели и исследователи университета стали регулярно публиковаться в международных рецензируемых журналах, участвовать в престижных международных конференциях, входить в состав международных редакционных коллегий и экспертных советов. Университет также начал издавать собственные научные журналы с международным участием, что способствовало повышению его академической репутации и узнаваемости в международном научном сообществе.

Современный этап развития международного сотрудничества (2020-2024)

Последние годы характеризуются дальнейшим укреплением международных позиций УзГУМЯ и адаптацией международной деятельности к новым вызовам глобального образовательного пространства. Пандемия COVID-19, начавшаяся в 2020 году, оказала значительное влияние на формы и методы международного сотрудничества, ускорив процессы цифровизации и виртуализации международного взаимодействия. Университет быстро адаптировался к новым условиям, активно развивая онлайн-форматы международного сотрудничества, включая виртуальную академическую мобильность, онлайн-курсы с участием зарубежных преподавателей, виртуальные международные конференции и семинары.

В настоящее время УзГУМЯ продолжает расширять сеть международных партнеров и диверсифицировать формы сотрудничества. Университет активно работает над реализацией совместных исследовательских проектов в области лингвистики, методики преподавания иностранных языков, межкультурной коммуникации и цифровых технологий в образовании. Особое внимание уделяется развитию сотрудничества с университетами стран Шанхайской организации сотрудничества (ШОС) и Евразийского экономического союза (ЕАЭС), что соответствует внешнеполитическим приоритетам

Узбекистана и способствует углублению региональной интеграции в сфере образования.

Университет также активно участвует в международных рейтингах и процедурах международной аккредитации образовательных программ, что является важным инструментом повышения конкурентоспособности и международной узнаваемости вуза. УзГУМЯ работает над внедрением международных стандартов качества образования, гармонизацией образовательных программ с лучшими мировыми практиками, развитием системы обеспечения качества образования в соответствии с международными требованиями. Эти усилия направлены на то, чтобы сделать дипломы УзГУМЯ более конкурентоспособными на международном рынке труда и повысить привлекательность университета для иностранных студентов и партнеров.

Заключение

Анализ международного сотрудничества Узбекского государственного университета мировых языков за период с 1992 по 2024 год свидетельствует о последовательной и целенаправленной работе по интеграции вуза в мировое образовательное пространство. За более чем три десятилетия университет прошел путь от формирования базовых механизмов международного взаимодействия до становления одним из ведущих центров международного образовательного сотрудничества в Центральной Азии. Международная деятельность УзГУМЯ охватывает все основные направления интернационализации высшего образования: академическую мобильность студентов и преподавателей, реализацию совместных образовательных программ, международное научное сотрудничество, участие в глобальных образовательных инициативах.

Ключевыми факторами успеха международной деятельности УзГУМЯ стали стратегическое видение руководства университета, создание эффективной институциональной инфраструктуры для поддержки международных связей, профильная направленность университета на подготовку специалистов в области иностранных языков и международных отношений, а также поддержка со стороны государства, рассматривающего международное образовательное сотрудничество как важный инструмент модернизации национальной системы образования и интеграции Узбекистана в мировое сообщество.

Перспективы дальнейшего развития международного сотрудничества УзГУМЯ связаны с углублением стратегического партнерства с ведущими мировыми университетами, расширением участия в международных исследовательских проектах и грантовых программах, развитием виртуальной академической мобильности и цифровых форматов международного взаимодействия, укреплением позиций в международных рейтингах университетов, а также с более активным участием в формировании общего образовательного пространства в регионе Центральной Азии. Опыт УзГУМЯ в развитии международного сотрудничества может быть полезен для других университетов Узбекистана и региона, стремящихся к интернационализации своей деятельности и повышению конкурентоспособности в глобальном образовательном пространстве.

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Stages Of Development Of The Genre Of The Short Story

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Abstract

This thesis discusses the history, development, improvement as a literary and journalistic genre, lexical meaning and content of the short story genre. Writers who created in this genre, their thoughts, and examples of short stories are presented.

Keywords: short story, genre, Turkish literature, newspaper, article, fragment, piece.

Аннотация

Ушбу тезисда фикра жанрининг тарихи, ривожланиши, адабий-публицистик жанр сифатида такомиллашуви, луғавий маъно-мазмуни ҳақида фикр юритилади. Ушбу жанрда ижод қилган ёзувчилар, уларнинг фикр-мулоҳазалари, фикраларидан намуналар баён қилинган.

Калит сўзлар: фикра, жанр, турк адабиёти, газета, мақола, бўлак, парча.

Кириш. Фикра жанри қадимдан мавжуд бўлса-да, аммо ҳали бу жанр тўлиқ тадқиқ этилмаган. Адабий-публицистик жанр сифатида ҳозирча дарсликларга киритилмаган, аммо бу жанрда кўплаб ёзувчилар ижод қилиб келади. Хусусан, турк матбуоти ва адабиётида ушбу жанр намуналари кўплаб учрайди. Қолаверса, Абдулла Қаҳҳор, Асқад Мухтор, Эркин Аъзам каби ёзувчилар ижодида ҳам ушбу жанр намуналарини кўриш мумкин.

Zargan.com интернет сайтидаги туркча-инглизча луғатда фикра (усмонлича талаффузда fikra) сўзининг қуйидаги маънолари берилган:

Fikra-

- 1) article-мақола;
- 2) chestnut-латифа (эскирган сўз);
- 3) clause-модда;
- 4) column-колонка; устун;
- 5) head-асос;
- 6) item-банд;
- 7) paragraph-параграф;
- 8) subclause-гапнинг маъзи; модданинг қисми;
- 9) subparagraph-параграф таркибий қисми;
- 10) vertebra-умуртқа;
- 12) anecdote-латифа;
- 13) (newspaper) coulumn-устун (газета);
- 14) short feature-кичик воқеа (газета жанри).

Эътибор берадиган бўлсак, бу жанр то ҳақиқий фикра деб аталгунга қадар бир неча маъноларда ишлатилган, балки ҳозирда ҳам ишлатилсада, бадий публицистикада фикра деган сўз асосан парча, бўлак деган маъноларни англатади. Яъни, фикра бирон катта асарнинг бир бўлаги ҳисобланган.

Фаррух Жабборовнинг битирув малакавий ишида қуйидаги жумлалар мавжуд: “Навоий асарлари луғатида бу истилоҳга берилган изоҳни кўчирамыз: “Фиқарот – парчалар, бандлар, бўлимлар; Рангин фиқарот – чиройли парчалар, гўзал бандлар (адабиёт). Охирги жумладан маълум бўлишча, “фикра” сўзи ўрта асрлар адабиётида бирор бир асарнинг гўзал жойидан олинган парча сифатида талқин қилинган. Демак, мазкур истилоҳ ўз маъновий тадрижининг айни шу босқичида назмдаги қитъа жанрига яқинлик касб этган. Фарқ шунда бўлганки, назмий асардан олинган парча “фикра” дейилган.

Назмда фикра жанри бу тахлит пайдо бўлган бўлса-да, кейинроқ мустақил жанр бўлиб шаклланди. Фикра ҳам шу йўлни босиб ўтди. Энди ижодкорлар алоҳида фикра жанрида қалам сурадиган бўлдилар. Лекин Шарқ мумтоз адабиётида насрга эътибор сустиги учун фикра жанри кенг оммалашиб кетмайди. Тазкирачиликнинг анъана тусига кириши натижасида фикра банд, бўлими маъноси билан ривожлана бошлайди. Охир-оқибатда эса жанр бўлиб шаклланади” деб ёзади муаллиф.

Демак, фикра бўлиб шакллангунга қадар ушбу жанр бир неча босқичларни босиб ўтган. Бундан кўриниб турибдики, Алишер Навоий ижодидаги тазкира жанрида ёзилган асарлар аслида фикра жанрининг бир кўринишлари ҳисобланган. Кейинчалик у публицистик жанр сифатида ривожлана бошлаган.

Айтиб ўтганимиздек, фикра, аввало, бадиий жанр сифатида адабиётга кириб келган. Кейинчалик журналистика тараққиёти туфайли у адабий-публицистик жанр сифатида ҳам ривожлана бошлайди. Шуни алоҳида таъкидлаш керакки, фикра жанри илк маротаба турк адабиётида қўлланилган. Бу сўз туркчада латифа деган маънони ҳам англатган.

Ушбу жанр XX аср бошларида бадиий-публицистик жанр сифатида шаклланиб улгуради, шу маънода газета ва журналларнинг муайян устунларида бериб бориладиган, кундалик долзарб мавзулардан илҳомланган ҳолда, ортиқча тафсилотларга берилмай ёзилган кичик ҳажмли бадиий-публицистик жанр деб қараладиган бўлади.

“Бизнинг ишимизга ҳали ном қўйилмаган, – дейди Азиз Несин. – шунчаки фикра ёзувчилиги деб аталиб келинади. Фикра кулгили пурмаъно ҳикоя демакдир. Турк газетчилигининг илк фикра ижодкорлари ёзувчи-шоирлар бўлган. Шунинг учун улар жуда кўп ёзардилар. Ичиш қийин бўлган тахир дорилар шакар қўшиб берлиганидек, газета фикрасининг ташвиқий насиҳатомуз моҳияти осон ўқиладиган, осон англонадиган кулгу билан ўралади. Аҳмад Расим, Аҳмад Ҳошим, Нозим Ҳикмат каби ижодкорлар фикра ёзувчилигини мана шундай даражага кўтарган эдилар”.

Азиз Несиннинг фикридан ҳам кўриниб турибдики, фикранинг журналистик жанр сифатида ривожланишига асосий сабаб халққа даврнинг энг долзарб масалаларини содда тилда тушунтириб бериш бўлган.

Нозим Ҳикмат прозасини ўрганган, фикраларини рус тилига таржима қилган олим Л.Н.Старостов ёзади: “турк журналистикасида русчага таржиа қилиш қийин бўлган “фыкра” истилоҳи бор... Бу ерда гап бизнинг газеталаримизга хос бўлмаган ҳодиса ҳақида кетаяпти. Чунки бу жанр Туркияда пайдо бўлган ва доимий равишда бир қатор жиддий газеталарда чоп этилган. Шунинг учун ишга таниқли ёзувчи ва журналист жалб қилинади. У тахаллус билан газетанинг ҳар кунги сонида муайян устунда қисқа мақолачалари билан қатнашиб туриши лозим бўлган. (Бу жанрни шартли равишда комментария деб аташимиз мумкин). Комментария (фикра назарда тутиляпти) бир-бири билан боғлиқ бўлмаган турфа мавзуларда ёзилиши мумкин, ҳеч қандай қолипга солинмайди. У муаллифнинг индивидул дунёқараши ва услуби билан характерланади. Шу жиҳати билан бошқа жанрлардан фарқ қилади. Кўпинча гап ички ва ташқи сиёсатнинг долзарб масалалари ҳақида борса-да, бу мавзу ҳам доимий ва мажбурий эмас. Сюжет танлашда муаллиф эркиндир. Аммо муаллиф ёзганларига аудиториянинг ишониш-ишонмаслиги ҳам борки, бу эркинликка нисбатан масъулият ҳиссини юклайди. Бир қатор газеталарда доимий равишда икки-уч муаллифнинг комментариялари бериб борилади. Кўпгина таниқли турк журналистлари, жумладан, Бурҳон Фалак, Шавкат Радо, Илҳоми Сойсал, Илҳом Салжуқ, Метин Токер кабиларнинг эл орасида машҳурлигини газета бурчагида чиқадиغان фикралари таъминлаган. Мана қандай жанр бу фикра!”.

Ўзбек адабиётида эса истиқлол даври фикралари деганганда, асосан буюк жадид бобоми Фитрат фикраларини мисол сифатида айтиш мумкин. Масалан, унинг ижодига мансуб танлаган асарлар тўпламига “Юрт қайғуси” сарлавҳаси остида эрк, озодлик, истиқлол озодлик тараннум этилган. Шунингдек, жадид адабиёти намоёндаларидан яна бири Абдулла Авланийнинг “Туркий Гулистон ёзуд ахлоқ” асарида ҳам фикраларнинг

илмий турларини кўриш мумкин. Хусусан, “Хулқ”, “Фатонат”, “Ҳилм” кабилар шулар жумласидандир.

Хулоса сифатида айтиш мумкинки, фикра турк матбуотининг энг демократик, яъни сўз эркинлигини таъминловчи жанри ҳисобланади. Бир соннинг ўзида бир неча зид фикрдаги фикралар газета саҳифаларидан жой оларди. Мавзу ҳам шунга яраша бўлган. Турк матбуотининг энг ўқишли материаллари ҳам фикралар саналарди. Масалан, биз фақат ҳажвиялари билан танийдиган Азиз Несин ҳам фаол фикрачи-журналистлардан эди. У “Бизнинг ишимиз” фикрасида: “Вақт ўтиб, газетчилик адабиётдан ажралгач, ёзувчи-шоирлар ҳам газеталардан узоқлашган” деб ёзилади илмий ишда.

Ушбу жанрни тадқиқ қилиш орқали журналистика ривожига ҳисса қўшиш ниятимиз бор. Ўзбек журналистикасида ҳам қисқа ва лўнда, аммо ўткир мавзулардаги материаллар яна кўпаяверсин.

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Advantages Of Explaining Protein Denaturation To Students Through A Virtual Laboratory

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Abstract

This paper analyzes the benefits of explaining the process of protein denaturation to students through a virtual laboratory. Virtual laboratories make the educational process more effective and interactive, which makes it easier to understand complex processes. In particular, the ability to visually demonstrate and conduct experiments on microscopic processes such as protein denaturation deepens students' understanding. The article discusses the advantages of the virtual laboratory over traditional classes, such as visibility, security, cost reduction, and practical application of knowledge. At the same time, the role of virtual laboratories in the development of students' theoretical knowledge and practical skills is highlighted.

Key words: Virtual laboratory, protein denaturation, interactive education, visualization.

INTRODUCTION.

Advances in science and technology have had a major impact on the education system. In recent years, the introduction of virtual laboratories into the educational process has made it possible to effectively convey many scientific concepts to students. Virtual laboratories play an important role, especially in complex disciplines such as biochemistry. This article discusses the use of virtual laboratories and its results in explaining the essence of protein denaturation processes to students.

LITERATURE REVIEW AND METHODOLOGY

It is known that protein denaturation is the process of protein molecules losing their natural structure, resulting in a decrease or complete loss of their biological activity [1-2].

Proteins perform various functions in the body through their special three-dimensional structure, therefore, changes in this structure have a significant impact on the functional direction of proteins. The denaturation process usually occurs under the influence of heat, acid, alkali, or other chemicals [3-5].

RESULTS AND DISCUSSION

Research Objective.

To study the process of protein denaturation (loss of natural, i.e. biological properties) using virtual (imaginary) experiments. In carrying out this work, we relied on the following principles:

1. Efficient use of time and resources.

Traditional laboratory experiments require a lot of time and money. With the help of virtual laboratory experiments, the student can observe the denaturation process anywhere and at any time. This allows students to repeat research and experiments many times, which helps to understand the process more deeply. This type of flexibility makes virtual experiments much more effective.

2. **Safety of the experiment process.**

Biochemical experiments usually involve hazardous substances and complex equipment. In virtual laboratories, students do not have to worry about making mistakes or working with harmful chemicals during the experiment. Acids or high temperatures used in the denaturation process are safely simulated in the virtual environment, creating a safe learning environment in practice.

3. **Opportunity to learn from mistakes and try again.**

Virtual labs allow students to repeat experiments multiple times. In a traditional lab, the amount of chemicals may be limited or there may be no time to redo the experiment after making mistakes. In a virtual environment, students have the opportunity to learn from their mistakes and try again.

4. Flexibility and customization.

In virtual labs, students can customize experiments to their own level of knowledge and learning pace. Students can learn about protein denaturation, which can be complex, step-by-step, and have the opportunity to independently monitor their own level of understanding.

5. Environmentally friendly.

Many laboratories can harm the environment by using various chemicals. Virtual laboratories eliminate these risks, making the scientific learning process more environmentally friendly. Acids and other substances used in the denaturation process do not cause harm in a virtual environment.

The use of virtual laboratories in the educational process and its results

In our work, we created animations of virtual laboratory experiments on this topic and were able to demonstrate the structure and denaturation of proteins through 3D models. Students visually observed how protein molecules form bonds, how these bonds are broken, and what shape changes occur in proteins during denaturation. This method also proved to be very effective in helping students master theoretical concepts.

Virtual laboratories are important not only for scientific experiments, but also for modernizing the educational process. When explaining complex molecular processes such as protein denaturation to students, demonstrative and interactive teaching technologies increase their interest and increase their level of knowledge. In addition, virtual laboratories provide an easy and effective way to apply scientific concepts to practice, which allows students to apply theoretical knowledge in practice. The educational process through virtual laboratories becomes more interesting and interactive. As a result, students' interest in classes increases and they participate more actively. These results further strengthen the place of virtual laboratories in the modern educational process and allow students to receive more high-quality and effective knowledge.

Conclusion.

Virtual laboratory experiments have a very high didactic potential for explaining to students the essence of complex biochemical processes such as protein denaturation. Imaginary experiments play an important role in consolidating student knowledge and creating opportunities for demonstrative and safe learning. Virtual laboratories also greatly contribute to making the learning process more efficient, flexible, and environmentally friendly.

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The genre of the fiqra in the works of Askad Mukhtor and Erkin Azam

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Abstract

This thesis analyzes the features characteristic of the fiqra genre and their examples. In particular, the specific features, subject-content and relevance of the fiqra belonging to the works of Askad Mukhtor and Erkin Azam are highlighted.

Keywords: fiqra, article, miniature, Tundaliklar, Where is Paradise itself?

Аннотация

Ушбу тезисда фикра жанрига хос жиҳатлар ва уларга мисоллар таҳлил қилинган. Хусусан, Асқад Мухтор ва Эркин Аъзам ижодига мансуб фикрларнинг ўзига хос жиҳатлари, мавзу-мундарижаси ва долзарблиги ёритилган.

Калит сўзлар: фикра, мақола, миниатюра, Тундаликлар, Жаннат ўзи қайдадир?,

Кириш. Журналистикада ҳам, адабиётда ҳам ҳар бир жанрнинг ўзига яраша салмоғи бор. Худди шундай, ҳар бир жанрнинг ўз “усталари”. Ўзбек ёзувчилари – Асқад Мухтор ва Эркин Аъзам ижодида фикра жанри ўзига хос ўрин тутишини инобатга олган ҳолда, қуйида батафсил тўхталишга қарор қилдик.

Бу икки адиб ижодини биргаликда таҳлил қилишимизнинг сабаби, улар бир даврда ижод қилмаган бўлса-да, асарлари мавзу ва услуб жиҳатдан бир- бирига яқин туради.

“Қисқалик – истеъдоднинг ҳамшираси”, деган нақлга амал қилибми ёки катта нарсаларни ўқишга ҳафсаласи йўқ китобхоннинг вақтини аябми, лўнда, пурҳикмат публицистик лавҳа, чақмоқ сатрлар битди, – дея ёзади Сайди Умиров Асқад Мухтор ва унинг “Тундаликлар”и тўғрисида. – Бундай миниатюр лавҳалар Лихтенерг, Бернард Шоу, Станислав Ежи Летсда кўп учрайди. Энди бизда ҳам уфр бўлаётибди: Асқад Мухтор, Ғайбулла ас-Салом, Ўткир Ҳошимов қатралари бунинг мисолидир”.

Бир жумла ёки гап орқали катта фалсафий фикрни ифодалаш осон иш эмас. Бунинг учун ҳам маҳорат керак. Айниқса, ижодкорлар буни яхши билишади. Бундан ташқари, қисқалик ва лўндалик, ортиқча гапларга ўрин бермаслик ўқувчига ҳам фойда. Абдулла Қаҳҳор асарларининг ҳамон севиб ўқилишининг сабаблардан бири ҳам шу, бизнингча. Асқад Мухтор фақат адабиётимизгагина эмас, балки ўз ижодида ҳам бу асари билан ҳали маълум бўлмаган янги жанрга асос солди, дейиш мумкин. Нега адиб ўз асарини “Уйқу қочганда... (Тундаликлар)” деб номлади?

Бу асар адиб умрининг охири кунлари, беморлик вақтидаги беҳаловат ва уйқусиз тунларида туғилган ижод маҳсулларида иборат. Ундаги фикрлар муайян тартиб-қоида асосида ёзилмаган, аксинча, ўз номидан ҳам кўриниб турибдики, улар турли соҳаларга тегишлидир. Шундай бўлса-да, ҳар бир фикрнинг туғилишига нимадир ёки кимдир сабаб бўлганлигини, улкан буюмнинг митти зарралари эканлигини тушуниш қийин эмас. Чунки катта асарларнинг ёзилишида биттагина гап сабаб бўлган бўлиши ҳам мумкин-ку. Шунинг учун “Тундаликлар” адибнинг ҳаяжонларию, ўша вазиятдаги кайфиятини ифодаласа ҳам ажаб эмас. Асқад Мухтор фикраларининг ўзига хос томони шундаки, уларда нозик қалбнинг тафаккур оламини кўргандек бўламиз. Ўқиган ҳар бир фикр, ҳатто баъзи бир гаплар ҳам кўнгил ҳазинасига гавҳар мисоли бойлик бўлиб кириб боради. Уларни ўқиганда ўқувчи худди ўзини ёки бўлмаса, атрофдаги дўстларини, таниш-билишларини кўргандек ҳис қилади, ўзини.

Масалан, бутун бошли тарихий китобларга асос бўла оладиган қуйидаги фикрани мисол тариқасида келтирадиган бўлсак.

“Ўзбек халқининг номини Ўзбекхон исми билан боғлашади. “Ўзбекхон” ўзи қаердан келиб чиққан? Менингча, бу сўзнинг (демак халқ номининг ҳам) тарихи анча узоқ. 721 йилда

туркий қабилаларнинг қурултойи бўлган. Шунда Билга хоқон ўз нутқини бундай сўзлар билан бошлайди: “Эй, турк, ўғиз беклари!”. “Ўғиз” у вақтда қabila маъносида ишлатилган. Демак, “Ўғиз беги” – қabila бошлиғи деган сўз. Ўзбеклар туркийларнинг ана шу қатламига мансуб табақадан келиб чиққан деган фаразим бор”, – деб ёзади Асқад Мухтор.

Бу фикрлар, адиб айтганидек, унинг фаразларидан иборат бўлса-да, ҳали кўпчилик беҳабар фактлар ҳамдир. Ўтмиш ҳақида, тарихий ҳужжатлар хусусида гапириш учун аввало, у ҳақда тўлиқ билимга эга бўлиш керак. Асқад Мухтор, ана шундай ақл-заковат соҳиби бўлган десак, адашмаган бўламиз.

Шунингдек, ушбу китобдан ўрин олган “Вақт” сарлавҳали фикрага назар ташлайдиган бўлсак, “Олам яралибдики, вақт доимо ҳамма нарсанинг устидан ҳукмронлик қилиб келяпти. Инсоният не-не кашфиётлар қилди: ойга учди, сув ости кемасини ўйлаб топди.. Ҳатто табиатни ҳам ақл-идрок билан ўзига бўйсундириб олди. Аммо, вақт...”.

Адиб айтганидек, “Бекор ўтган соатларни-ку унчалик эсламаймиз, улар унутилади. Аслида, уларнинг ҳам ҳар бири кичик бир фожиа. Чунки уларни йиғиб келсангиз, умрнинг ўзи бўлмаса ҳам, унинг маълум бир қисми зое кетганини англайсиз...”.

Буюк файласуф Суқрот ўлимга ҳукм қилинганида бир ой мобайнида мусиқа асбоби чалишни ўрганган экан. Ўладиган одам, бу ҳунарни ўрганиб нима қиласиз?”, – дейишса, “Буни билиш учун кейин вақтим бўлмайди” дея жавоб берган экан. Бу ҳақда ёзувчи Эркин Аъзам ҳам “Шошмасдан шошилинг” сарлавҳали мақоласида яхши бир гапни айтади: “Шошмасдан шошилайлик, азиз замондош! Токи, шиддат замони “аттанг” замонига айланиб қолмасин”. Зеро, Аллоҳ томонидан инсон учун берилган ҳар бир дақиқадан унумли фойдаланишга улгуришимиз керак. Акс ҳолда, умримиз бекор ўтган бўлади.

Дарҳақиқат, Эркин Аъзам “Тафаккур” журнаlining ҳар бир сонида бош мақола сифатида фикралар бериб бормоқда. 2007 йил “Шарқ” нашриётида муаллифнинг “Жаннат ўзи қайдадир?” китоби чоп этилди. Унинг асосий қисмини публицистик фикралар ташкил қилади. Аннотацияда берилган “фикра” сўзи англашмовчилик сабабли “икра” тарзида ёзилган. Эркин Аъзамнинг айтишича, у аввал ёзганларини фикра деб тақдим этмоқчи бўлган. Ҳали бу жанр кўпчиликка ноташи бўлгани учун “публицистик миниатюралар” номи билан эълон қилган. Л.Н.Старостов ҳам Нозим Ҳикмат фикрларини “прозаик миниатюра” деб таржима қилган эди. Адабиётшунослик терминлар луғатида “Миниатюра деганда очерк, ҳикоя ва кичик пьесалар ҳам англашилади” дейилади. Англашиладики, фикранинг маъноси миниатюранинг маъносидан кенгроқ.

Эркин Аъзам фикралари дастлаб анчайин “енгил” бўлганини кўришимиз мумкин: шунчаки журналнинг бош мақоласидай расмийроқ бўлган. Охирги фикралари эса тезда кўплаб ўқувчиларнинг эътиборини тортди, меҳрини қозонди. Чунки уларда фирага хос бўлган долзарблик, сиқиклик, дадиллик ва биров киноявий ёндашув бор эди. Эркин Аъзамнинг кейинги фикралари қуйма қолипга кириб бормоқда: бамисоли ёмби дейсиз. “Намкашлик”, “Ялаш бошқа, сийлаш бошқа”, “-ов”, “-ов”, “-вич”, “вич”, “Ҳозирийлар” каби қатор фикралари ўқувчилар эътиборига тушди.

Хулоса сифатида айтадиган бўлсак, бу каби фикралардан ушбу китобга кирганлари анчагина. Уларнинг ҳар бири алоҳида-алоҳида битирув малакавий ишларига, диссертацияларга мавзу ва ғоя бўлиши мумкин. Зеро, уларда кўтарилган муаммо ва мавзулар ҳам ўзининг куннинг муҳим масаласи эканлиги ҳамда айна пайтда долзарблиги билан ажралиб туради.

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Directions Of Remote Banking Services In Commercial Banks In The Digital Economy

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Annotation

In this thesis, the rapid development of the digital economy in recent decades has led to fundamental changes in the financial sector, in particular in the system of commercial banks. Information and communication technologies (ICT), mobile devices, cloud services, artificial intelligence and the ability to process large amounts of data are moving banking services away from the traditional branch model and forming an ecosystem of remote, automated and customer-oriented services. Remote banking services are a set of services designed to allow customers to carry out transactions through electronic and digital channels, without having to face the bank face to face. These include mobile and internet banking, QR and POS payments, open banking interfaces, digital lending and deposits, virtual branches, and electronic identification systems. For Uzbekistan and other developing countries, the development of remote banking services is not only a means of increasing bank profits and reducing operating costs, but also a strategic direction that serves to expand financial inclusion, increase economic transparency, and the overall growth of the digital economy. In this regard, this thesis provides a detailed analysis of the trends in remote banking services, their economic and operational impact, adaptation to the requirements of the technological and regulatory environment, and future development directions, as well as practical recommendations.

Keywords: digital economy, commercial banks, remote banking services, internet banking, mobile applications, digital transformation, payment systems, fintech technologies.

Annotatsiya

Ushbu tezisda so'nggi o'n yilliklarda raqamli iqtisodiyotning tez sur'atlar bilan rivojlanishi moliya sektori, xususan tijorat banklari tizimida fundamental o'zgarishlarni keltirib chiqardi. Axborot-kommunikatsiya texnologiyalari (AKT), mobil qurilmalar, bulutli xizmatlar, sun'iy intellekt va katta hajmdagi ma'lumotlarni qayta ishlash imkoniyatlari bank xizmatlarini an'anaviy filial modelidan uzoqlashtirib, masofaviy, avtomatlashtirilgan va mijozga yo'naltirilgan xizmatlar ekotizimini shakllantirmoqda. Masofaviy bank xizmatlari mijozlar bank bilan yuzma-yuz ko'rinishda bo'lmasdan, elektron va raqamli kanallar orqali operatsiyalarni amalga oshirishi uchun yaratilgan xizmatlar majmuasidir. Ular orasiga mobil va internet-banking, QR va POS-to'lovlar, open banking (ochiq banklik) interfeyslari, raqamli kreditlash va depozitlar, virtual filiallar hamda elektron identifikatsiya tizimlari kiradi. O'zbekiston va boshqa rivojlanayotgan mamlakatlar uchun masofaviy bank xizmatlarini rivojlantirish nafaqat banklar daromadini oshirish va operatsion xarajatlarni kamaytirish vositasi, balki moliyaviy inklyuziyani kengaytirish, iqtisodiyotning shaffofligini oshirish va raqamli iqtisodiyotning umumiy o'sishiga xizmat qiluvchi strategik yo'nalishdir. Shu munosabat bilan mazkur tezisda masofaviy bank xizmatlarining yo'nalishlari, ularning iqtisodiy va operatsion ta'siri, texnologik hamda me'yoriy muhit talablariga moslashuvi va istiqboldagi rivojlanish yo'nalishlari hamda amaliy tavsiyalar batafsil tahlil qilinadi.

Kalit so'zlar: raqamli iqtisodiyot, tijorat banklari, masofaviy bank xizmatlari, internet-banking, mobil ilovalar, raqamli transformatsiya, to'lov tizimlari, fintech texnologiyalar.

Asosiy qism: Raqamli iqtisodiyot sharoitida tijorat banklarining asosiy ustuvor yo'nalishlaridan biri bu masofaviy bank xizmatlarini joriy etish va ularni takomillashtirishdir. Bugungi kunda moliyaviy tizimda raqamli texnologiyalarning chuqur kirib borishi natijasida bank xizmatlari shakli, mazmuni va ko'lamida tub o'zgarishlar yuz bermoqda. Endilikda mijozlar bank filialiga

borib navbat kutmasdan, internet va mobil ilovalar orqali istalgan joydan o'z hisobvaraqlarini boshqarish, to'lovlar amalga oshirish, kredit olish, depozit ochish va investitsiya xizmatlaridan foydalanish imkoniyatiga ega bo'ldilar. Shunday qilib, masofaviy bank xizmatlari nafaqat mijozlar uchun qulaylik yaratmoqda, balki banklarning o'z faoliyatida samaradorlikni oshirish, operatsion xarajatlarni kamaytirish va raqobatbardoshlikni kuchaytirish imkonini bermiqda.

O'zbekiston tijorat banklari oxirgi yillarda raqamli iqtisodiyot talablariga mos tarzda faol modernizatsiya qilinmoqda. Mobil banking, internet banking, QR to'lovlar, onlayn kreditlash, raqamli depozitlar va virtual kartalar kabi xizmatlar keng ommalashmoqda. Bu jarayonlarda banklarning raqamli infratuzilmasini rivojlantirish, axborot xavfsizligini ta'minlash va mijozlar ishonchini oshirish asosiy vazifalardan biri bo'lib qolmoqda. Xususan, Markaziy bank tomonidan joriy etilgan "Raqamli bank tizimini rivojlantirish strategiyasi" doirasida bank xizmatlarining onlayn formatga o'tishi, fintech kompaniyalar bilan hamkorlikni kengaytirish va elektron to'lov tizimlarini takomillashtirish bo'yicha bir qator chora-tadbirlar amalga oshirilmoqda. Masofaviy xizmatlarning kengayishi bank tizimining iqtisodiy samaradorligiga ham sezilarli ta'sir ko'rsatmoqda. Statistik ma'lumotlarga ko'ra, O'zbekistonda 2020–2025 yillar davomida mobil va internet-banking foydalanuvchilari soni bir necha baravar oshgan, ularning ulushi jami bank mijozlarining qariyb 70 foizini tashkil etmoqda. Bu ko'rsatkich raqamli iqtisodiyot rivojlanishining amaliy natijasidir. Masofaviy xizmatlar tufayli banklar uchun mijozlar bilan ishlash jarayoni avtomatlashtirilmoqda, tranzaksiyalar tezligi oshib, xatoliklar kamaymoqda. Shu bilan birga, bunday xizmatlar orqali amalga oshiriladigan to'lovlar naqd pul aylanmasini kamaytirib, iqtisodiyotda moliyaviy shaffoflikni kuchaytirishga ham xizmat qilmoqda. Raqamli xizmatlarning eng muhim yo'nalishlaridan biri bu mijozlarga yo'naltirilgan innovatsion yechimlarni joriy etishdir. Masalan, ayrim tijorat banklari sun'iy intellekt texnologiyalaridan foydalangan holda mijozlarga avtomatik kredit baholash (credit scoring) tizimini taklif qilmoqda. Bu orqali kredit olish jarayoni tezlashmoqda, subyektiv inson omili kamaymoqda va qarorlar yanada shaffoflashmoqda. Shuningdek, ochiq banklik (open banking) mexanizmlari orqali banklar o'z API platformalarini FinTech kompaniyalarga taqdim etib, yangi moliyaviy mahsulot va xizmatlarni ishlab chiqish imkonini yaratmoqda. Bunday hamkorlik natijasida bank ekotizimlari kengayib, mijozlar uchun yangi imkoniyatlar paydo bo'lmoqda. Biroq masofaviy bank xizmatlarini rivojlantirish jarayonida ayrim muammolar ham mavjud. Eng avvalo, bu internet infratuzilmasining ayrim hududlarda yetarlicha rivojlanmagani, aholining raqamli savodxonligi pastligi va kiberxavfsizlikka oid xavflarning ortib borishi bilan bog'liq. Ayrim foydalanuvchilar raqamli xizmatlardan foydalanishda xavotir bildiradilar, bu esa ularning raqamli moliyaviy tizimga to'liq kirib kelishiga to'sqinlik qiladi. Shu bois tijorat banklari nafaqat texnologik modernizatsiyani, balki mijozlar bilan axborot-kommunikatsiya ishlarini kuchaytirishi, ularga raqamli moliyaviy savodxonlik bo'yicha treninglar o'tkazishi zarur.

O'zbekiston bank tizimida raqamli xizmatlar kengayishi statistik jihatdan ham sezilarli ko'rinmoqda. Masalan, 2025 yil 1-iyul holatiga ko'ra, remote banking (masofaviy bank xizmatlaridan) foydalanuvchilarning umumiy soni quyidagi banklar bo'yicha: Xalq bankida 8,061,351, Ipoteka-bankda 4,425,403, UzSanoatqurilish bankida 5,538,236 kabi ko'rsatkichlar bilan o'smoqda. Shu bilan birga, barcha tijorat banklarida remote banking xizmatlaridan foydalanuvchilarning jami soni ham sezilarli darajada oshgan; 2024 yilda remote service userlar soni 48.4 millionni tashkil etib, bir yil oldingiga nisbatan 23.1% ga ko'proq bo'ldi.

Internet resurslariga kira oladigan aholi ulushi ham yuqori bo'lib, 2024 yilda O'zbekistonda internet foydalanuvchilari ulushi 93.3% ga yetdi; buning natijasida raqamli kanallardan faol foydalanish imkoniyati kengaydi. Shuningdek, 2025 yilning boshida (yanvar-avgust) ko'rsatkich 94.2% ga yaqinlashdi.

To'lov operatsiyalari hajmida ham raqamli tendensiyalar aniq: masalan, 2023 yilda Uzcard va Humo orqali P2P pul o'tkazmalari hajmi 224.3 trillion so'mga yetib, 2022 yilga nisbatan 56% ga o'sdi. POS-terminal orqali amalga oshirilgan tranzaksiyalar hajmi 2022-yildagi 122.1 trillion so'mdan 2023 yil oxiriga kelib 181.5 trillion so'mga yetib, 48.3% ga oshdi. Raqamli infratuzilma

ham kengaymoqda: aholi sonining katta qismi mobil qurilmalardan foydalanmoqda — misol uchun, “mobil qurilma foydalanuvchilari” statistikasi 31.84 million kishi bo‘lgan, bu butun aholining taxminan 90% ga yaqin. Shunday qilib, mazkur statistik ko‘rsatkichlar tasdiqlaydiki, masofaviy bank xizmatlarining yo‘nalishlari nafaqat nazariyada, balki amaliy jihatdan keng rivojlanmoqda. Banklar remote banking foydalanuvchilari sonini oshirish, to‘lov operatsiyalarining raqamli kanallarga ko‘chishi, POS-terminal tarmog‘i kengayishi, internet xizmatlarining aholi orasida tarqalishi kabi omillarni hisobga olib o‘z strategiyalarini shakllantirmoqdalar.

Tahlillar shuni ko‘rsatadiki, masofaviy bank xizmatlarini kengaytirish natijasida tijorat banklarining daromad manbalari diversifikatsiyalanadi, xizmat ko‘rsatish sifati oshadi va mijozlar bazasi kengayadi. Biroq bu jarayonni muvaffaqiyatli amalga oshirish uchun kuchli axborot xavfsizligi tizimi, zamonaviy texnik infratuzilma, ilg‘or dasturiy yechimlar va malakali IT mutaxassislariga ehtiyoj ortib bormoqda. Shu maqsadda tijorat banklari ichki IT bo‘limlarini mustahkamlashi, startaplar bilan hamkorlikni kengaytirishi, shuningdek, raqamli transformatsiyani qo‘llab-quvvatlovchi regulativ mexanizmlarni ishlab chiqishi lozim.

Umuman olganda, raqamli iqtisodiyotda tijorat banklarining masofaviy xizmatlarni rivojlantirish yo‘nalishlari quyidagilarda namoyon bo‘lmoqda: birinchidan, xizmatlarni to‘liq onlayn shaklga o‘tkazish orqali mijozlar bilan o‘zaro aloqani soddalashtirish; ikkinchidan, bank operatsiyalarining avtomatlashtirilgan boshqaruvini joriy etish; uchinchidan, kiberxavfsizlikni mustahkamlash va ma‘lumotlarni himoya qilish tizimini kuchaytirish; to‘rtinchidan, fintech hamkorliklari orqali yangi raqamli mahsulotlarni yaratish; beshinchidan, aholining raqamli savodxonligini oshirish va raqamli inklyuziya darajasini kengaytirish. Ushbu yo‘nalishlar bo‘yicha izchil ish olib borish tijorat banklarining raqobatbardoshligini oshiradi, moliyaviy xizmatlar sifati va tezligini yaxshilaydi hamda O‘zbekistonning raqamli iqtisodiyot sari harakatini jadallashtiradi.

Xulosa: Raqamli iqtisodiyot sharoitida tijorat banklarining rivojlanishida masofaviy bank xizmatlari muhim o‘rin egallab, bank tizimining raqobatbardoshligini belgilovchi asosiy omillardan biriga aylanmoqda. Tadqiqot natijalari shuni ko‘rsatadiki, O‘zbekiston tijorat banklarida so‘nggi yillarda raqamli transformatsiya jarayonlari jadallashtirilib, internet-banking va mobil ilovalar orqali xizmat ko‘rsatish hajmi keskin ortgan. Masofaviy xizmatlardan foydalanuvchilarning soni yildan-yilga ko‘payib, 2025 yilga kelib 48 milliondan ortiq mijoz raqamli bank xizmatlaridan foydalangan. Bu esa, aholining moliyaviy xizmatlardan foydalanish imkoniyatlarini kengaytirib, bank tizimining ochiqqligini va shaffofligini oshirmoqda.

Bundan tashqari, raqamli xizmatlar banklar uchun operatsion xarajatlarni kamaytirish, filial tarmog‘ini optimallashtirish, mijozlar bilan tezkor aloqa o‘rnatish va yangi moliyaviy mahsulotlarni ishlab chiqish imkonini berdi. Shu bilan birga, elektron to‘lov tizimlari, mobil banking va internet banking xizmatlarining kengayishi bank tizimida naqd pulsiz hisob-kitoblar ulushini oshirib, milliy iqtisodiyotda barqaror pul aylanishini ta‘minlashga xizmat qilmoqda. Shu o‘rinda, raqamli bank xizmatlarini yanada rivojlantirish uchun texnologik infratuzilmani mustahkamlash, axborot xavfsizligini kuchaytirish, mijozlarning raqamli savodxonligini oshirish va fintech kompaniyalar bilan hamkorlikni kengaytirish zarur. Uzoq muddatli istiqbolda esa masofaviy bank xizmatlari banklar faoliyatining markaziy yo‘nalishiga aylanib, O‘zbekistonning moliyaviy tizimini to‘liq raqamlashtirish jarayoniga sezilarli hissa qo‘shadi.

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Poverty Reduction Strategies Based On The Development Of Small Businesses

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Abstract

Poverty remains one of the most persistent global challenges of the 21st century, affecting millions of individuals across both developed and developing nations. As governments, economists, and international organizations strive to devise sustainable solutions, small business development has emerged as one of the most effective and inclusive strategies for poverty reduction. This article explores how the growth and empowerment of small businesses can serve as a powerful catalyst for alleviating poverty. It examines the relationship between entrepreneurship, employment creation, innovation, and local economic development, emphasizing the importance of access to finance, capacity building, and government support. The discussion also highlights the role of technology, education, and gender inclusion in empowering marginalized groups. By analyzing successful models from various countries, the paper underscores how small business development contributes not only to poverty reduction but also to long-term socio-economic stability.

Keywords: poverty reduction, small business development, entrepreneurship, economic growth, employment, financial inclusion, sustainable development.

Introduction

Poverty is a complex and multidimensional phenomenon characterized by the lack of access to basic needs such as food, shelter, healthcare, and education. Despite global progress in reducing extreme poverty, inequality and economic vulnerability remain deeply entrenched. The World Bank (2024) reports that more than 700 million people still live on less than \$2.15 a day, and many more hover just above the poverty line. In this context, sustainable strategies that promote income generation, local empowerment, and economic resilience are urgently needed. One of the most promising solutions lies in the promotion and development of small businesses.

Small businesses, often referred to as small and medium-sized enterprises (SMEs), play a pivotal role in job creation, innovation, and social inclusion. They represent over 90% of all businesses worldwide and account for more than half of global employment (OECD, 2022). By fostering entrepreneurship and enabling individuals to generate income independently, small businesses serve as engines of economic transformation. Their development has been linked not only to the reduction of unemployment but also to the improvement of social mobility and the empowerment of marginalized communities. This article explores how small business development can serve as a strategic approach to poverty reduction. It analyzes the mechanisms through which entrepreneurship stimulates economic growth, the barriers faced by small business owners, and the policy measures required to support this sector effectively.

The Role of Small Businesses in Poverty Reduction. Small businesses act as fundamental pillars in local economies, especially in developing countries where formal employment opportunities are limited. They provide livelihoods to millions of individuals who might otherwise remain unemployed or underemployed. The relationship between small business development and poverty reduction is grounded in several interrelated mechanisms. First, small businesses stimulate job creation. In developing economies, large-scale industries often employ only a small portion of the labor force, while small enterprises absorb a much larger share of workers. For instance, in Sub-Saharan Africa and South Asia, SMEs account for more than 80% of all

employment opportunities outside the agricultural sector (UNCTAD, 2023). By generating jobs, small businesses provide income sources that lift households out of poverty and improve living standards. Second, small businesses encourage entrepreneurship and innovation. Individuals who start their own enterprises often find creative ways to meet local needs and solve community problems. This innovation can lead to improved access to essential goods and services, particularly in rural or underserved areas. Furthermore, entrepreneurship nurtures self-reliance, confidence, and skill development among low-income populations, creating a ripple effect of empowerment and productivity. Third, small businesses promote economic diversification. In many low-income countries, overdependence on a few sectors such as agriculture or extractive industries has made economies vulnerable to shocks. The growth of small businesses across various sectors—retail, manufacturing, digital services, and tourism—helps to create a more resilient and diversified economic structure that can better withstand crises.

Access to Finance and Capital Formation. One of the most significant challenges faced by small businesses in poverty-stricken regions is limited access to finance. Without adequate capital, entrepreneurs cannot invest in equipment, hire workers, or expand operations. Traditional banks often consider small enterprises as high-risk borrowers due to their limited credit history, lack of collateral, and informal business structures. Microfinance institutions (MFIs) and community-based lending models have emerged as effective alternatives to bridge this financing gap. Microcredit initiatives, popularized by organizations such as Grameen Bank in Bangladesh, have demonstrated the power of providing small loans to poor entrepreneurs, particularly women. These loans allow individuals to start or expand small ventures such as tailoring, farming, or handicrafts, which in turn generate income and promote self-sufficiency. Additionally, modern financial technologies (FinTech) are revolutionizing access to finance for small business owners. Mobile banking and digital payment platforms such as M-Pesa in Kenya have empowered millions of entrepreneurs to manage transactions, save money, and access microloans more efficiently. As noted by Demirgüç-Kunt and Klapper (2022), digital finance contributes significantly to financial inclusion, allowing even the poorest households to participate in the formal economy.

Capacity Building and Entrepreneurial Education. Beyond access to finance, capacity building and entrepreneurial education are critical to the success of small businesses. Many small business owners lack essential skills in management, marketing, accounting, and digital literacy. Without proper training and mentorship, even the most promising ventures may fail due to poor planning or mismanagement. Governments and development organizations play a vital role in establishing entrepreneurship training programs. For instance, the International Labour Organization's "Start and Improve Your Business" (SIYB) program has provided entrepreneurial training to over 7 million people across 100 countries. Such initiatives help participants acquire the technical and managerial competencies necessary to sustain their businesses. Furthermore, integrating entrepreneurship education into school and university curricula can cultivate an entrepreneurial mindset among young people. Encouraging creativity, problem-solving, and business acumen at an early stage not only reduces future unemployment but also nurtures a generation of innovators capable of contributing to long-term poverty reduction.

Government Policies and Institutional Support. The development of small businesses cannot occur in isolation; it requires supportive government policies, institutional infrastructure, and an enabling business environment. Policies that reduce bureaucratic barriers, simplify tax regulations, and ensure property rights are essential to encourage business formation and growth. For instance, the World Bank's "Ease of Doing Business" reports have consistently shown that countries with streamlined business registration processes experience higher rates of entrepreneurship. Moreover, public-private partnerships (PPPs) can help provide resources, training, and access to markets for small entrepreneurs. Governments can also establish

incubators, innovation hubs, and cooperative associations to support networking and collaboration among small business owners. In addition, procurement policies that prioritize local SMEs in public contracts can help small enterprises grow sustainably. When local governments buy from small suppliers, they not only stimulate local economic activity but also strengthen community resilience against poverty.

The Role of Technology and Digital Transformation. Digital transformation has opened new opportunities for small businesses to thrive in the global economy. Online platforms allow small entrepreneurs to access wider markets, reach new customers, and operate efficiently with lower costs. E-commerce, digital marketing, and social media have become essential tools for business expansion and visibility. In many developing countries, digital entrepreneurship is proving to be a game changer. Platforms like Etsy, Shopify, and Alibaba have enabled millions of small producers and artisans to sell products internationally. Moreover, online freelancing platforms provide remote work opportunities for individuals who may otherwise lack access to formal employment. However, to harness the full potential of technology, digital literacy and infrastructure development are essential. Governments must invest in internet connectivity, cybersecurity, and training programs that enable small business owners to use technology effectively.

Gender Inclusion and Empowerment through Small Business Development

Empowering women through small business development has a direct impact on poverty reduction. According to UN Women (2023), women reinvest up to 90% of their income into their families and communities, compared to 30–40% for men. Therefore, supporting women entrepreneurs can generate a powerful multiplier effect in poverty alleviation. Programs that provide women with access to credit, training, and mentorship are crucial in overcoming structural inequalities. The success of microenterprise programs targeting women in countries like Bangladesh, India, and Kenya has shown that gender-focused entrepreneurship policies not only reduce household poverty but also promote gender equality and social cohesion.

Challenges and Barriers to Small Business Development. Despite their potential, small businesses face numerous barriers that can hinder their contribution to poverty reduction. These include regulatory complexities, corruption, inadequate infrastructure, limited access to markets, and lack of financial literacy. In many regions, small entrepreneurs also struggle with high taxes, informal sector constraints, and competition from large corporations. To address these issues, comprehensive reforms are necessary. Governments must create transparent and inclusive frameworks that encourage entrepreneurship, provide incentives for small business registration, and protect the rights of small investors. International cooperation and investment can also help to strengthen the institutional capacity of developing economies.

Conclusion

The development of small businesses represents one of the most practical and sustainable pathways toward poverty reduction. By creating employment opportunities, encouraging innovation, and fostering local economic development, small enterprises empower individuals and communities to break the cycle of poverty. However, this potential can only be realized through concerted efforts by governments, private sectors, and international partners to remove barriers and promote inclusive growth. Access to finance, entrepreneurial education, technological advancement, and supportive policies are key pillars for empowering small businesses. With the right environment and resources, small business development can transform poverty-stricken communities into thriving hubs of economic activity and innovation, contributing not only to individual well-being but also to national prosperity and sustainable development.

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Issues Of Digitalization Of Banking Services In Commercial Banks

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Annotation

This thesis analyzes the essence of the process of digitalization of banking services in commercial banks, its impact on economic efficiency, as well as existing problems and ways to overcome them. The introduction of digital technologies in the banking system serves as an important factor in improving the quality of services, creating convenience for customers, reducing operating costs and ensuring financial stability. The study presents the level of development of digital infrastructure in commercial banks of Uzbekistan, the expansion of Internet and mobile banking services, the importance of electronic payment systems and their comparative analysis with international experience. Also, the main problems encountered in the implementation of digital banking services are studied, such as technological security, human resources capacity and digital literacy of customers. In conclusion, it is emphasized that it is necessary to accelerate the digitalization process in commercial banks, widely introduce innovative solutions, and strengthen cooperation with fintech companies.

Keywords: digital economy, commercial banks, digitalization, banking services, internet banking, mobile banking, electronic payment systems, fintech, innovation, information technologies.

Annotatsiya

Ushbu tezisdagi tijorat banklarida bank xizmatlarini raqamlashtirish jarayonining mazmun-mohiyati, uning iqtisodiy samaradorlikka ta'siri hamda mavjud muammolar va ularni bartaraf etish yo'llari tahlil qilingan. Raqamli texnologiyalarni joriy etish bank tizimida xizmatlar sifatini oshirish, mijozlar uchun qulaylik yaratish, operatsion xarajatlarni kamaytirish va moliyaviy barqarorlikni ta'minlashda muhim omil bo'lib xizmat qilmoqda. Tadqiqotda O'zbekiston tijorat banklarida raqamli infratuzilmani rivojlantirish darajasi, internet va mobil banking xizmatlarining kengayishi, elektron to'lov tizimlarining ahamiyati hamda ularning xalqaro tajriba bilan solishtirilgan tahlili keltirilgan. Shuningdek, raqamli bank xizmatlarini joriy etishda duch kelinayotgan asosiy muammolar texnologik xavfsizlik, kadrlar salohiyati va mijozlarning raqamli savodxonligi kabi omillar o'rganilgan. Xulosa sifatida, tijorat banklarida raqamlashtirish jarayonini jadallashtirish, innovatsion yechimlarni keng joriy etish va fintech kompaniyalar bilan hamkorlikni kuchaytirish zarurligi ta'kidlangan.

Kalit so'zlar: raqamli iqtisodiyot, tijorat banklari, raqamlashtirish, bank xizmatlari, internet-banking, mobil banking, elektron to'lov tizimlari, fintech, innovatsiya, axborot texnologiyalari.

So'nggi yillarda jahon miqyosida raqamli texnologiyalar iqtisodiyotning barcha tarmoqlariga, xususan, moliya va bank tizimiga chuqur kirib bormoqda. Raqamli iqtisodiyot sharoitida tijorat banklarining faoliyati tubdan yangilanib, xizmat ko'rsatish shakllari, mijozlar bilan o'zaro munosabatlar va moliyaviy mahsulotlar mazmuni o'zgarib bormoqda. Bugungi kunda raqamlashtirish bank tizimining strategik ustuvor yo'nalishiga aylangan bo'lib, uning asosiy maqsadi — xizmatlar sifatini oshirish, operatsion xarajatlarni kamaytirish, mijozlar uchun qulaylik yaratish va bank faoliyatining shaffofligini ta'minlashdan iboratdir.

O'zbekiston Respublikasi Prezidenti tomonidan qabul qilingan "O'zbekiston – 2030" strategiyasi hamda bank tizimini raqamlashtirishga oid qator qarorlar bu boradagi islohotlarning huquqiy asosini yaratdi. Natijada, tijorat banklarida internet-banking, mobil ilovalar, QR-to'lovlar, biometrik identifikatsiya, onlayn kreditlash va elektron hamyon kabi xizmat turlari joriy etilib, moliyaviy xizmatlar bozori jadal raqamli transformatsiyaga yuz tutmoqda. Shu bilan birga,

raqamlashtirish jarayonida qator muammolar ham kuzatilmoqda. Jumladan, texnologik infratuzilmaning yetarlicha rivojlanmagani, kiberxavfsizlik masalalari, bank xodimlari va mijozlarning raqamli savodxonlik darajasining pastligi raqamli bank xizmatlarini to'liq joriy etishga to'sqinlik qilmoqda. Shu bois, tijorat banklarida raqamlashtirish masalalarini ilmiy jihatdan o'rganish, mavjud muammolarni aniqlash hamda ularni hal etish bo'yicha samarali takliflar ishlab chiqish dolzarb ahamiyat kasb etadi. Mazkur tezisda tijorat banklarida bank xizmatlarini raqamlashtirish jarayonining hozirgi holati, asosiy yo'nalishlari, muammolari va istiqbollari tahlil qilinib, raqamli transformatsiyani chuqurlashtirish orqali bank tizimining samaradorligini oshirish imkoniyatlari ko'rib chiqiladi.

Tijorat banklarida bank xizmatlarini raqamlashtirish jarayoni hozirgi kunda nafaqat texnologik, balki iqtisodiy va strategik ahamiyatga ega bo'lgan omil sifatida qaralmoqda. Raqamli texnologiyalarni joriy etish bank faoliyatining barcha yo'nalishlariga — to'lov tizimlari, kreditlash, depozit operatsiyalari, valyuta amaliyotlari, investitsion xizmatlar va mijozlar bilan aloqalarga — bevosita ta'sir ko'rsatmoqda. Jahon banki, Xalqaro valyuta jamg'armasi va Osiyo taraqqiyot bankining tahlillariga ko'ra, bank tizimida raqamli yechimlardan foydalanish moliyaviy inklyuziyani kengaytiradi, aholining moliyaviy xizmatlardan foydalanish imkoniyatlarini oshiradi va naqd pulsiz iqtisodiyot ulushini sezilarli darajada ko'paytiradi. O'zbekiston tajribasiga nazar tashlansa, so'nggi yillarda tijorat banklarida raqamlashtirish jarayoni sezilarli darajada tezlashdi. Markaziy bank ma'lumotlariga ko'ra, 2025 yil 1-iyul holatiga mamlakatda masofaviy bank xizmatlaridan foydalanuvchilar soni 48,4 million nafarni tashkil etdi, bu ko'rsatkich 2024 yilga nisbatan 23,1 foizga o'sdi. Faqatgina mobil banking foydalanuvchilari soni 35 million nafardan oshib, aholining 90 foizga yaqini raqamli moliyaviy xizmatlardan foydalanmoqda. Eng faol foydalanuvchilar Xalq banki (8,06 million), Sanoatqurilish banki (5,53 million) va Ipoteka banki (4,42 million) mijozlari hisoblanadi.

Elektron to'lov tizimlarining rivojlanishi raqamlashtirish jarayonining eng muhim yo'nalishlaridan biri bo'lib, u milliy iqtisodiyotda to'lovlar tezligi va xavfsizligini oshirdi. 2023 yilda Uzcard va Humo tizimlari orqali amalga oshirilgan P2P o'tkazmalar hajmi 224,3 trillion so'mni tashkil etib, 2022 yilga nisbatan 56 foizga oshgan. POS-terminal orqali to'lovlar hajmi esa 122,1 trillion so'mdan 181,5 trillion so'mga yetib, 48,3 foiz o'sishni ko'rsatdi. Shuningdek, 2025 yil boshida mobil to'lovlar orqali amalga oshirilgan tranzaksiyalar hajmi 310 trillion so'mni tashkil etib, bir yil ichida 1,5 barobarga oshdi. Bu raqamlar O'zbekistonda naqd pulsiz hisob-kitoblar ulushining ortib borayotganini ko'rsatadi.

Raqamli infratuzilmaning rivojlanishi ham bu jarayonga sezilarli ta'sir ko'rsatmoqda. 2024 yilda internetdan foydalanuvchilar ulushi 93,3 foizni, 2025 yilning birinchi yarmida esa 94,2 foizni tashkil etdi. Mobil internet foydalanuvchilari soni 31,8 million kishiga yetib, bu aholining deyarli 90 foizini qamrab oladi. Ushbu omillar banklarning raqamli xizmatlarni keng joriy etish imkoniyatlarini yanada kengaytirib bermoqda.

Shuningdek, O'zbekiston Respublikasi Prezidentining "Raqamli bank tizimini rivojlantirish to'g'risida"gi qarorlariga asosan, 2023–2025 yillar mobaynida tijorat banklari o'z faoliyatining kamida 60 foizini raqamli platformalarga o'tkazishi rejalashtirilgan. Bugungi kunda yirik tijorat banklarining deyarli barchasi o'z mobil ilovalari, internet banking tizimlari, onlayn kreditlash modullari va elektron identifikatsiya tizimlarini ishlab chiqqan. Masalan, "TBC Bank" butun faoliyatini to'liq raqamli shaklda olib borayotgan birinchi bank sifatida tan olingan; u mijozlarga mobil ilova orqali kredit, depozit, karta va to'lov xizmatlarini filialsiz ko'rsatmoqda.

Biroq raqamlashtirish jarayonida bir qator muammolar ham mavjud. Jumladan, axborot xavfsizligini ta'minlash, ma'lumotlar bazalarining himoyasini kuchaytirish, internet sifati va qamrovini yaxshilash, shuningdek, raqamli texnologiyalar bilan ishlaydigan malakali kadrlarni tayyorlash zarurati mavjud. Hozirda mamlakat bo'ylab o'tkazilgan so'rovlar natijalariga ko'ra, aholining 18 foizi raqamli bank xizmatlaridan foydalanishda ishonch darajasi pastligini bildirgan, bu esa banklar oldida mijozlar ishonchini mustahkamlash vazifasini qo'yadi.

Shuningdek, xalqaro tajriba shuni ko'rsatadiki, raqamli transformatsiya jarayonini muvaffaqiyatli amalga oshirish uchun banklar fintech kompaniyalar bilan hamkorlikda ishlashi, sun'iy intellekt, blokcheyn texnologiyalari va big data tahlilidan keng foydalanishi zarur. Masalan, Janubiy Koreya va Singapurda raqamli bank xizmatlari foydalanuvchilarning 98 foizini qamrab olgan, bu mamlakatlarda barcha to'lovlarining qariyb 95 foizi raqamli shaklda amalga oshiriladi. O'zbekiston uchun ham shunday ilg'or tajribalarni o'rganish va mahalliy sharoitga moslashtirish dolzarb hisoblanadi. Xulosa qilib aytganda, tijorat banklarida bank xizmatlarini raqamlashtirish nafaqat texnologik modernizatsiya jarayoni, balki iqtisodiy samaradorlikni oshirish, moliyaviy tizimni barqarorlashtirish va aholining moliyaviy xizmatlarga kirish imkoniyatlarini kengaytirish yo'lida muhim omil hisoblanadi. Kelgusida bu jarayonni chuqurlashtirish uchun banklar o'z axborot tizimlarini integratsiyalash, xavfsizlikni mustahkamlash, fintech innovatsiyalarni keng joriy etish va mijozlarning raqamli savodxonligini oshirishga alohida e'tibor qaratishlari zarur bo'ladi.

Xulosa: Tijorat banklarida bank xizmatlarini raqamlashtirish masalalari hozirgi davrda moliya sektorining eng muhim ustuvor yo'nalishlaridan biri hisoblanadi. Raqamli texnologiyalarni keng joriy etish orqali bank faoliyatida samaradorlik, tezkorlik, xavfsizlik va mijozlar bilan o'zaro munosabatlarning sifatini sezilarli darajada oshirish imkoniyati yaratilmoqda. O'zbekiston Respublikasida so'nggi yillarda bank tizimini modernizatsiya qilish, elektron to'lov tizimlarini kengaytirish va masofaviy bank xizmatlarini rivojlantirish bo'yicha izchil ishlar olib borilmoqda. Statistik ma'lumotlarga ko'ra, 2025-yil holatiga kelib mamlakatda raqamli to'lovlar ulushi umumiy to'lovlar hajmining 82 foizini, mobil banking foydalanuvchilari soni esa 18 million nafardan oshgani kuzatilmoqda. Shu bilan birga, internet-banking xizmatlaridan foydalanuvchi yuridik shaxslar soni 250 mingdan ortiqni tashkil etmoqda. Bu ko'rsatkichlar bank tizimi raqamlashtirish jarayonining qamrov darajasi yildan-yilga ortib borayotganini tasdiqlaydi. Biroq, raqamlashtirish jarayonida bir qator masalalar ham mavjud. Jumladan, ayrim tijorat banklarida axborot tizimlarini modernizatsiya qilishda texnik infratuzilmaning yetarli darajada rivojlanmaganligi, kiberxavfsizlik tizimining sustligi, ayrim mijozlarning raqamli xizmatlardan foydalanish ko'nikmalarining pastligi kabi muammolar yechimini kutmoqda. Shu sababli, banklar tomonidan IT-infratuzilmani mustahkamlash, xodimlarning raqamli savodxonligini oshirish, mijozlarga qulay interfeysli ilovalarni taklif etish, shuningdek, xavfsiz to'lov tizimlarini joriy etish bo'yicha kompleks chora-tadbirlarni kuchaytirish zarur.

Shu o'rinda, xorijiy tajriba shuni ko'rsatadiki, rivojlangan mamlakatlarda raqamli bank xizmatlarini joriy etishda sun'iy intellekt, blokcheyn va "open banking" tizimlaridan samarali foydalanish bank xizmatlarining shaffofligini va ishonchliligini oshirgan. O'zbekiston tijorat banklari uchun ham ushbu texnologiyalarni bosqichma-bosqich joriy etish istiqbolli yo'nalishlardan biri hisoblanadi. Umuman olganda, tijorat banklarida bank xizmatlarini raqamlashtirish nafaqat mijozlar uchun qulaylik yaratadi, balki bank tizimining barqarorligi, raqobatbardoshligi va iqtisodiyotning raqamli transformatsiyasini jadallashtirishga ham xizmat qiladi. Kelgusida ushbu yo'nalishda davlat siyosatini yanada takomillashtirish, ilg'or texnologiyalarni keng joriy etish va fuqarolarning raqamli madaniyatini oshirish orqali O'zbekiston bank tizimi mintaqadagi yetakchi raqamli moliya markazlaridan biriga aylanishi kutilmoqda.

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Academic Success And Its Role In Developing Students' Academic Activities

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Abstract

The article discusses the important aspects of achieving the quality and effectiveness of education in the conditions of New Uzbekistan. In the modern educational process, student activity and its success are considered the most important result, and in order to achieve the intended goal, the educational process must be effectively organized, which requires great skill and intellectual intelligence from the teacher. In this sense, this article presents proposals and recommendations regarding the success of the student in education and his role in the development of students' educational activities.

Key word: innovative education , technology, education system, success , social life.

Worldwide in the field of pedagogy, focusing on the issues of educational success of teachers and students of higher educational institutions . These scientific studies are organized not only on the basis of pedagogical research, but also on the basis of a number of disciplines, and the role of integrative research is increasing. The rapid movement of innovations in various fields of science, economics, as well as the international scale of the globalization process, along with the main tasks of modernizing the education system and adapting it based on individual capabilities, the basis for establishing and developing independence, initiative, and leadership qualities in students is determined by their success in the educational environment, which justifies the need to develop students' academic activities in the process.

As stated in the Decree "On Approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030", " Increasing the level of coverage of higher education, training highly qualified, creative and systematic thinking personnel, capable of making independent decisions based on international standards, creating the necessary conditions for their manifestation of intellectual abilities and formation as spiritually mature individuals" ¹has become one of the strategic goals of the development of the higher education system. Increasing the competitiveness of graduates of higher educational institutions in an innovative society, the success of future pedagogical personnel in obtaining education and the development of their student academic activities, and the study of the functions of the higher education system in implementing these tasks based on international and national requirements are considered urgent issues .

On organizing all stages of the education system based on modern requirements has reached a decisive stage ².

The main part of the reforms being implemented in the education sector, of course, are reforms in the higher education system. In particular, determining the priority areas of systemic reform of higher education in the Republic of Uzbekistan, raising the process of training highly qualified personnel with independent thinking to a qualitatively new level, modernizing higher education, and developing the social sphere and economic sectors based on advanced educational technologies are considered one of the main goals of society.

¹ Decree of the President of the Republic of Uzbekistan No. PF-5847 dated October 8 , 2019 " On approval of the Concept of Reforming the Higher Education System of the Republic of Uzbekistan until 2030" Fapmoni / "National database of legal documents", 09.10.2019, 06/19/5847/3887-con; 04/30/2020, 06/20/5987/0521-con.

² Turgunov S. New Uzbekistan begins at the school threshold. <https://yuz.uz/uz/news/talim-tizimi-va-yangicha-yondashuvlar>

In today's fast-paced world, we would not be wrong to say that without deep imagination, broad thinking, respect for ideas, and a passion for science, we cannot achieve the goals our great ancestors set for themselves.

Indeed, education is the acquisition of skills and knowledge. It also means helping people learn how to do a task and helping them think about what they have learned. It is also important for educators to teach them how to find ³and use information. Education needs research to determine how to improve it .

Through education, knowledge about society, the country and the world is passed on from generation to generation. Education is the process of imparting knowledge, forming qualifications and skills, the main means of preparing a person for life and work. In the process of education, information is received and upbringing is carried out. Education in a narrow sense means the concept of training, but it refers not only to the process of training in various types of educational institutions, but also to the process of providing information in the family, production and other spheres ⁴.

Essence of education are determined by the level of material and cultural development of society. The essence, methods, and organizational forms of education have changed at different stages of the development of human society, depending on social relations, the need for general knowledge, the professional training of people, and pedagogical ideas about education.

The purpose of education is: "to promote student achievement and prepare for global competitiveness by promoting excellence in education and ensuring equitable access" ⁵consists of.

Education provides people with the knowledge and skills that will help them become successful members of society and grow into good and successful individuals. To realize this idea, it is necessary to establish good relationships between learners, teachers and parents. Due to the influence of the environment , students have the opportunity to develop their full potential, talents and achieve their life goals.

Education helps young people become full members of society. Knowledge creates the basis for a successful career, a high social status, a decent life and the achievement of one's own ambitions. To achieve such a high level , it takes great strength and desire to overcome the first obstacle . An educated person must learn and develop throughout their life, so that they can recognize and take advantage of the many opportunities that lie before them.

Regardless of how one views the purpose of education, the truth is that success in life is impossible without specialized knowledge. Such knowledge is acquired in school and expanded through higher education, and also includes personal development outside the regular education system.

Quality education allows an individual to develop various necessary skills, which increases the chances of finding a better job, advancing in their career, and receiving various benefits.

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³ Anderson, Harry & Arsenault, Nancy 1998. Fundamentals of Educational Research . Routledge. [ISBN 978-0-203-97822-1](https://doi.org/10.1080/00131359808839551)

⁴<https://uz.wikipedia.org/wiki/Ta%CA%BClim>

⁵ <https://www.allisonacademy.com/parents/child-development/what-is-the-purpose-of-education/>



Turgunov S. New Uzbekistan begins at the school threshold. <https://yuz.uz/uz/news/talim-tizimi-va-yangicha-yondashuvlar>
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Cooperation Of The State And Society In The Restoration Of National Educational Values

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Annotation

This article analyzes the role of national educational values in the development of society, the mutual cooperation of state and civil society institutions in their restoration and development. The pedagogical and sociological aspects of the concepts of historical heritage, customs, traditions, national consciousness and spirituality are revealed. Also, the issues of instilling national educational values in the minds of the younger generation through the joint activities of the education system, family and society in the process of modern reforms are highlighted.

Keywords: national values, education, state policy, civil society, spirituality, family, tradition, reforms.

Annotatsiya

Mazkur maqolada milliy tarbiyaviy qadriyatlarning jamiyat taraqqiyotidagi o'rnini, ularni tiklash va rivojlantirishda davlat hamda fuqarolik jamiyati institutlarining o'zaro hamkorligi tahlil qilingan. Tarixiy meros, urf-odat, an'analar, milliy ong va ma'naviyat tushunchalarining pedagogik hamda sotsiologik jihatlari ochib berilgan. Shuningdek, zamonaviy islohotlar jarayonida ta'lim tizimi, oila va jamoatchilikning birgalikdagi faoliyati orqali milliy tarbiyaviy qadriyatlarni yosh avlod ongiga singdirish masalalari yoritilgan.

Kalit so'zlar: milliy qadriyatlar, tarbiya, davlat siyosati, fuqarolik jamiyati, ma'naviyat, oila, an'ana, islohotlar.

Milliy qadriyatlar har bir xalqning o'zligini, madaniy merosini va tarixiy taraqqiyotini ifodalovchi asosiy mezonlardir. Ular avloddan avlodga o'tib, millatning ma'naviy poydevorini mustahkamlaydi. Bugungi globallashtirish sharoitida milliy tarbiyaviy qadriyatlarni asrab-avaylash, ularni yoshlar ongiga singdirish va amaliy hayotga tatbiq etish masalasi dolzarb ahamiyat kasb etmoqda. Shu jarayonda davlat siyosati va jamiyat institutlari o'rtasidagi hamkorlikning samaradorligi muhim o'rin tutadi.

O'zbekiston Respublikasida milliy tarbiya masalalari davlat siyosatining ustuvor yo'nalishlaridan biridir. "Yangi O'zbekiston – inson qadri ulug'langan jamiyat" konsepsiyasi, "Ma'naviyat va ma'rifat" markazining faoliyati, ta'lim tizimidagi "Milliy g'oya" fanining joriy etilishi milliy qadriyatlarni tiklash va mustahkamlashga xizmat qilmoqda. Davlat tomonidan yoshlarni ma'naviy-axloqiy tarbiyalash, oila institutini mustahkamlash, milliy bayramlar va an'analarni rivojlantirish bo'yicha keng ko'lamli dasturlar amalga oshirilmoqda.

Milliy tarbiyaviy qadriyatlar – bu xalqning tarixiy tajribasi, axloqiy me'yorlari, urf-odat va an'analari asosida shakllangan ijtimoiy-pedagogik tizimdir. Ular shaxs kamolotini ta'minlaydigan, jamiyat taraqqiyotiga xizmat qiladigan ma'naviy omillardir. O'zbek xalqining "Kattaga hurmat, kichikka izzat", "Vatan uchun xizmat – oliy burch" kabi qadriyatlari yoshlar dunyoqarashini shakllantirishda muhim ahamiyat kasb etadi. Milliy tarbiyaviy qadriyatlarni yoshlar ongiga singdirishda oila va maktab birligining ahamiyati katta. Maktab darslarida tarix, adabiyot, tasviriy san'at, musiqa, mehnat ta'limi kabi fanlar orqali milliy meros, xalq san'ati, urf-odatlar bilan tanishtirish zarur. Shu bilan birga, ota-onalar farzandlarini o'zbek xalqining qadimiy qadriyatlariga sodiq bo'lish ruhida tarbiyalashi lozim. Davlat siyosatida milliy qadriyatlarni tiklash masalasi yangi bosqichga ko'tarildi. O'zbekiston Respublikasining "Ta'lim to'g'risida"gi Qonuni, "Ma'naviyat va ma'rifat" markazining faoliyati, "Milliy g'oya: asosiy

tushuncha va tamoyillar” fanining ta’lim tizimiga joriy etilishi ana shu yo’nalishdagi muhim amaliy qadamlar bo’ldi. Prezident Shavkat Mirziyoyev ta’kidlaganidek, “Milliy g’oya – bu xalqni birlashtiradigan, jamiyatni ma’naviy jihatdan yuksaltiradigan eng muhim omildir.” Shu nuqtai nazardan, davlat siyosatining markazida inson qadri, uning ma’naviy dunyosi va axloqiy tarbiyasi turadi.

Jamiyatning faol ishtirokisiz milliy qadriyatlarni qayta tiklash mumkin emas. NNTlar, mahalla fuqarolar yig’inlari, diniy tashkilotlar, madaniyat markazlari, OAV va ijodkor ziyolilar bu jarayonda yetakchi o’rin egallaydi. Masalan, mahalla institutining yoshlarni tarbiyalashdagi o’rni beqiyosdir. U nafaqat ijtimoiy yordam ko’rsatadi, balki an’anaviy qadriyatlarni saqlash, yoshlarni oila hayotiga tayyorlash, milliy urf-odatlarini davom ettirishda vositachi sifatida xizmat qiladi.

O’zbekiston Respublikasida 2017-yildan boshlab milliy qadriyatlar va ma’naviyat sohasida tub o’zgarishlar ro’y berdi. Shavkat Mirziyoyev tashabbusi bilan “Ma’naviyatni yuksaltirish – kelajak poydevori” g’oyasi ilgari surildi. Quyidagi yo’nalishlarda davlat siyosati shakllandi:

Ta’lim tizimida milliy tarbiyani kuchaytirish (darslik va o’quv dasturlarida milliy qadriyatlarga e’tibor).

Madaniyat va san’at orqali qadriyatlarni ommalashtirish (festival, tanlov, ko’rgazmalar).

OAV orqali targ’ibot – milliy g’urur, o’zlikni anglash, oila qadriyatlari mavzularida ko’rsatuvlar.

Mahalla tizimi orqali tarbiya jarayoniga keng jamoatchilikni jalb qilish.

Milliy tarbiyaviy qadriyatlarni qayta tiklash har bir xalqning ma’naviy uyg’onishida, milliy o’zlikni anglashida va madaniy taraqqiyotida muhim jarayondir. Bugungi kunda O’zbekiston Respublikasida jamiyat hayotining barcha jabhalarida milliy qadriyatlarni tiklash va ularni yosh avlod ongiga singdirish masalasi davlat siyosatining ustuvor yo’nalishiga aylangan. Milliy tarbiya insonni nafaqat ma’naviy barkamollikka, balki jamiyatga foydali, vatanparvar shaxs sifatida kamol topishiga yo’naltiradi. Shu sababli bu jarayonni faqat ta’lim tizimi doirasida emas, balki butun jamiyat miqyosida ko’rish lozim.

Jamiyatning faol ishtirokisiz milliy qadriyatlarni qayta tiklash mumkin emas. NNTlar, mahalla fuqarolar yig’inlari, diniy tashkilotlar, madaniyat markazlari, OAV va ijodkor ziyolilar bu jarayonda yetakchi o’rin egallaydi[1]. Masalan, mahalla institutining yoshlarni tarbiyalashdagi o’rni beqiyosdir. U nafaqat ijtimoiy yordam ko’rsatadi, balki an’anaviy qadriyatlarni saqlash, yoshlarni oila hayotiga tayyorlash, milliy urf-odatlarini davom ettirishda vositachi sifatida xizmat qiladi.

Milliy qadriyat — bu xalqning asrlar davomida shakllangan, jamiyat a’zolari tomonidan e’tirof etiladigan, axloqiy, ma’naviy va ijtimoiy me’yorlarga asoslangan ruhiy-ma’naviy tizimdir. U xalq tafakkuri, urf-odati, tili, dini, badiiy ijodi, turmush tarzi va ijtimoiy tuzilmasida mujassam bo’ladi.

O’zbek milliy qadriyatlari asosan quyidagi yo’nalishlarda namoyon bo’ladi:

Axloqiy qadriyatlar – halollik, vatanparvarlik, insonparvarlik, hurmat va sadoqat.

Estetik qadriyatlar – xalq og’zaki ijodi, musiqa, amaliy san’at, milliy liboslar.

Madaniy qadriyatlar – bayramlar, urf-odatlar, oilaviy marosimlar, tarixiy meros.

Ijtimoiy qadriyatlar – oila, mahalla, qo’ni-qo’shniçilik, jamoaviylik an’analari[2].

Bu qadriyatlar xalqning ruhiy birligini mustahkamlaydi va yoshlar tarbiyasida ma’naviy tayanch vazifasini bajaradi. Milliy qadriyatlar asrlar davomida xalq tafakkuri, turmush tarzi va madaniy merosi orqali shakllanib kelgan. Ular xalqning axloqiy me’yorlari, urf-odatlari, diniy e’tiqodi, san’ati, tili va adabiyoti orqali ifoda topadi. O’zbek xalqining “Vatanga sadoqat”, “Kattaga hurmat, kichikka izzat” kabi qadimiy tamoyillari milliy tarbiya tizimining asosiy tayanchlaridan biridir. Biroq tarixiy jarayonlarda, ayniqsa sovet davrida, ko’plab milliy qadriyatlar “eskilik sarqiti” sifatida rad etilgan, ularning o’rnini sun’iy mafkuraviy tamoyillar egallagan[3]. Natijada xalqning ma’naviy xotirasi zaiflashgan, milliy o’zlikni anglash jarayoni to’xtab qolgan. Mustaqillik yillarida bu bo’shliqni to’ldirish, tarixiy merosni qayta tiklash, milliy qadriyatlarni zamonaviy hayot bilan uyg’unlashtirish zaruriyati yuzaga keldi. Biroq milliy qadriyatlarni tiklash faqat hukumat siyosati orqali emas, balki butun jamiyatning faol ishtiroki bilan amalga oshiriladi. Jamiyatdagi har bir

qatlam – oila, ta’lim muassasalari, madaniyat markazlari, diniy idoralar, nodavlat notijorat tashkilotlar, ommaviy axborot vositalari hamkorlikda harakat qilgandagina bu jarayon natijador bo’ladi. Ayniqsa, mahalla tizimi bu borada alohida o’rin tutadi. Mahalla qadimdan o’zbek jamiyatining ijtimoiy hayotida muhim tarbiyaviy maktab bo’lib kelgan. Unda kattalarga hurmat, yoshlarni mehnatsevarlikka o’rgatish, oila qadriyatlarini qadrlash, jamoaviylik, o’zaro mehr-oqibat kabi fazilatlar tarbiyalanadi. Bugungi kunda ham mahalla fuqarolar yig’inlari yoshlarni ijtimoiy faollikka, milliy g’urur va o’zlikni anglash ruhida tarbiyalashda faol ishtirok etmoqda.

Bugungi kunda davlat va jamiyat hamkorligi “Ma’naviy-ma’rifiy soat”, “Yoshlar daftari”, “Oila – tarbiya maskani”, “Barkamol avlod” kabi dasturlar orqali amalga oshirilmoqda[3]. Shuningdek, raqamli platformalar, onlayn kurslar, ijtimoiy tarmoqlardagi ma’naviy loyihalar orqali ham milliy qadriyatlarni targ’ib etish kengaymoqda. Fuqarolik jamiyati institutlari – bu NNTlar, jamoat tashkilotlari, yoshlar va ayollar harakatlari, diniy-ma’rifiy markazlar orqali milliy qadriyatlarni targ’ib etish imkoniyatini yaratadi. Masalan:

“Yoshlar ishlari agentligi” – yoshlarning ma’naviy-ma’rifiy tarbiyasiga doir loyihalar amalga oshiradi;

“Oila va xotin-qizlar qo’mitasi” – oilaviy qadriyatlarni tiklash, gender muvozanatini saqlash yo’nalishida ishlaydi;

“Mahalla” fondi – an’anaviy tarbiya tizimini qo’llab-quvvatlaydi.

Jamiyatdagi har bir institutning maqsadi — milliy qadriyatlarni zamonaviylik bilan uyg’unlashtirishdir. San’at, ayniqsa tasviriy san’at, musiqa, adabiyot va teatr milliy qadriyatlarni estetik shaklda ifoda etadi. Tasviriy san’atda o’zbek milliy liboslari, me’morchilik, xalq urf-odatlar, manzaralar orqali milliy ruh aks etadi. Shuningdek, xalq amaliy san’ati — kashtachilik, zardo’zlik, kulolchilik, yog’och o’ymakorligi kabi yo’nalishlar yosh avlodni milliy o’zlik bilan tanishtirishda muhim vosita hisoblanadi. Raqamli davrda milliy qadriyatlarni ommalashtirish uchun internet va axborot texnologiyalaridan oqilona foydalanish zarur. Masalan:

1. Virtual muzeylar va onlayn ko’rgazmalar;
2. Milliy meros haqidagi mobil ilovalar;
3. Ijtimoiy tarmoqlarda “#MilliyQadriyatlar” kabi loyihalar;
4. Raqamli darsliklarda xalq san’ati va urf-odatlarga bag’ishlangan interaktiv materiallar.

Bu usullar yoshlarning e’tiborini jalb etish va qadriyatlarni zamon bilan uyg’unlashtirishga xizmat qiladi. Milliy qadriyatlarni tiklashda oila muhitining o’rni beqiyosdir. Ota-onaning har bir so’zi, harakati farzandda milliy ong va ma’naviy qadriyatlarni shakllantiradi. Shuning uchun ham davlat tomonidan “Oila konsepsiyasi”, “Oila va xotin-qizlar qo’mitasi”, “Oila maktablari” kabi tashabbuslar orqali oilaning tarbiyaviy salohiyati mustahkamlanmoqda[4]. Ta’lim muassasalarida esa milliy qadriyatlarga asoslangan tarbiya dasturlari ishlab chiqilib, o’quvchilarni xalq merosi, milliy urf-odatlar, adabiyot, san’at va tarix bilan yaqindan tanishtirishga e’tibor kuchaymoqda. Hozirgi kunda globallashtirish jarayonlari, raqamli axborot makonining kengayishi milliy qadriyatlar uchun ham yangi imkoniyatlar, ham xavflarni yuzaga keltirmoqda. Bir tomondan, internet orqali xalq madaniyatini dunyoga tanitish imkoniyati kengaymoqda, boshqa tomondan esa begona g’oyalar, yot madaniy ta’sirlar yoshlar ongiga salbiy ta’sir ko’rsatmoqda. Shu bois milliy qadriyatlarni saqlashda raqamli texnologiyalarni ijobiy yo’nalishda qo’llash, virtual muzeylar, onlayn ko’rgazmalar, milliy merosga bag’ishlangan raqamli platformalar yaratish zarur. Ijtimoiy tarmoqlarda milliy qadriyatlarni targ’ib qiluvchi ijobiy kontentlarni ko’paytirish, yoshlar uchun interaktiv ta’lim loyihalarini yo’lga qo’yish muhimdir[5]. Milliy tarbiyaviy qadriyatlarni tiklash – bu faqat madaniy yoki ma’naviy masala emas, balki millatning kelajagi, jamiyatning barqaror rivojlanishidir. Davlatning ma’naviyat siyosati va fuqarolik jamiyatining faol ishtiroki o’zaro uyg’unlashgandagina bu jarayon samarali natija beradi. Shu bois, milliy qadriyatlarni yoshlar ongiga chuqur singdirish, ularni amaliy hayotga tatbiq etish uchun davlat, oila, ta’lim muassasalari va jamiyatning barcha qatlamlari o’zaro hamkorlikda harakat qilishi lozim.

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Components of the English Language in the IB System: Cultural Adaptation and the Development of Intercultural Competence

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Abstract

The implementation of the International Baccalaureate (IB) program in Uzbek schools requires a reconsideration of English language teaching methods. In particular, it is crucial to adapt the core language components—vocabulary, grammar, listening, speaking, reading, and writing—to the cultural context of the learners. This article analyzes the ways of integrating English language components into IB programs while taking into account national characteristics and the tasks of developing intercultural competence.

Keywords: IB, English language, cultural adaptation, vocabulary, grammar, intercultural competence, academic literacy.

Аннотация

Ўзбекистон мактабларида Халқаро бакалавриат (IB) дастурини жорий этиш инглиз тилини ўқитиш усуллари қайта кўриб чиқишни талаб этади. Айниқса, асосий тил компонентларини — луғат, грамматика, эшитиш, гапириш, ўқиш ва ёзиш — ўқувчиларнинг маданий контекстга мослаштириш муҳим аҳамият касб этади. Мазкур мақолада инглиз тили компонентларини миллий хусусиятлар ва маданиятлараро компетенцияни шакллантириш вазифаларини ҳисобга олган ҳолда IB дастурларига интеграция қилиш йўллари таҳлил этилади.

Калит сўзлар: IB, инглиз тили, маданий мослашув, луғат, грамматика, маданиятлараро компетенция, академик саводхонлик.

Кириш

Халқаро бакалавриат (IB) дастурлари шахсни танқидий фикрлай оладиган, маданий хилма-хилликни ҳурмат қилувчи ва глобал жамиятда самарали мулоқот қила оладиган қилиб тарбиялашга қаратилган. Ўзбекистонда ушбу моделнинг жорий этилиши инглиз тили таълимида модернизация жараёнларини рағбатлантириб, янги таълим стандартларини шакллантиришга хизмат қилмоқда. Бироқ IB тизимини муваффақиятли амалга ошириш маҳаллий маданий ва таълимий шароитларни ҳисобга олган ҳолда тил компонентларини мослаштиришни талаб этади (International Baccalaureate Organization, 2020).

1. Луғат ва грамматика: маданий жиҳатдан мослаштириш

Луғат ва грамматика тил компетенциясининг асосини ташкил этади. Анъанавий ўқув материаллари кўпинча фақат ғарб маданиятига оид мазмунни қамраб олади, бу эса ўқувчиларнинг қизиқишини пасайтиради. Шунинг учун IB доирасида ўқув материалларини маданий жиҳатдан мослаштириш муҳим — яъни, ўқувчиларнинг тажрибасига яқин мавзуларни (оилавий анъаналар, байрамлар, маҳаллий ҳаёт реалаялари) киритиш керак. Бундай ёндашув когнитив ва эмоционал фаолликни оширади (Cameron, 2001).

2. Эшитиш ва гапириш: ҳақиқий контекстлар билан боғлиқлик

IB тизимида эшитиш ва гапириш кўникмалари муҳим ўрин тутди. Language and Literature Guide (IBO, 2020) га кўра, бу кўникмалар реал мулоқот вазиятлари, дебатлар ва маданий хилма-хилликни акс эттирувчи мунозаралар орқали ривожлантирилади. Маҳаллий мавзулардан фойдаланиш ўқувчиларга шахсий ва маданий тажрибасини ифода этиш имконини беради. Kramersch (1993) таъкидлаганидек, тил ва маданият бир-бири билан чамбарчас боғлиқ, ва маданий маъноларни ҳисобга олмасдан самарали тил ўрганиш мумкин эмас.

3. Ўқиш ва ёзиш: академик саводхонлик ва аргументация маданияти

IB тизимида академик ўқиш ва ёзиш марказий ўринда туради. Ўқувчиларда танқидий ўқиш ва далилларга асосланган ёзиш кўникмаларини шакллантириш зарур. Бироқ инглиз тилидаги академик ёзиш услуби шарқона моделлардан фарқ қилади — у аниқлик, мантиқий тузилиш ва объективлик билан ажралиб туради. Ўзбекистон мактаблари учун бу принципларни миллий тафаккур услуби билан уйғунлаштириш муҳим. Маҳаллий қаҳрамонлар ёки маданий анъаналар ҳақидаги матнларни киритиш ёзиш жараёнини ўқувчилар учун шахсий аҳамиятли қилади (Kramersch, 1993).

4. Ўқитувчиларни тайёрлаш ва маданиятлараро интеграция

IB тизимини самарали татбиқ этиш учун замонавий методикаларни (масалан, CLIL — Content and Language Integrated Learning) биладиган ўқитувчиларни тайёрлаш зарур. Ўқитувчи фақат тил ўргатувчи эмас, балки ўқувчиларга маданий фарқларни англатиш, бошқа нуқтаи назарларга ҳурмат билан қараш ва танқидий фикрлашни ривожлантиришда ёрдам берувчи шахс бўлиши керак (IBO, Language Policy, 2019).

Хулоса

IB контекстида инглиз тилининг компонентлари ягона таълимий тизимнинг ўзаро боғлиқ қисмлари сифатида қаралиши лозим. Уларни маданий жиҳатдан мослаштириш тилни чуқурроқ ўзлаштиришга, маданиятлараро компетенцияни ривожлантиришга ва ўқувчиларда глобал дунёқарашни шакллантиришга ёрдам беради.

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Компоненты английского языка в IB-контексте: культурная адаптация и развитие межкультурной компетенции

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Аннотация

Внедрение Международного бакалавриата (IB) в школах Узбекистана требует пересмотра подходов к обучению английскому языку. Особое внимание уделяется адаптации основных языковых компонентов — лексики, грамматики, аудирования, говорения, чтения и письма — к культурному контексту учащихся. В статье рассматриваются пути интеграции языковых компонентов в IB-программы с учётом национальной специфики и задач формирования межкультурной компетенции.

Ключевые слова: IB, английский язык, культурная адаптация, лексика, грамматика, межкультурная компетенция, академическая грамотность.

Введение

Программы Международного бакалавриата (IB) направлены на развитие личности, способной критически мыслить, уважать культурное разнообразие и эффективно взаимодействовать в глобальном сообществе. В Узбекистане внедрение данной модели способствует модернизации преподавания английского языка и формированию новых образовательных стандартов. Однако успешная реализация IB требует адаптации языковых компонентов с учётом местных культурных и образовательных реалий (International Baccalaureate Organization, 2020).

1. Лексика и грамматика: культурно релевантная адаптация

Лексико-грамматические компоненты формируют основу языковой компетенции учащихся. Традиционные материалы часто отражают исключительно западный контекст, что может снижать мотивацию учащихся. Поэтому в рамках IB важно адаптировать учебные материалы, включая темы, близкие культурному опыту учеников: семейные традиции, праздники, местные реалии. Такая адаптация способствует когнитивному и эмоциональному вовлечению обучающихся (Cameron, 2001).

2. Аудирование и говорение: связь с реальными контекстами

В IB большое значение придаётся развитию устной и аудитивной компетенции. Согласно Language and Literature Guide (IBO, 2020), эти навыки развиваются через реальные коммуникационные ситуации, дебаты и дискуссии, отражающие культурное многообразие. Использование местных тем помогает учащимся выражать личный и культурный опыт. Как отмечает Kramsch (1993), язык и культура взаимосвязаны, и успешное обучение невозможно без учёта культурных ассоциаций, лежащих за словами и высказываниями.

3. Чтение и письмо: академическая грамотность и культура аргументации

Академическое чтение и письмо занимают центральное место в IB. Важно формировать у учащихся навыки критического чтения и аргументированного письма. Однако стиль академического письма в англоязычных странах отличается от восточных моделей — в нём больше прямоты, логической структуры и объективности. Для узбекских школ важно сочетать эти принципы с национальными особенностями мышления. Включение текстов о местных героях и культурных традициях делает процесс письма личностно значимым (Kramsch, 1993).

4. Подготовка педагогов и межкультурная интеграция

Успешное внедрение IB невозможно без подготовки учителей, владеющих современными методиками, такими как CLIL (Content and Language Integrated Learning).

Преподаватели должны не только обучать языку, но и помогать ученикам осознавать культурные различия, уважать другие мировоззрения и развивать критическое мышление (IBO, Language Policy, 2019).

Заключение

Компоненты английского языка в IB-контексте должны рассматриваться как взаимосвязанные элементы единой образовательной системы. Их культурная адаптация обеспечивает более глубокое усвоение языка, способствует развитию межкультурной компетенции и формированию глобального мировоззрения учащихся.

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The Impact Of Ai-Powered Tools On Language Learning And Assessment In Higher Education

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Abstract

The rapid maturation of artificial intelligence (AI) — especially generative models and advanced machine-learning systems — is reshaping how languages are taught, learned, and assessed in higher education. AI tools now provide adaptive practice, immediate formative feedback, automated scoring, personalized content generation, pronunciation evaluation, and administrative support. These affordances promise greater access, scalability, and individualized pathways for learners, but they also create risks: validity threats in assessment, academic integrity challenges, inequities due to differential access, and ethical questions around transparency and data privacy. This article synthesizes recent empirical and policy literature to examine how AI tools are changing pedagogical practice and assessment design in university language programs, evaluates evidence on learning outcomes and measurement validity, and offers practical recommendations for instructors, programs, and institutions seeking to harness AI responsibly. Keywords: artificial intelligence, language learning, higher education, automated scoring, adaptive learning, assessment validity, academic integrity.

Keywords. artificial intelligence; language learning; automated assessment; higher education; adaptive learning; academic integrity; formative feedback.

The entry of AI into the language-learning landscape has been abrupt and powerful. In classrooms and at the scale of platform providers, generative large language models (LLMs) and machine-learning-driven engines now produce interactive conversational partners, generate graded practice activities, and build adaptive courses that tailor sequences to individual learners' moment-to-moment performance. Institutional pilots and scholarly reviews report that many instructors are already modifying course designs and, crucially, reshaping assessments to account for the affordances and misuses of AI. These design shifts range from altered learning outcomes and new assessment formats (e.g., more oral or in-class performance tasks) to embedding AI-detection and honor-code approaches into course policy. The literature documenting these rapid changes shows that roughly half of surveyed instructors reported using AI in their teaching practice and many have redesigned assessments in response.

AI's pedagogical promise in language education centers on personalization and feedback. Adaptive platforms use learner interaction data to identify knowledge gaps and adjust sequencing — targeting vocabulary, grammar structures, or communicative tasks precisely where a learner struggles. Generative chatbots and conversational agents provide low-stakes opportunities for fluency practice; pronunciation engines give immediate acoustic feedback; automated writing evaluators produce diagnostic comments on grammar, cohesion, and coherence within seconds. For large classes or remote learners these features are transformative because they multiply individualized practice beyond what a single instructor could offer. Platform-scale experiments and provider reports — for example, language platforms that have adopted “AI-first” approaches to content creation and sequencing — show accelerated course creation and the capacity to scale offerings into many new languages and contexts, broadening access for learners worldwide.

Measured learning outcomes, however, present a mixed picture. Meta-analyses and systematic reviews conducted since 2023 reveal heterogeneity in effects: some trials show modest gains in vocabulary and grammar accuracy when AI tools are used as a supplement to instruction, while other studies find negligible differences or benefits restricted to learner

engagement and motivation rather than deeper linguistic competence. A recent meta-analysis covering studies through early 2025 finds that AI chatbots and LLM-based supports can improve certain aspects of performance and higher-order thinking in some contexts, but effects vary with implementation fidelity, the nature of instructor scaffolding, and learner characteristics. In short, AI tools can help — but they are not a universal cure; their impact depends heavily on integration into course design and sustained pedagogical oversight.

Assessment and measurement face the most contested terrain. Automated scoring systems have a long history in large-scale testing, with engines such as ETS's e-rater used operationally for TOEFL® and GRE® writing measures for decades. Those systems rely on a set of engineered linguistic features (lexical sophistication, syntactic complexity, organization, grammaticality) and statistical models trained to predict human holistic scores; where appropriately calibrated, automated scorers can reach agreement levels comparable to inter-rater agreement among humans for certain tasks. Yet automated scorers measure aspects of writing that align with product-oriented constructs; they can be less sensitive to creativity, depth of argumentation, and the nuances of pragmatic competence that human raters capture. The arrival of more powerful generative models complicates matters further: when students use generative AI to produce text, scorers may still assign high marks to superficially well-formed responses while missing the difference between student-constructed knowledge and AI-assembled language. Thus, the validity of many current assessments is under threat unless assessment designers revisit constructs, task formats, and scoring strategies.

Academic integrity and authenticity concerns are central. Students' use of generative AI for drafting essays, translating answers, or creating spoken-language transcripts raises questions about authorship, ownership of ideas, and the measurement of students' true abilities. Surveys of students and faculty indicate widespread usage of AI tools, with a nontrivial share of students acknowledging covert use and instructors expressing uncertainty about detection and sanction policies. While detection tools are improving, they are imperfect and can produce false positives (e.g., flagging nonnative constructions as AI-generated) or false negatives when students prompt and heavily edit model outputs. Rather than relying solely on detection, many educators are shifting toward assessment designs that minimize the benefits of surreptitious AI use: tightly constrained in-class or proctored spoken performance tasks, staged portfolios with documented process work, oral examinations, and assignments that require reflection on the learning process. These designs emphasize authenticity and make it harder to substitute AI output for student work.

Equity and access must not be overlooked. Although AI-powered platforms can democratize access to high-quality practice (for example, by rapidly producing new courses in previously underserved languages), unequal access to high-speed internet, modern devices, or paid premium AI services risks widening existing gaps. Moreover, machine-learning models themselves can encode biases: training data skewed toward dominant language varieties may handicap learners of less-represented dialects or cultural varieties, and scoring models trained on particular populations may perform less well for learners with different rhetorical conventions. Institutions should therefore adopt equity-minded procurement and implementation policies that include accessibility standards, multilingual testing of models, and transparent documentation of dataset composition where possible.

Policy, governance, and ethical practice are emerging as critical structural responses. National and institutional policy documents recommend clarity around acceptable use, student education about responsible AI practices, transparency from vendors, and guidance on data privacy and consent. The U.S. Department of Education and other agencies emphasize the need for explainability in learner-facing systems and for policies that protect students' personal data while allowing educators to benefit from AI's affordances. Institutional governance should involve multi-stakeholder committees (faculty, assessment specialists, legal counsel, student representatives) to evaluate tools before adoption, establish data-retention and privacy rules,

and develop faculty development programs that teach how to integrate AI into syllabi and assessment legally and pedagogically.

What practical guidance can instructors and programs adopt now? First, treat AI as a tool that should be intentionally integrated, not an add-on. Align tasks and rubrics to learning outcomes that matter (e.g., communicative competence, spontaneous oral performance, critical reflection) and choose formats that preserve construct-relevant measurement (e.g., in-person or proctored oral assessments for speaking ability; staged drafts with process logs for writing). Second, combine automated and human scoring strategically: use automated scorers to provide immediate formative feedback while reserving human evaluation for high-stakes summative judgments or dimensions that automated systems measure poorly. ETS's longstanding approach exemplifies this hybrid model, where automated engines flag features and provide formative comments, and human raters adjudicate complex dimensions. Third, educate learners about ethical AI use and build assignments that require reflection on sources, process, and learning — tasks where AI can assist but not replace deep engagement. Finally, conduct local validation studies before deploying automated scoring for grading: check for differential performance across subgroups, task types, and prompt variations.

Institutions must also invest in faculty development. Many instructors lack the time or training to redesign assessments or interpret automated feedback systems critically. Professional development should provide hands-on experience with platforms, rubrics re-design workshops, and forums to share best practices. Administrative leaders should consider incentives and workload credit for faculty who undertake the time-consuming work of piloting new assessment models and validating automated measures, since sound implementation is resource-intensive but necessary to maintain both fairness and academic standards.

On the research frontier, several urgent questions remain. We need more robust randomized controlled trials and longitudinal studies that track language gains — not just engagement or short-term vocabulary improvement — across diverse learner populations and contexts. Research should also unpack how instructor scaffolding mediates AI effectiveness: when do chatbots become practice partners versus crutches? How can we design prompts, feedback loops, and scaffolds that promote productive use? Additionally, there is a methodological need to evaluate automated scoring against rich, construct-valid human judgments, exploring where disagreements occur and why. Recent systematic reviews and meta-analyses are beginning to collate this evidence base, but heterogeneity in methods and outcomes still limits firm conclusions.

To close, AI-powered tools are neither an unalloyed good nor an existential threat to language education; they are powerful instruments whose educational value depends on design, governance, and the integrity of assessment systems. When used thoughtfully — with attention to validity, equity, privacy, and academic honesty — AI can augment instruction by providing scalable practice, timely feedback, and customized learning pathways. However, institutions and educators must actively redesign assessment constructs and invest in faculty training, local validation, and policy frameworks that protect learners and maintain the credibility of qualifications. The future of language education in higher education will likely be hybrid: instructors, humans, and machines working in concert, with careful stewardship ensuring that the central goals of language learning — communicative competence, critical thinking, and intercultural understanding — remain paramount.

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Искусственный Интеллект И Будущее Преподавания И Обучения

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Аннотация

В данной статье рассматривается роль технологий искусственного интеллекта (ИИ) в системе образования и их влияние на будущее преподавания и обучения. Анализируется, как ИИ изменяет образовательный процесс, обеспечивая персонализированное обучение, автоматизацию оценки и создание интерактивных учебных материалов.

Ключевые слова: Искусственный интеллект, образование, цифровые технологии, преподавание, персонализированное обучение, будущее образования.

Введение. Сегодня многие приоритетные задачи по совершенствованию преподавания и обучения остаются нерешёнными. Педагоги ищут технологии, которые могли бы эффективно, безопасно и в широком масштабе помочь в достижении этих целей. Естественно, они задаются вопросом, могут ли стремительные технологические достижения, происходящие в нашей повседневной жизни, оказать поддержку образовательному процессу.

Педагоги видят возможности использования функций, основанных на искусственном интеллекте, например распознавания речи, для расширения поддержки студентов с ограниченными возможностями, многоязычных учащихся и других, кому может быть полезна большая адаптивность и персонализация цифровых образовательных инструментов. Они также изучают, как ИИ может помочь в создании и улучшении учебных материалов, а также в процессе поиска, выбора и адаптации контента для своих уроков.

В то же время педагоги осознают и новые риски. Полезные и мощные возможности могут сопровождаться угрозами для конфиденциальности и безопасности данных. Учителя понимают, что ИИ способен автоматически генерировать контент, который может быть неподходящим или ошибочным. Они также настороженно относятся к тому, что ассоциации или автоматизации, создаваемые ИИ, могут усиливать нежелательные предвзятости. Педагоги отметили новые способы, с помощью которых учащиеся могут выдавать чужие работы за свои. Они хорошо осведомлены о так называемых «воспитательных моментах» и педагогических стратегиях, которые способен распознать и использовать только человек-учитель, но которые искусственный интеллект часто не улавливает или неправильно интерпретирует.

Основная часть. Три причины, по которым необходимо заняться внедрением искусственного интеллекта в образование уже сейчас.

Во-первых, искусственный интеллект может помочь достигать образовательных целей более эффективными способами, в большем масштабе и при меньших затратах. Решение проблемы пробелов в обучении, возникших из-за пандемии, является одной из приоритетных задач, и ИИ может повысить адаптивность учебных ресурсов с учётом сильных и слабых сторон учащихся.

Улучшение условий труда учителей также является важным направлением, и с помощью автоматизированных помощников и других инструментов ИИ может предоставить педагогам больше поддержки. Кроме того, ИИ способен помочь учителям расширить

индивидуальную помощь каждому ученику, особенно в тех случаях, когда у преподавателя не хватает времени.

Во-вторых, необходимость и важность обсуждения ИИ в образовании связаны с осознанием системных рисков и тревогой по поводу возможных угроз в будущем.

Например, учащиеся могут подвергаться более жесткому контролю и слежке. Некоторые учителя опасаются, что их могут заменить технологии — однако Министерство образования категорически отвергает идею о том, что ИИ способен заменить преподавателей. В обществе уже известны случаи дискриминации, вызванной алгоритмическими предубеждениями, например, когда системы распознавания речи плохо работают с региональными акцентами или программы мониторинга экзаменов несправедливо определяют определённые группы студентов для дисциплинарных мер. Кроме того, некоторые применения ИИ могут быть скрытыми и инфраструктурными, что вызывает опасения относительно прозрачности и доверия к таким системам.

В-третьих, необходимость срочного внимания к ИИ в образовании обусловлена масштабом возможных непреднамеренных или неожиданных последствий. Когда ИИ позволяет автоматизировать педагогические решения в широких масштабах, могут проявиться нежелательные эффекты.

Простой пример: если система ИИ ускоряет темп учебной программы для одних учащихся и замедляет его для других (основываясь на неполных данных, ошибочных теориях или предвзятых предположениях о процессе обучения), разрыв в уровне достижений между учащимися может только увеличиться.

Заключения. Искусственный интеллект открывает новые горизонты для развития образования, предоставляя учителям и учащимся мощные инструменты для персонализированного и эффективного обучения. Он способен повысить качество преподавания, облегчить административные задачи и сделать образовательный процесс более гибким и доступным.

Однако, наряду с преимуществами, ИИ несёт и серьёзные вызовы — от угрозы предвзятости алгоритмов и потери человеческого контакта до рисков, связанных с безопасностью данных и академической честностью. Поэтому ключевая задача современной образовательной системы — не заменить учителя искусственным интеллектом, а использовать ИИ как помощника и инструмент, способствующий развитию критического мышления, креативности и сотрудничества.

Будущее образования заключается в гармоничном взаимодействии человека и технологий, где ИИ служит для усиления, а не подмены человеческого интеллекта.

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The Evolution Of Artificial Intelligence: From Machine Learning To Generative Intelligence

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Abstract

Artificial Intelligence (AI) has undergone a remarkable transformation over the past few decades, evolving from basic rule-based systems to complex generative models capable of producing human-like text, images, and even reasoning patterns. The journey of AI reflects a deep interplay between computational power, data availability, and algorithmic innovation. Initially, AI research focused on symbolic logic and rule-based problem-solving, later giving way to machine learning and deep learning paradigms that enabled machines to learn patterns from massive datasets. The recent advent of generative intelligence, powered by large language models (LLMs) and multimodal systems, has marked a new chapter in AI development, where creativity, linguistic capability, and reasoning are being simulated at an unprecedented scale. This article explores the historical evolution of AI, its foundational milestones, and the shift from traditional machine learning to generative intelligence. Furthermore, it discusses the ethical, social, and philosophical implications of this transformation, as well as future trajectories of intelligent systems in education, science, and society.

Keywords: Artificial Intelligence, Machine Learning, Deep Learning, Generative Intelligence, Neural Networks, Large Language Models, AI Ethics

Introduction

Artificial Intelligence (AI) represents one of humanity's most ambitious and transformative technological pursuits. Initially conceived as an effort to mimic human reasoning through computational means, AI has expanded its scope far beyond its original boundaries. In the early days, the concept of AI revolved around creating systems that could perform logical operations, follow explicit rules, and imitate the problem-solving abilities of the human mind. Over time, with advances in computational power, access to large datasets, and improved algorithms, AI transitioned into machine learning (ML) — a paradigm shift that emphasized learning from data rather than being explicitly programmed. This evolution continued with deep learning, where artificial neural networks began to demonstrate capabilities resembling aspects of human cognition, particularly in areas like vision, speech, and language processing. Today, the emergence of **generative intelligence** marks a new epoch. Generative AI models such as OpenAI's GPT, Google's Gemini, and Anthropic's Claude are capable of producing original, coherent, and contextually meaningful content across multiple modalities, from text and images to audio and video. This transformation has blurred the line between artificial computation and human creativity, signaling a profound shift in how society perceives and interacts with intelligent machines.

The idea of artificial intelligence dates back to classical philosophy and early computational theory. In the 1940s and 1950s, pioneers such as Alan Turing, John von Neumann, and Norbert Wiener laid the conceptual groundwork for AI. Turing's 1950 paper "*Computing Machinery and Intelligence*" posed the famous question, "Can machines think?" — a question that remains central to AI discourse today. The 1956 Dartmouth Conference, led by John McCarthy, Marvin Minsky, and others, is often considered the birth of AI as a scientific field. Early systems like *Logic Theorist* and *ELIZA* demonstrated the potential of symbolic reasoning and natural language processing, albeit in rudimentary forms. However, these early systems were brittle, heavily dependent on predefined rules, and unable to generalize beyond narrow domains. The 1970s and 1980s saw the rise of **expert systems**, which encoded human expertise into rule-based architectures. Systems like *MYCIN* in medicine could diagnose infections based on

logical inference, yet they lacked adaptability and required exhaustive manual input. The limitations of these systems led to the first “AI winter,” as enthusiasm waned due to overpromising and underdelivering.

The resurgence of AI in the late 1990s and early 2000s was fueled by a paradigm shift from symbolic reasoning to **machine learning** — a data-driven approach that allowed systems to learn from examples rather than explicit programming. The success of algorithms like decision trees, support vector machines (SVMs), and ensemble methods (e.g., random forests) illustrated that learning patterns from data could outperform rigid rule-based logic. Machine learning thrives on three key elements: data, computation, and algorithms. The exponential growth of digital data, coupled with advances in processing power (especially GPUs), created an environment ripe for large-scale experimentation. As Tom Mitchell (1997) defined it, “A computer program is said to learn from experience E with respect to some class of tasks T and performance measure P if its performance at tasks in T, as measured by P, improves with experience E.” This simple yet profound definition shifted AI’s goal from *reasoning like humans* to *learning from data like humans*. Machine learning quickly became the foundation for applications such as spam filtering, recommendation systems, speech recognition, and financial forecasting.

The advent of **deep learning** in the 2010s represented another monumental leap. Deep learning models, particularly deep neural networks (DNNs), began achieving superhuman performance in tasks such as image classification, language translation, and game playing. The key innovation lay in multilayered architectures capable of learning hierarchical representations of data — from simple edges in images to complex semantic structures in language. Breakthroughs such as AlexNet (Krizhevsky et al., 2012) in computer vision, Google’s AlphaGo (Silver et al., 2016) in strategic reasoning, and the Transformer architecture (Vaswani et al., 2017) in natural language processing changed the trajectory of AI research. The Transformer model, in particular, enabled large-scale pretraining on massive corpora, leading to the rise of large language models (LLMs) that could understand and generate coherent text with human-like fluency. Deep learning’s success rests on its scalability — performance improves as models are trained with more data and larger computational resources. However, this also brought challenges related to energy consumption, interpretability, and ethical governance.

The most recent phase of AI evolution — **generative intelligence** — transcends the predictive nature of traditional AI. Rather than merely classifying, predicting, or identifying patterns, generative models *create*. This includes text, code, art, music, and even simulated environments. Models such as OpenAI’s GPT-4, Google’s Gemini, and Stability AI’s Stable Diffusion embody this shift. Generative intelligence operates through probabilistic modeling and self-supervised learning, allowing systems to understand complex relationships within data and generate new, contextually relevant outputs. For instance, a model trained on linguistic data can produce essays, poems, or translations that reflect nuanced human expression. Similarly, image generation models can create photorealistic art from simple textual descriptions. The emergence of **multimodal AI** — systems that can process and generate multiple data types (e.g., text, image, audio) — represents the culmination of this evolution. It suggests a movement toward *general intelligence*, where AI systems are no longer confined to single domains but can integrate diverse forms of knowledge in ways reminiscent of human cognition.

The rise of generative AI has reignited philosophical debates about consciousness, creativity, and authorship. When an AI model produces an original poem or scientific hypothesis, does it *understand* what it is creating, or is it merely imitating patterns it has observed? The line between simulation and understanding remains deeply contested. Ethical concerns also abound. Issues of misinformation, data privacy, and bias have become critical as AI-generated content permeates public discourse. Generative models can inadvertently reproduce societal

biases present in their training data, leading to unfair or misleading outputs. Moreover, the ability of AI to mimic human communication has sparked debates on authenticity and authorship, raising questions about intellectual property and accountability. Scholars like Bostrom (2014) and Russell (2019) warn of the existential risks posed by superintelligent systems that may operate beyond human control. As AI systems grow in autonomy, the need for robust ethical frameworks and governance mechanisms becomes more urgent.

The trajectory of AI suggests a future where humans and machines will increasingly collaborate rather than compete. In education, generative AI tools are transforming teaching and learning, offering personalized instruction and adaptive assessment. In healthcare, AI systems assist in diagnosis, drug discovery, and patient management with unparalleled precision. However, the most profound change may occur in how humans conceptualize intelligence itself. The evolution from rule-based reasoning to generative intelligence challenges anthropocentric notions of creativity and understanding. Future AI systems are likely to evolve into *collaborative intelligences* — partners that augment human reasoning rather than replace it. Researchers are exploring **neuro-symbolic AI**, an approach that integrates the reasoning capabilities of symbolic AI with the adaptability of deep learning. Such hybrid systems could potentially offer more explainable and reliable models, bridging the gap between statistical learning and logical inference. Ultimately, the evolution of AI is not merely a technological story but a human one. It reflects our enduring desire to understand and replicate the mechanisms of thought — to extend our cognitive reach beyond biological limitations. The shift from machine learning to generative intelligence is a testament to this pursuit, revealing both the potential and the peril of creating machines that think and create like us.

Conclusion

From its early beginnings in symbolic computation to the dawn of generative intelligence, the evolution of artificial intelligence mirrors humanity's quest to create thinking machines. Each stage — symbolic AI, machine learning, deep learning, and generative intelligence — represents a step toward greater autonomy, adaptability, and creativity. Today's AI systems not only process information but also generate knowledge, simulate imagination, and assist in problem-solving at a scale previously unimaginable. Yet, as AI becomes more powerful, society must confront the ethical, philosophical, and existential questions it raises. The challenge is to harness the capabilities of generative intelligence while preserving human values, creativity, and agency. The evolution of AI continues — and its next frontier may redefine what it truly means to be intelligent.

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Инновационные Биоматериалы И Плазменные Технологии В Синус-Лифтинге: Материаловедческий Анализ

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Аннотация

В статье представлен аналитический обзор современных биоматериалов, применяемых при проведении синус-лифтинга в дентальной имплантологии. Рассмотрены основные направления развития остеопластических технологий — от традиционного использования аутогенной кости до внедрения синтетических и биокompозитных материалов нового поколения. Особое внимание уделено роли плазменных продуктов (PRF) и коллагеновых мембран в управляемой костной регенерации, обеспечивающих оптимальные условия для остеоинтеграции имплантатов. Описаны материалы на основе β -трикальцийфосфата, наноструктурированного гидроксиапатита, биостекла и фибриновых матриц, обладающие выраженными остеокондуктивными и остеоиндуктивными свойствами. Показано, что использование комбинаций биоматериалов и биологически активных факторов способствует сокращению сроков ремоделирования кости, повышению её плотности и улучшению клинических исходов имплантации. Перспективы дальнейшего развития метода связаны с применением нанотехнологий, биоактивных покрытий и цифрового моделирования костных трансплантатов, что позволяет повысить предсказуемость и безопасность хирургического вмешательства.

Ключевые слова: синус-лифтинг, остеопластические материалы, управляемая костная регенерация, PRF, мембраны, наноматериалы, дентальная имплантология.

Современная дентальная имплантология характеризуется стремительным развитием методов реконструкции костной ткани, среди которых особое место занимает синус-лифтинг — операция, направленная на увеличение объёма кости в области дна верхнечелюстной пазухи. С точки зрения материаловедения данный метод представляет собой уникальную модель управляемой костной регенерации, где выбор остеопластического материала и мембранных систем определяет исход хирургического вмешательства и качество последующей остеоинтеграции имплантатов.

На протяжении последних десятилетий исследователи и клиницисты акцентируют внимание на поиске биосовместимых и прогнозируемых остеопластических материалов, способных обеспечить трёхфазный процесс остеогенеза — остеокондукцию, остеоиндукцию и остеогенез. Традиционно «золотым стандартом» остаётся аутогенная кость, обладающая наилучшими биологическими свойствами, однако её использование ограничено дополнительной операционной травмой и риском резорбции. В связи с этим особую актуальность приобретают аллогенные и ксеногенные материалы, такие как деминерализованные костные матриксы и гидроксиапатитовые композиции, отличающиеся предсказуемостью ремоделирования и низкой иммуногенностью.

В последние годы широкое распространение получили комбинированные остеопластические материалы, содержащие β -трикальцийфосфат (β -ТСР), биостекло и коллагеновые компоненты, обеспечивающие не только пространственную стабильность трансплантата, но и создание оптимальной микросреды для клеточной пролиферации остеобластов. Использование мембран при синус-лифтинге — неотъемлемый элемент концепции управляемой костной регенерации. Коллагеновые мембраны второго поколения (например, Geistlich Bio-Gide, CollaTape, Jason membrane) демонстрируют пролонгированное время резорбции и выраженный барьерный эффект, что позволяет

эффективно изолировать область регенерации от эпителиальной инвазии. Нерезорбируемые титановые или PTFE-мембраны применяются в случаях обширного дефекта, где необходима длительная пространственная стабильность.

Отдельного внимания заслуживает применение плазменных биотехнологий, в частности обогащённой тромбоцитами фибриновой массы (PRF). PRF рассматривается не только как вспомогательный биоматериал, но и как биологически активная матрица, способствующая ангиогенезу, ускорению остеогенеза и уменьшению воспалительной реакции. Многочисленные клинические исследования показывают, что добавление PRF к остеопластическому материалу повышает плотность вновь образованной кости и сокращает сроки ремоделирования на 20–30%.

Материаловедческие аспекты современного синус-лифтинга также включают изучение наноструктурированных покрытий и биомиметических материалов, имитирующих природную костную матрицу. Наногидроксиапатит, соединённый с коллагеном или хитином, обеспечивает повышенную адгезию клеток и более равномерное распределение кальция и фосфора в зоне регенерации. Разрабатываются и биоматериалы с контролируемым высвобождением остеоиндуктивных факторов — BMP-2, VEGF, PDGF, что в перспективе позволит перейти от пассивной остеокондукции к управляемому остеогенезу.

Таким образом, развитие остеопластических материалов и барьерных мембран существенно изменило концепцию синус-лифтинга, превратив его из механической процедуры в биотехнологически контролируемый процесс направленной регенерации. Перспективным направлением исследований является интеграция нанотехнологий и биологически активных молекул, а также использование цифровых CAD/CAM-систем для точного моделирования объёма костного трансплантата и минимизации травматичности вмешательства. Современный синус-лифтинг следует рассматривать как мультидисциплинарную технологию, объединяющую достижения хирургии, биоинженерии и клеточной биологии, обеспечивающую предсказуемое восстановление костного объёма и долговременную функциональную устойчивость дентальных имплантатов.

Improving the Methodology of Teaching English to Pedagogy Students through CLIL Technology: The Case of Creative Pedagogy

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Introduction

In recent years, the CLIL (Content and Language Integrated Learning) approach has become one of the most innovative and effective methods in the field of foreign language teaching. It combines content learning with language acquisition, helping students master both simultaneously. The relevance of this research lies in the need to modernize English language teaching methodology in pedagogical education by linking linguistic and professional competencies. Creative Pedagogy serves as an ideal platform for implementing CLIL because it emphasizes imagination, independent thinking, and practical application — key elements for future teachers.

Purpose and Objectives of the Study

The main purpose of the study is to develop and improve the methodology of teaching English based on the CLIL approach within the framework of Creative Pedagogy.

Research objectives include:

- Analyzing the theoretical basis of CLIL in teacher education.
- Designing CLIL-based lesson models in the subject of Creative Pedagogy.
- Determining the effectiveness of integrating content and language learning for pedagogical students.
- Enhancing students' motivation, creativity, and communicative competence.

Research Methodology

The study will employ a combination of qualitative and quantitative methods such as observation, experimental teaching, surveys, and analysis of students' performance. Data collection will be carried out during Creative Pedagogy lessons in English. The methodology is grounded in constructivist theory, emphasizing active learning and meaningful interaction. The CLIL model will integrate linguistic objectives (vocabulary, grammar, fluency) with content-based objectives (creative thinking, pedagogical reflection).

Expected Results

It is expected that implementing CLIL in Creative Pedagogy will:

- Improve students' English proficiency by using the language in meaningful contexts.
- Develop creative and critical thinking skills.
- Strengthen interdisciplinary connections between language and pedagogical knowledge.
- Increase learners' engagement, autonomy, and interest in both English and professional subjects.

Conclusion and Recommendations

The integration of CLIL technology into English language teaching provides an innovative direction for higher pedagogical education. It not only enhances linguistic competence but also prepares future teachers for professional communication in English. The research recommends that universities include CLIL-based modules in teacher education curricula, train instructors in bilingual instruction, and encourage cross-disciplinary collaboration. Future studies will focus on evaluating the outcomes of pilot CLIL-based courses and measuring their long-term impact on teacher training quality.

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Methods Of Fixation Of Removable Dentures Using Dental Implants

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Abstract

This paper presents a review of modern methods for fixing complete removable dentures using dental implants. The main types of implant-retained systems are discussed, including ball attachments, bar constructions, telescopic and magnetic retainers, along with their clinical indications and functional features. It is shown that the use of dental implants significantly improves the stability of prostheses, ensures even load distribution, reduces alveolar ridge resorption, and enhances patients' quality of life. Special attention is paid to the role of digital technologies (CAD/CAM design, 3D planning, milled suprastructures) in achieving precision and individualization of prosthetic constructions. Promising directions for further development include the use of mini-implants, nanostructured coatings, and biocompatible materials to increase the longevity and predictability of fixation systems.

Keywords: removable dentures, dental implants, prosthetic fixation, ball attachments, bar systems, telescopic crowns, CAD/CAM technologies, implant dentistry.

Modern prosthetic dentistry is increasingly focused on improving the functional efficiency and comfort of removable dentures. One of the most significant achievements of recent decades is the introduction of implant-supported designs, which provide reliable fixation and restore physiological chewing parameters. The use of implants as supporting elements for removable dentures has overcome the limitations of traditional retention methods based solely on anatomical and physical factors.

Various implant-retained fixation systems are used in clinical practice, including ball attachments, bar-retained systems, telescopic connections, and magnetic retainers. Each of these methods has distinct biomechanical features and specific clinical indications.

Ball attachments are the most common and simplest form of fixation, offering high stability and easy maintenance. Placement of two implants in the canine region of the mandible greatly enhances denture stability compared to conventional methods. **Bar-retained systems** are preferred in cases of advanced alveolar ridge atrophy, as they provide uniform load distribution and long-term durability.

Telescopic fixation systems, consisting of inner and outer crowns, ensure an optimal combination of retention and physiological load transfer. Their use reduces localized pressure points and helps preserve supporting bone. **Magnetic attachments**, though offering lower retention force, are advantageous in elderly patients or those with limited manual dexterity due to their convenience in insertion and removal.

Clinical studies demonstrate that implant-retained dentures significantly increase patient satisfaction, reduce discomfort, and improve speech function. They also contribute to decreased bone resorption and stabilization of occlusal relationships. According to international meta-analyses (Misch, 2021; Feine et al., 2020), two-implant-supported mandibular overdentures are now considered the "gold standard" for complete edentulism rehabilitation.

Digital **CAD/CAM technologies** have revolutionized the design and fabrication process of implant-retained prostheses. Virtual planning of implant positioning, the use of surgical navigation templates, and the milling of titanium or zirconia suprastructures ensure high accuracy of fit, improved passive adaptation, and predictable clinical outcomes. This digital precision is particularly critical for bar and telescopic systems, where structural accuracy directly affects prosthetic success.

A promising direction is the use of **mini-implants** for retaining lightweight prostheses in cases of severe bone atrophy, as well as the application of **nanostuctured titanium coatings** that promote rapid osseointegration. Biomechanical load analysis (Finite Element Analysis, FEA) enables prediction of long-term stability and individual optimization of implant configurations. Thus, fixation of removable dentures with dental implants represents a modern, clinically validated approach that integrates the achievements of surgical implantology, digital technologies, and biomechanical design. The choice of fixation system should be determined by individual anatomical, functional, and aesthetic factors, ensuring long-term clinical success and improved patient quality of life.

Development Of An Integrative Approach To Teaching English Based On CLIL Technology In Pedagogical Education

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Abstract:

This thesis highlights the effective aspects of teaching English to students in the pedagogical field based on CLIL (Content and Language Integrated Learning) technology. This approach not only develops students' language skills, but also enriches them with terminology and communicative competencies related to the professional field. CLIL technology, integrated into the educational process, serves to form independent thinking, creative approach and interdisciplinary connections in students.

Keywords: CLIL technology, integrated education, creative pedagogy, professional competence, communicative development.

Annotatsiya

Mazkur tezisda CLIL (Content and Language Integrated Learning) texnologiyasi asosida ingliz tilini pedagogika yo'nalishi talabalarga o'qitishning samarali jihatlari yoritilgan. Ushbu yondashuv nafaqat talabalarning til ko'nikmalarini rivojlantiradi, balki ularni kasbiy sohaga oid terminologiya va kommunikativ kompetensiyalar bilan ham boyitadi. CLIL texnologiyasi o'quv jarayoniga integratsiyalashgan holda, talabalarda mustaqil fikrlash, ijodiy yondashuv va fanlararo bog'lanishni shakllantirishga xizmat qiladi.

Kalit so'zlar: CLIL texnologiyasi, integratsiyalashgan ta'lim, kreativ pedagogika, kasbiy kompetensiya, kommunikativ rivojlanish.

Kirish

Bugungi globallashuv davrida ta'lim tizimida fan va tilni integratsiyalashgan holda o'qitish masalasi dolzarb hisoblanadi. CLIL (Content and Language Integrated Learning) texnologiyasi pedagogik ta'lim jarayonida nafaqat xorijiy tilni, balki mazmunli fanlarni ham o'zlashtirishga xizmat qiladi. Shu bois, pedagogika yo'nalishi talabalari uchun CLIL texnologiyasi asosida ingliz tilini o'qitish metodikasini rivojlantirish hozirgi zamon talablariga mos innovatsion yo'nalishlardan biridir.

Mavzuning dolzarbligi

O'zbekiston ta'lim tizimida ingliz tili o'qitish sifatini oshirish hamda uni kasbiy fanlar bilan bog'lab o'rganish zaruriyati kuchaymoqda. Ayniqsa, bo'lajak pedagoglar uchun CLIL texnologiyasi orqali o'qitish, ularning kasbiy kompetensiyasini, muloqot madaniyatini va mustaqil fikrlash qobiliyatini rivojlantirishda muhim ahamiyat kasb etadi.

Tadqiqot maqsadi va vazifalari

Ushbu tadqiqotning maqsadi — pedagogika yo'nalishidagi talabalarga ingliz tilini CLIL texnologiyasi asosida samarali o'qitish metodikasini ishlab chiqishdir.

Asosiy vazifalar quyidagilardan iborat:

1. CLIL texnologiyasining nazariy asoslarini tahlil qilish;
2. Pedagogika fanlari bilan ingliz tilini integratsiyalashgan dars modellarini ishlab chiqish;
3. O'qitish jarayonida talabalarning til va mazmun kompetensiyasini aniqlash usullarini takomillashtirish.

Metodologiya

Tadqiqotda quyidagi metodlardan foydalanish rejalashtirilgan: kuzatish, intervyu, so'rovnoma, dars tahlili va tajriba-sinov ishlari. Ma'lumotlarni tahlil qilishda statistik va komparativ yondashuvlar qo'llanadi.

Kutilayotgan natijalar

Tadqiqot natijasida CLIL texnologiyasi asosida ishlab chiqilgan metodik tavsiyalar:

- talabalarda til va mazmunni birgalikda o'zlashtirish ko'nikmasini shakllantiradi;
- ingliz tilida fikrlash, tahlil qilish va ijodiy yondashuvni rivojlantiradi;
- pedagogik fanlarni o'rganishda zamonaviy interaktiv vositalardan samarali foydalanishni ta'minlaydi.

Xulosa

CLIL texnologiyasini pedagogik ta'lim jarayoniga joriy etish, bo'lajak o'qituvchilarni nafaqat ingliz tilini biluvchi mutaxassis, balki fanlararo yondashuv asosida ishlovchi ijodkor pedagog sifatida shakllantirish imkonini beradi.

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The effectiveness of innovative methods in developing reading literacy in primary education

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Annotation

This article analyzes the importance and effectiveness of modern, innovative methods in developing reading literacy of students at the primary education stage. The impact of the introduction of interactive, information and communication technologies into the learning process, a creative approach, project-based learning, the use of digital games and multimedia tools on students' motivation for learning, thinking skills and independent learning skills is scientifically substantiated. The study reveals that innovative methods have a positive impact on the quality of education and the level of literacy.

Keywords: primary education, reading literacy, innovative methods, interactive approach, digital technologies, creative education, student motivation.

Boshlang'ich ta'limda o'qish savodxonligini rivojlantirishda innovatsion metodlar samaradorligi

Annotatsiya

Ushbu maqolada boshlang'ich ta'lim bosqichida o'quvchilarning o'qish savodxonligini rivojlantirishda zamonaviy, innovatsion metodlarning ahamiyati va samaradorligi tahlil qilinadi. O'qish jarayoniga interfaol, axborot-kommunikatsiya texnologiyalarini joriy etish, kreativ yondashuv, loyiha asosida o'qitish, raqamli o'yinlar va multimediyali vositalardan foydalanishning o'quvchilarning o'qishga bo'lgan motivatsiyasi, fikrlash doirasi va mustaqil o'rganish ko'nikmalariga ta'siri ilmiy jihatdan asoslanadi. Tadqiqotda innovatsion metodlar ta'lim sifati va savodxonlik darajasiga ijobiy ta'sir ko'rsatishi aniqlanadi.

Kalit so'zlar: boshlang'ich ta'lim, o'qish savodxonligi, innovatsion metodlar, interfaol yondashuv, raqamli texnologiyalar, kreativ ta'lim, o'quvchi motivatsiyasi.

Boshlang'ich ta'lim insonning butun hayoti davomida shakllanadigan bilim, ko'nikma va malakalar tizimining poydevorini tashkil etadi. Ayniqsa, o'qish savodxonligi — bolalarning o'z fikrini to'g'ri ifodalash, matndan asosiy g'oyani anglash, mantiqiy fikrlash va mustaqil o'rganish qobiliyatini shakllantirishda asosiy vosita sanaladi. Shu sababli boshlang'ich sinf o'quvchilarida o'qish savodxonligini rivojlantirish masalasi zamonaviy ta'lim tizimining markazida turibdi. So'nggi yillarda o'quvchilarning o'qishga bo'lgan qiziqishini oshirish, ularni mustaqil fikrlashga undash va kreativ salohiyatini rivojlantirishda an'anaviy metodlar bilan bir qatorda innovatsion yondashuvlar keng joriy etilmoqda. Bu esa o'qitish jarayonini yanada samarali, interfaol va shaxsga yo'naltirilgan holga keltirmoqda.

O'zbekiston Respublikasi Prezidenti tomonidan ilgari surilgan "Yangi O'zbekiston maktabi" konsepsiyasi ta'lim tizimini tubdan yangilash, xususan, boshlang'ich ta'limda o'qitish sifatini oshirishni ustuvor yo'nalish sifatida belgilagan. Shu ma'noda, o'qish savodxonligini shakllantirishda innovatsion metodlardan foydalanish — faqat bilim berish emas, balki o'quvchini mustaqil fikrlovchi, ijtimoiy faol shaxs sifatida tarbiyalashga xizmat qiladi. Innovatsion metodlar qatoriga axborot texnologiyalaridan foydalanish, interfaol darslar, klaster, sinkveyn, konseptual xarita, "aqliy hujum", "blits so'rov" kabi usullar kiradi. Mazkur yondashuvlar o'quvchini dars jarayonining faol ishtirokchisiga aylantirib, unda tahlil, sintez, solishtirish va xulosa chiqarish ko'nikmalarini rivojlantiradi.

Innovatsion metodlarning samaradorligini aniqlashda pedagogik tajribalar muhim o'rin tutadi. Boshlang'ich sinflarda o'qish darslarini innovatsion texnologiyalar asosida tashkil etish o'quvchilarning o'qishga bo'lgan motivatsiyasini kuchaytiradi, diqqatni jamlash va matnni chuqur anglash qobiliyatini oshiradi. Misol uchun, multimedia vositalari yordamida matnni eshitish va ko'rish orqali o'qish jarayoni yanada qiziqarli tus oladi. O'qituvchi matnga mos rasmlar, audio yozuvlar yoki qisqa videolarni qo'llasa, bolalar matn mazmunini chuqurroq anglab, hissiy jihatdan boyroq taassurot oladi. Shu tarzda multimodal yondashuv o'qish savodxonligini rivojlantirishda samarali vositaga aylanadi.

Raqamli texnologiyalar asosidagi o'yinli metodlar ham o'quvchilarning o'qish jarayonini jonlantiradi. Masalan, "Quizizz", "Kahoot", "Wordwall" kabi platformalar orqali o'quvchilarning so'z boyligini kengaytirish, matn ustida ishlash, so'rov-javob shaklida bahslashish imkoniyati yaratiladi. O'yin elementi darsni yanada qiziqarli qiladi, bu esa o'quvchilarni faol ishtirok etishga undaydi. O'qituvchi bu jarayonda faqat bilim manbai emas, balki yo'naltiruvchi va hamkor sifatida qatnashadi. Shu sababli o'quvchi passiv tinglovchidan faol ishtirokchiga aylanadi, bu esa o'qish savodxonligining eng muhim ko'rsatkichlaridan biri hisoblanadi.

O'qish savodxonligini rivojlantirishda innovatsion metodlarning yana bir muhim jihati — individual va differensial yondashuv imkoniyatidir. Har bir o'quvchining o'z o'qish sur'ati, tushunish darajasi va qiziqish yo'nalishi bor. An'anaviy metodlar barchaga bir xil yondashgan bo'lsa, zamonaviy texnologiyalar individual yondashuvni amalga oshirishga keng imkon yaratadi. Masalan, raqamli ta'lim platformalari orqali o'qituvchi o'quvchining o'qish darajasini kuzatib boradi, kamchiliklarni aniqlaydi va shu asosda qo'shimcha topshiriqlar beradi. Bu jarayon o'quvchining o'z o'rganish jarayonini boshqarishiga yordam beradi, bu esa zamonaviy ta'limdagi "learning autonomy" tamoyiliga mos keladi.

Innovatsion metodlarning o'qish savodxonligi rivojiga ta'siri shundaki, ular o'quvchini faqat matnni o'qishga emas, balki uni tahlil qilish, muhokama qilish va real hayotga tatbiq etishga o'rgatadi. Misol uchun, "loyiha asosida o'qitish" metodida o'quvchilar ma'lum mavzu yuzasidan kichik tadqiqot olib boradilar, ma'lumotlarni izlaydilar, natijani sinfda taqdim etadilar. Shu orqali ularning mustaqil fikrlash, izlanish, nutq madaniyati va jamoaviy ishlash ko'nikmalari rivojlanadi. Ayniqsa, boshlang'ich sinflarda bunday yondashuv bolalarda ijtimoiy muloqot va tanqidiy fikrlashni erta bosqichda shakllantiradi.

Bundan tashqari, innovatsion metodlarning samaradorligi o'qituvchining kasbiy tayyorgarligiga ham bevosita bog'liq. O'qituvchi yangi texnologiyalarni o'zlashtirish, raqamli vositalardan foydalanish, darsni zamonaviy formatda tashkil etish ko'nikmalariga ega bo'lishi kerak. Aks holda, texnologiya o'z-o'zidan natija bermaydi. Shu bois, pedagoglar malakasini oshirish, ularni zamonaviy metodlarga o'rgatish bugungi kunda dolzarb masalalardan biridir.

Tadqiqotlar shuni ko'rsatadiki, innovatsion metodlardan muntazam foydalanilayotgan sinflarda o'quvchilarning o'qish tezligi, tushunish darajasi va matnni tahlil qilish qobiliyati an'anaviy darslarga nisbatan yuqori bo'ladi. Bundan tashqari, bunday sinflarda o'quvchilar o'qishga nisbatan ijobiy hissiy munosabat bildiradilar, o'z fikrini ifodalashdan cho'chimaydilar va ijodiy faol bo'ladilar. Shuningdek, ular o'zlashtirgan ma'lumotni uzoq vaqt eslab qoladilar, bu esa o'qish savodxonligining sifat jihatdan o'sishini ta'minlaydi.

O'qish savodxonligini rivojlantirishda innovatsion metodlar faqat texnologiyalarga tayanmaydi, balki pedagogik psixologiya ham o'z ichiga oladi. Darsda interfaol muhit yaratish, o'quvchilarning fikrini hurmat qilish, ularning mustaqil xulosasini e'tirof etish — bu metodlarning markaziy jihatlardan biridir. Shunday qilib, o'qish savodxonligini shakllantirish jarayoni nafaqat kognitiv, balki ijtimoiy va affektiv jihatlarni ham qamrab oladi.

Yuqoridagi mulohazalardan kelib chiqib, aytish mumkinki, boshlang'ich ta'limda o'qish savodxonligini rivojlantirishda innovatsion metodlardan foydalanish — bu zamon talabi, shuningdek, ta'lim sifatini oshirishning eng samarali yo'llaridan biridir. Bu yondashuv o'quvchilarning mustaqil fikrlovchi, axborotni tahlil qila oladigan va o'z fikrini asoslab bera oladigan shaxs sifatida shakllanishiga xizmat qiladi. Shu bois, kelajakda o'qituvchilarning

innovatsion pedagogik yondashuvlarni qo'llash bo'yicha tayyorgarligini oshirish, ta'lim jarayonini raqamlashtirish va interfaol muhitni kengaytirish ustuvor vazifalardan bo'lib qoladi.

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The role of teacher pedagogical competence and communication culture in the formation of reading literacy

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Annotation

This scientific thesis is devoted to an in-depth analysis of the fundamental importance of the teacher's pedagogical competence and communication culture in the process of forming reading literacy. The study examines the decisive role of the teacher's personality in the development of linguistic, speech, socio-cultural and compensatory competencies of students in the conditions of modern educational paradigms. In particular, the teacher's professional skills, the ability to use innovative pedagogical technologies, and the culture of organizing mutual relations in the educational process in a democratic and respectful spirit are assessed as the main factors that directly affect the quality and effectiveness of reading literacy.

Keywords: Pedagogical competence, communication culture, reading literacy, linguistic competence, speech competence, didactic competence, communicative competence, moral qualities, creative approach.

O'qish savodxonligini shakllantirishda o'qituvchining pedagogik kompetensiyasi va muloqot madaniyatining roli

Annotatsiya

Mazkur ilmiy tezis o'qish savodxonligini shakllantirish jarayonida o'qituvchining pedagogik kompetensiyasi va muloqot madaniyatining fundamental ahamiyatini chuqur tahlil qilishga bag'ishlangan. Tadqiqotda zamonaviy ta'lim paradigmalari sharoitida o'qituvchi shaxsining o'quvchilarning lingvistik, nutqiy, ijtimoiy-madaniy va kompensatorlik kompetensiyalarini rivojlantirishdagi hal qiluvchi roli ko'rib chiqiladi. Ayniqsa, o'qituvchining kasbiy mahorati, innovatsion pedagogik texnologiyalarni qo'llash layoqati hamda o'quv jarayonidagi o'zaro munosabatlarni demokratik va hurmat ruhida tashkil etish madaniyati o'qish savodxonligining sifati va samaradorligiga bevosita ta'sir etuvchi asosiy omillar sifatida baholanadi.

Kalit so'zlar: Pedagogik kompetensiya, muloqot madaniyati, o'qish savodxonligi, lingvistik kompetensiya, nutqiy kompetensiya, didaktik kompetentlik, kommunikativ kompetensiya, axloqiy fazilatlar, ijodiy yondashuv.

O'qish savodxonligini shakllantirish — bu shaxsning zamonaviy jamiyatda to'laqonli ishtirok etishi, o'zining intellektual salohiyatini ro'yobga chiqarishi va uzluksiz ta'lim olishini ta'minlaydigan fundamental jarayon hisoblanadi. Bu murakkab jarayon nafaqat matnni shunchaki o'qiy olishni, balki uni tushunish, tahlil qilish, baholash va olingan ma'lumotlarni hayotiy vaziyatlarda qo'llash kabi yuqori darajadagi kognitiv ko'nikmalarni o'z ichiga oladi. O'qish savodxonligining poydevorini qurishda bevosita ta'lim jarayonining asosiy subyekti — o'qituvchining kasbiy tayyorgarligi, ya'ni pedagogik kompetensiyasi va uning o'quvchilar bilan hamda jamoatchilik bilan munosabatlarni tashkil etishdagi muloqot madaniyati hal qiluvchi ahamiyat kasb etadi. O'qituvchining pedagogik kompetensiyasi faqatgina fan sohasidagi chuqur bilimlar bilan cheklanib qolmay, balki didaktik, metodik, psixologik-pedagogik, ijtimoiy-pedagogik va axborot-kommunikatsiya texnologiyalari (AKT) kompetensiyalari kabi bir qator tarkibiy qismlarni qamrab oladi. Ayniqsa, didaktik kompetentlik o'qituvchidan o'qitishdan o'qishga o'tishni ta'minlash, ta'limdagi muloqot va hamkorlik uchun psixologik-pedagogik shart-sharoitlarni yaratish, o'quvchilarning ijodkorligi va tanqidiy fikrlashini rivojlantirishga qaratilgan

yuqori samarali pedagogik texnologiyalarni loyihalash va amalga oshirish tajribasini talab qiladi. O'qituvchi o'zining kasbiy faoliyatida matn bilan ishlashning eng samarali usullarini tanlay olishi, o'quvchilarni tahliliy va sintezlovchi fikrlashga undaydigan topshiriqlarni ishlab chiqishi, badiiy matn bilan ishlash orqali adabiy-nutqiy kompetensiyalarni rivojlantirishi lozim; bu esa uning metodik kompetentligining asosini tashkil etadi. Pedagogning kompetentligi innovatsion yondashuvlarga ochiqlik, kasbiy rivojlanishga doimiy intilish va ta'lim natijalariga mas'uliyat bilan yondashishda namoyon bo'ladi.

O'qituvchining muloqot madaniyati esa pedagogik jarayonning ruhiy iqlimini belgilovchi va o'quvchilarning kommunikativ kompetensiyasini shakllantiruvchi muhim omil hisoblanadi. Muloqot madaniyati pedagogning o'quvchilar, hamkasblar va ota-onalar bilan o'zaro munosabatlarni pedagogik odob, axloq, etika normalariga muvofiq, hurmat, dilkashlik va hamkorlik ruhida tashkil eta olish qobiliyatini ifodalaydi. Demokratik uslubda tashkil etilgan pedagogik muloqot o'qishga bo'lgan ichki motivatsiyani oshiradi, o'quvchining o'z fikrini og'zaki va yozma tarzda to'g'ri, ravon bayon qilish, o'zgalar fikrini anglash, munozaralarda ishtirok etish kabi nutqiy va ijtimoiy ko'nikmalarini rivojlantiradi. Bu, o'z navbatida, o'qish savodxonligining ajralmas qismi bo'lgan kommunikativ kompetensiyaning rivojlanishiga bevosita ta'sir qiladi. Kommunikativ kompetensiya esa lingvistik, nutqiy, ijtimoiy-madaniy va kompensatsiya kompetensiyalarining yig'indisidan iborat bo'lib, o'quvchiga turli muloqot vazifalarini chet tili (yoki ona tili) yordamida hal qilish qobiliyatini beradi. O'qituvchining yuksak muloqot madaniyati, ayniqsa, muammoli vaziyatlarni pedagogik deontologiya qoidalariga rioya qilgan holda hal qilish, o'quvchilarning psixologik xususiyatlarini hisobga olish, ularga nisbatan shaxsan yo'naltirilgan yondashuvni qo'llash orqali namoyon bo'ladi. Pedagogning muloqot etikasiga rioya qilishi, ma'naviy qiyofasi va axloqiy fazilatlarini ta'lim oluvchilar uchun ibrat manbai bo'lib xizmat qiladi, sinfdagi ishonchli va qo'llab-quvvatlovchi muhitni yaratadi. Bunday muhitda o'quvchilar xatolardan qo'rqmasdan o'qishga, savollar berishga va matn mazmunini chuqur o'zlashtirishga intiladi, bu esa o'qish savodxonligining yanada yuqori bosqichiga olib chiqadi.

O'qish savodxonligini shakllantirishda pedagogik kompetensiyaning namoyon bo'lishi – bu o'qituvchining o'quv materialini shunchaki yetkazishdan ko'ra ko'proq narsani anglatadi; u o'quvchida mustaqil fikrlash, axborotni izlash va baholash ko'nikmalarini uyg'otishni, ularni tanqidiy yondashuvga o'rgatishni talab qiladi. Pedagogning AKT kompetentligi matnlar bilan ishlashda zamonaviy raqamli resurslar, interaktiv usullar va multimedia vositalaridan foydalanish imkonini beradi, bu esa o'quv jarayonini yanada qiziqarli va samarali qiladi. Xususan, PISA tadqiqotlari ta'lim sifatining asosiy mezonlaridan biri sifatida o'qituvchilarning kasbiy tayyorgarlik darajasini ko'rsatadi, chunki aynan kompetent o'qituvchi ta'limdagi global o'zgarishlarga (masalan, o'qitishdan o'qishga o'tish) adekvat javob bera oladi. Shuningdek, o'qituvchining kasbiy kompetentligi ta'limda integratsiyalashgan yondashuvlarni (masalan, CLIL) qo'llashda, fanlararo bog'liqliklarni o'rnatishda va o'quvchilarni turli bilim sohalaridagi matnlar bilan ishlashga tayyorlashda muhim rol o'ynaydi. Bu o'qish savodxonligining asosi bo'lgan matn turlarini tushunish va ulardan turli maqsadlarda foydalana olish qobiliyatini rivojlantiradi.

Xulosa qilib aytganda, o'qish savodxonligini yuqori darajada shakllantirishda o'qituvchining pedagogik kompetensiyasi va muloqot madaniyati bir-birini to'ldiruvchi va bir-birini kuchaytiruvchi omillar sifatida namoyon bo'ladi. Yuqori darajadagi kasbiy kompetensiyaga ega, ammo muloqot madaniyati past bo'lgan o'qituvchi o'quvchilar bilan samarali aloqa o'rната olmaydi va sinfdagi ijobiy o'quv muhitini yarata olmaydi, natijada o'qish savodxonligini shakllantirishdagi uning salohiyati cheklanadi. Aksincha, yetarli darajadagi muloqot madaniyatiga ega, ammo metodik va didaktik kompetensiyasi sust bo'lgan o'qituvchi matn bilan ishlashning zamonaviy usullarini qo'llay olmaydi, o'quvchilarni tanqidiy fikrlashga o'rgatishda qiynaladi, bu esa o'qish savodxonligining faqat yuzaki qatlamini shakllantirish bilan cheklanib qolishga olib keladi. Shuning uchun, bu ikki jihatning uyg'unligi – o'qituvchining

chuqur kasbiy bilimlari, amaliy ko'nikmalari hamda o'zaro hurmatga asoslangan, etik va samarali muloqot qobiliyatining birgalikda namoyon bo'lishi o'quvchilarning o'qish savodxonligini to'laqonli, barqaror va sifatli shakllantirishning asosiy kafolati hisoblanadi. O'qituvchining doimiy kasbiy rivojlanishi, yangi pedagogik texnologiyalarni o'zlashtirishi va o'quvchilarga shaxsga yo'naltirilgan yondashuvni qo'llashi, shuningdek, pedagogik deontologiya talablariga rioya qilgan holda muloqotni tashkil etishi – zamonaviy ta'lim tizimi oldida turgan eng muhim vazifalardan biridir. O'qituvchining pedagogik kompetensiyasi va muloqot madaniyatini muntazam oshirib borish – bu o'z navbatida, o'quvchilarning o'qish savodxonligini oshirish orqali mamlakatning intellektual salohiyatini mustahkamlashga qaratilgan strategik investitsiya sanaladi, chunki aynan savodxon shaxs bugungi tez o'zgaruvchan axborot jamiyatida muvaffaqiyatga erisha oladi.

Foydalanilgan adabiyotlar ro'yxati:

I.L. Bim, Kommunikativ kompetensiya va uning tarkibiy qismlari haqidagi qarashlari.

T.A. Pirkova, Kommunikativ kompetensiyaning tarkibi.

V.V. Serikov, Pedagogik faoliyatning kompetentlik tushunchasi orqali ifodalanadigan yangi sifati.

YuNESKO, Axborot-kommunikatsiya texnologiyalari fani o'qituvchilari uchun tavsiyalari (AKT kompetentlik standarti).

O'zbekiston Respublikasi Xalq ta'limi vazirligi, Boshlang'ich ta'lim davlat ta'lim standarti (Ona tili va o'qish savodxonligi fanining maqsadi).

Modeling And Forecasting Financial Economic Indicators Of Manufacturing Enterprises

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Annotation

This article examines the issues of modeling and forecasting the financial and economic indicators of manufacturing enterprises. In particular, the essence of the concepts of modeling and forecasting is revealed, and their significance in increasing the efficiency of production processes is analyzed. The financial indicators of enterprises in the garment industry—one of the most widespread production sectors—are studied analytically, and practical examples of modeling based on these indicators are presented. Based on the research findings, ways to improve the processes of modeling and forecasting financial and economic indicators are identified, and the role of information technologies in this field is specifically emphasized.

Keywords: financial and economic indicators, forecasting, planning, manufacturing enterprises, financial analysis, information technologies, artificial intelligence, management, risk, efficiency.

Ishlab Chiqarish Korxonalarining Moliyaviy Iqtisodiy Ko'rsatkichlarini Modellashtirish Hamda Prognozlar Qilish

Annotatsiya

Ushbu maqolada ishlab chiqarish korxonalarining moliyaviy-iqtisodiy ko'rsatkichlarini modellashtirish hamda ularni prognozlash masalalari ko'rib chiqiladi. Xususan, modellashtirish va prognozlash tushunchalarining mohiyati ochib berilib, ularning ishlab chiqarish jarayonlari samaradorligini oshirishdagi ahamiyati tahlil qilinadi. Eng ommabop ishlab chiqarish yo'nalishlaridan biri bo'lgan kiyim-kechak sanoati korxonalarining moliyaviy ko'rsatkichlari tahliliy jihatdan o'rganilib, ular asosida modellashtirishning amaliy misollari keltiriladi. Tadqiqot natijalari asosida moliyaviy-iqtisodiy ko'rsatkichlarni modellashtirish va prognozlash jarayonlarini takomillashtirish yo'llari aniqlanadi hamda ushbu sohada axborot texnologiyalarining tutgan o'rnini alohida ta'kidlanadi.

Kalit so'z: moliyaviy iqtisodiy ko'rsatkichlar, prognozlash, rejalashtirish, ishlab chiqarish korxonalari, moliyaviy tahlil, axborot texnologiyalari, sun'iy intellekt, boshqaruv, risk, samaradorlik.

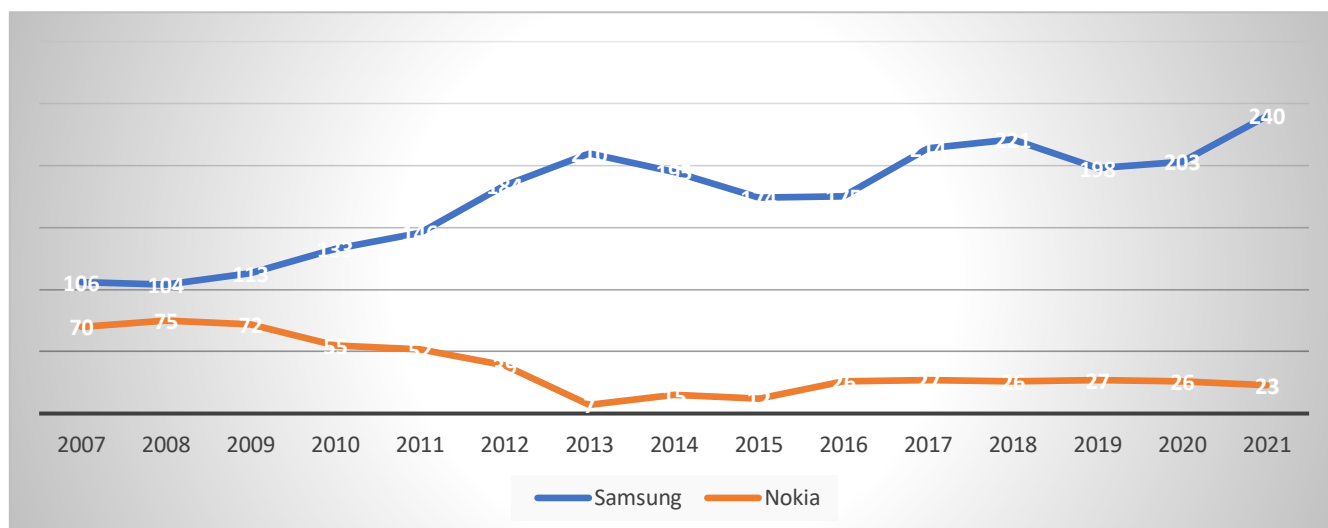
Hozirgi kunda har bir zamonaviy ishlab chiqarish korxonasining muvaffaqiyati zahirida kuchli moliyaviy-iqtisodiy tahlil, modellashtirish tizimi hamda asosli prognozlash qobiliyatining shakllanganligi yotadi. Bozor iqtisodiyoti sharoitida korxonalar sonining ortishi raqobatni kuchaytirayotgan bo'lsa-da, barcha subyektlarning barqaror rivojlanishga erisha olmayotgani kuzatilmogda. Buning asosiy sabablari qatorida moliyaviy jarayonlarni yetarli darajada modellashtirmaslik, potensial risklarni hisobga olmaslik va istiqbolli prognozlar ishlab chiqilmasligi turadi. Shu sababli, har qanday ishlab chiqarish faoliyatini yo'lga qo'yishdan avval moliyaviy modellashtirish va prognozlash tamoyillarini egallash, ularning amaliy ahamiyatini to'liq anglash zarur.

Moliyaviy modellashtirish – bu real iqtisodiy holatni matematik shaklda aks ettiruvchi abstrakt model yaratish jarayonidir. Bunday model korxonaning aktivlari, daromadlari, xarajatlari, foyda marjasi yoki investitsion loyihalarining kelajakdagi natijalarini miqdoriy ko'rinishda baholashga xizmat qiladi. Masalan, ishlab chiqarish korxonasi yangi mahsulot liniyasini joriy etmoqchi bo'lsa, moliyaviy model yordamida xomashyo narxlari, ishlab chiqarish quvvati, marketing xarajatlari va taxminiy sotuv hajmini hisobga olib, kutilayotgan foyda darajasi aniqlanadi. Bu

jarayon investitsiya samaradorligini baholash, qo'shimcha kapital jalb etish yoki xarajatlarni optimallashtirishda muhim strategik vosita hisoblanadi.

Prognozlash tushunchasi moliyaviy modellashtirish bilan bevosita bog'liq bo'lib, mavjud statistik ma'lumotlar va tarixiy tendensiyalar asosida kelajak natijalarini oldindan belgilash jarayonini anglatadi. Umumiy ma'noda prognozlash har bir inson hayotida uchraydigan hodisa bo'lib, kunlik ob-havo prognozidan tortib, shaxsiy byudjet rejalashtirishgacha bo'lgan jarayonlarni qamrab oladi. Ishlab chiqarish korxonalarida esa prognozlash jarayoni ancha murakkab iqtisodiy mexanizmlarga asoslanadi. Masalan, kiyim-kechak ishlab chiqaruvchi korxona mavsumiy talabni hisobga olgan holda 6 yoki 12 oy oldindan mahsulot ishlab chiqarish rejasini tuzishi lozim. Agar korxona qishga mo'ljallangan mahsulotlarni yoz faslida tayyorlab qo'ymasa, bozor talabi yuqori bo'lgan davrda raqobatchilarga boy berishi mumkin. Shuningdek, xomashyo narxlarining global bozor tebranishiga bog'liqligi sababli paxta, mato narxlaridagi kutilmagan oshish ishlab chiqarish xarajatlarning o'sishiga olib kelishi mumkin. Ana shunday xavflarni oldindan aniqlash va mos choralar ko'rish prognozlashning asosiy vazifasidir. Shuni alohida ta'kidlash lozimki, moliyaviy modellashtirish va prognozlash — bu faqat nazariy jarayon emas, balki korxona barqaror rivojlanishi uchun zarur bo'lgan amaliy boshqaruv qurolidir. Raqamli iqtisodiyot sharoitida korxonalar o'z raqobatbardoshligini oshirish uchun axborot texnologiyalari, sun'iy intellekt, ma'lumotlar tahlili (data analytics) kabi zamonaviy vositalardan faol foydalanishi talab etiladi. Natijada, moddiy resurslarni tejash, ishlab chiqarish tannarxini pasaytirish, foydani oshirish va eng muhimi — strategik boshqaruv qarorlarini asoslash imkoniyati vujudga keladi. Demak, modellashtirish va prognozlash bilimlariga ega bo'lmagan korxona bozor sharoitida uzoq muddatli raqobat ustunligini saqlay olmaydi.

Raqobat keskinlashgan bozor iqtisodiyotida muvaffaqiyat tasodifiy jarayon emas, balki tizimli moliyaviy modellashtirish va aniq prognozlash mexanizmlariga asoslangan boshqaruv natijasidir. Samsung va Nokia kompaniyalari misolida ushbu omillarning mavjudligi yoki mavjud emasligi natijasida yuzaga kelgan strategik farqlar yaqqol namoyon bo'ladi. Har ikkisi mobil texnologiya sanoatida yetakchi sifatida shakllangan bo'lsa-da, ularning rivojlanish trayektoriyasi tubdan farq qilgan. Samsung o'z faoliyatining dastlabki bosqichlaridanoq ma'lumotlarga asoslangan boshqaruv, bozor dinamikasini real vaqt rejimida kuzatish, talab-taklif muvozanatini modellashtirish kabi mexanizmlarni joriy etgan. Kompaniya ichki resurs taqsimoti, investitsiya oqimlari va ishlab chiqarish quvvatlarini rejalashtirishda statistik tahlil, vaqt modellari va sun'iy intellekt algoritmalaridan foydalanadi. Natijada, global iqtisodiy beqarorlik davrlarida ham Samsung yuqori samaradorlik ko'rsatkichlarini saqlab qola olgan. Aksincha, Nokia uzoq yillar davomida innovatsion raqiblar paydo bo'lishini prognozlashda xato qilgan. Kompaniya bozor signallarini statistik tahlil qilish o'rniga tarixan shakllangan tajribaga tayanib boshqaruv yuritdi. Bu esa ilmiy modellashtirish tamoyillaridan voz kechish, bozor ehtiyojlarining keskin o'zgarishini e'tiborsiz qoldirishga olib keldi. Ilmiy nuqtayi nazardan, Samsungning ustunligi shundan iborat bo'ldiki, ushbu kompaniya xavf va imkoniyatlar yuzaga kelmasdan avval matematik modellar orqali natijalarni simulyatsiya qildi. Nokia kompaniyasida esa o'zgarish sodir bo'lgachgina qaror qabul qilingan, bu esa moliyaviy yo'qotishlarni chuqurlashtirgan. Shu jihatdan, modellashtirish va prognozlashning mavjudligi kompaniyaning nafaqat moliyaviy barqarorligini, balki strategik tirik qolish qobiliyatini belgilovchi omil ekanini ilmiy tarzda ta'kidlash mumkin. Globallashtirish bozorda eng kichik noaniqlik ham, agar u raqamli tahlilga aylantirilmasa, ko'p yillik yetakchilikni yo'qotishga sabab bo'lishi mumkin.



1-rasm Samsung va Nokia kompaniyalarining yillik daromadi

Taqqoslovchi grafikdan ko'rinib turibdiki, Samsung va Nokia kompaniyalari o'zlarining moliyaviy boshqaruv strategiyalari, modellashtirish tizimi hamda prognozlash qobiliyatlari bo'yicha keskin farq qiladi. Samsung kompaniyasi davomli va barqaror o'sishini ushlab turishga muvaffaq bo'lgan bo'lsa, Nokia aksincha, keskin pasayish va tiklanishlarga uchrab, moliyaviy barqarorlikni saqlab qolishda qiyinchiliklarga duch kelgan.

Ilmiy tahlilning ajralmas qismi sifatida iqtisodiy ko'rsatkichlarni baholash jarayoni oddiy kuzatuvlarga emas, balki aniq hisob-kitoblarga asoslanadi. Shu boisdan, har qanday moliyaviy-iqtisodiy xulosa muayyan matematik va statistik formulalardan foydalanilgan holda shakllantiriladi. Mazkur maqolada ishlab chiqarish korxonalarining, xususan, kiyim-kechak sanoati subyektlarining faoliyatini baholashda qo'llaniladigan asosiy moliyaviy modellashtirish formulalari tahlil qilinadi hamda ularning real amaliyotdagi qo'llanish mexanizmlari yoritib beriladi. Formulalar nafaqat nazariy tushunchalarni mustahkamlaydi, balki korxona daromadlari, xarajatlari, rentabellik darajasi va risk omillarini aniq modellashtirish imkonini yaratadi. Keling, kiyim-kechak ishlab chiqaruvchi korxona misolida moliyaviy ko'rsatkichlarni qanday modellashtirish mumkinligini ko'rib chiqamiz. Faraz qilamiz, korxona bir oy davomida 10 000 dona sport kiyimi ishlab chiqargan va sotgan. Mahsulotning bir dona sotuv narxi 25 dollarni tashkil etadi. Buning uchun birinchi navbatda daromadni hisoblab olamiz:

$$R = P \cdot Q$$

Bu yerda:

$P = 25$ dollar (bir dona mahsulot narxi)

$Q = 10000$ dona (sotilgan mahsulot soni)

$$R = 25 \times 10\,000 = 250\,000 \text{ dollar}$$

Keyingi bosqich esa, umumiy xarajatlarni hisoblash. Buning uchun bizga korxonadagi doimiy xarajatlar (ijara, boshqaruv) qiymatlari kerak bo'ladi.

$$C = C_f + (C_v \times Q)$$

Bu yerda:

C_f = Korxonada doimiy xarajatlar (ijara, boshqaruv) - 50000 dollar.

C_v = Bir dona mahsulot uchun o'zgaruvchan xarajat - mato, ip, ishchi kuchi – 12 dollar

$$\text{Bundan kelib chiqadiki: } C = 50\,000 + (12 \times 10\,000) = 170\,000 \text{ dollar}$$

Endi esa korxonaning sof foydasini aniqlaymiz:

$$P_n = (R - C) \cdot (1 - T)$$

Bu yerda: T - soliq iqdori

$$\text{Bundan kelib chiqadiki: } P_n = 80\,000 \cdot (1 - 0.10) = 72\,000 \text{ dollar}$$

Rentabellik darajasini ham aniqlab olishimiz kerak:

$$\text{Rentabellik} = (P_n / C) \cdot 100\%$$

Bundan kelib chiqadiki: $\text{Rentabellik} = 72\,000 / 170\,000 \cdot 100\% = 42.35$

Bu ko'rsatkich korxonaning har 1 dollar xarajat evaziga 0.42 dollar sof foyda olayotganligini bildiradi.

Zararsiz ishlash nuqtasi:

$$Q = C_f / P - C_v$$

Bundan kelib chiqadiki: $Q = 50\,000 / 25 - 12 = 50\,000 / 13 = 3\,846$

Demak, korxona 3846 dona mahsulot sotgandan keyingina zarar ko'rmaydi.

Yuqorida amalga oshirilgan nazariy va amaliy tahlillar shuni ko'rsatdiki, ishlab chiqarish korxonalarida, xususan kiyim-kechak sanoatida moliyaviy-iqtisodiy ko'rsatkichlarni modellashtirish va prognozlash tizimining joriy etilishi korxonaning barqaror rivojlanishi, raqobatbardoshligini ta'minlash va risklarni kamaytirishda muhim ahamiyatga ega. Moliyaviy modellashtirish orqali korxona nafaqat hozirgi moliyaviy holatini baholashi, balki kelajakdagi stsenariylar bo'yicha strategik qarorlar qabul qilishi mumkin bo'ladi. Tadqiqot davomida daromad, xarajat, sof foyda, rentabellik va zararsiz ishlash nuqtasi kabi asosiy moliyaviy ko'rsatkichlarning matematik modellari ishlab chiqildi. Ushbu modellarni amaliy misollar orqali qo'llash natijasida, korxona ishlab chiqarish hajmini optimallashtirish, narx siyosatini shakllantirish va moliyaviy risklarni oldindan aniqlash imkoniga ega ekani aniqlandi. Ayniqsa, daromad va xarajalar o'rtasidagi nisbatni oldindan hisoblash orqali korxona moliyaviy barqarorlikni saqlashi hamda investitsion qarorlarni iqtisodiy asoslangan holda qabul qilishi mumkinligi isbotlandi. Shuningdek, prognozlash usullarini qo'llash ishlab chiqarish sohasida kelajakdagi bozor talabini aniqlash, xarajatlarning o'sish dinamikasini baholash hamda ishlab chiqarish quvvatlarini rejalashtirishda strategik vosita sifatida xizmat qilishi aniqlandi. Zamonaviy axborot texnologiyalari va sun'iy intellekt tizimlaridan foydalanish esa modellashtirish jarayonlarini yanada avtomatlashtirish, tezkor hisob-kitoblarni amalga oshirish va aniq prognozlar shakllantirish imkonini beradi.

Bugungi globallashtirish sharoitida axborot texnologiyalari (AT) ning jadal rivojlanishi moliya va ishlab chiqarish sohalarida tub o'zgarishlarni yuzaga keltirmoqda. Ayniqsa, ishlab chiqarish korxonalarining iqtisodiy-moliyaviy modellari shakllantirish, ularni tahlil qilish va kelgusidagi ko'rsatkichlarni prognozlash jarayonlarida zamonaviy raqamli vositalardan foydalanish samaradorlikni sezilarli darajada oshirmoqda. An'anaviy qo'lda hisob-kitob usullari o'rnini raqamli platformalar egallab, vaqtni tejash, inson xatosini kamaytirish va ma'lumotlar asosida qaror qabul qilish imkoniyatini bermoqda. Xususan, Microsoft Excel va Google Sheets kabi elektron jadvallar dasturi moliyaviy formulalar, rentabellik hisobi, zararsiz ishlash nuqtasi kabi modellarni tezkor tuzish va vizual tahlil qilish imkonini beradi. Katta hajmdagi ma'lumotlar bilan ishlovchi korxonalar uchun esa ERP tizimlari (masalan, SAP, Oracle, 1C) ishlab chiqarish resurslarini boshqarish, xomashyo sarfini nazorat qilish hamda xarajalar strukturasini avtomatlashtirishda muhim vosita bo'lib xizmat qiladi. Bundan tashqari, sun'iy intellekt (AI) va mashinaviy o'rganish (Machine Learning) algoritmlari talab prognozi, risk baholash, dinamik narxlash va iste'molchi xulq-atvorini modellashtirishda keng qo'llanilmoqda. Python va R dasturlash tillari yordamida regressiya, klasterlash, vaqt qatorlari tahlili kabi statistik modellar asosida korxonaning kelgusidagi moliyaviy oqimlari aniqlik bilan bashorat qilinmoqda. Shuni ta'kidlash kerakki, axborot texnologiyalarini moliyaviy modellashtirish jarayoniga integratsiya qilish nafaqat matematik hisob-kitoblarni avtomatlashtiradi, balki strategik boshqaruvni raqamli transformatsiya darajasiga olib chiqadi. Natijada, korxonalar bozor o'zgarishlariga moslashuvchan bo'lib, raqobatbardoshlik va investitsion jozibadorlikni ta'minlashi mumkin.

Tadqiqot shuni tasdiqlaydiki, modellashtirish va prognozlashga ega bo'lmagan korxona bozordagi o'zgarishlarga moslasha olmaydi va raqobat ustunligini yo'qotish xavfiga ega. Samsung va Nokia kompaniyalari misolida kuzatilganidek, ma'lumotlarga asoslangan boshqaruv, bashoratlash va simulyatsiya tizimlarini faol qo'llagan subyektlar barqaror rivojlanishga erishgan bo'lsa, ilmiy yondashuvdan chetda qolgan kompaniyalar keskin pasayish jarayoniga duch kelgan. Bu esa har qanday ishlab chiqarish sohasida, jumladan,

kiyim-kechak sanoatida ham ilmiy asoslangan moliyaviy tahlilning naqadar muhimligini ko'rsatadi. Xulosa qilib aytganda, ishlab chiqarish korxonalarida moliyaviy-iqtisodiy modellashtirish va prognozlashni rivojlantirish — bu tanlov emas, balki uzoq muddatli raqobatbardoshlik va barqarorlikni ta'minlash uchun zaruriy strategik ehtiyojdir. Kelgusida ushbu yo'nalishda sun'iy intellekt, katta ma'lumotlar tahlili (Big Data) va raqamli egizak (Digital Twin) texnologiyalaridan keng foydalanish korxonalar uchun yangi boshqaruv yo'lini shakllantirishi kutilmoqda.

Foydalanilgan adabiyotlar:

“Ekonometrik modellashtirish”- Toshkent davlat iqtisodiyot universiteti; ALIMOV R.X., ALMURADOV A.A., XOMIDOV S.O.

Karimov A. “Ekonometrika”. – Toshkent: TDIU, 2021.

Nokia va Samsung rasmiy sahifalari

The Challenges of Learning a New Language as an Adult

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Abstract

While language learning is a rewarding pursuit at any age, adults often face unique difficulties that can slow down their progress or lower their confidence. This paper explores the psychological, social, cognitive, and practical challenges adult learners experience when studying a new language. In addition, it discusses potential strategies and solutions to overcome these barriers, drawing from linguistic research and real-life experiences.

Keywords: Language learning, adult education, cognitive barriers, language anxiety, motivation, second language acquisition, lifelong learning, learning strategies

Introduction

Language is one of the most powerful tools humans possess. Learning a new language opens doors to new cultures, opportunities, and ways of thinking. For adults, mastering another language can be essential for career advancement, travel, or migration. However, unlike children who acquire languages naturally, adult learners often struggle with various obstacles, including time constraints, reduced memory retention, and fear of making mistakes.

Despite these hurdles, adult learners also bring several advantages, such as life experience, stronger motivation, and clearer learning goals. Understanding the nature of their challenges is the first step toward developing more effective teaching methods and personal learning strategies.

1. Cognitive and Neurological Limitations

One of the major barriers for adult learners is cognitive flexibility. According to neuroscience studies, the human brain is more receptive to language learning during childhood due to high plasticity. As we age, the brain becomes less adaptable, making it harder to memorize vocabulary or grasp unfamiliar grammar structures.

Adults may also rely more heavily on translation between their native and target languages, which can hinder fluency. Additionally, the tendency to compare linguistic systems often leads to interference or incorrect usage.

However, adults can overcome these issues by using repetition, mnemonics, spaced learning techniques, and engaging with real-world language input. Technologies like flashcard apps or listening to authentic media (podcasts, movies) can also reinforce memory and comprehension.

2. Psychological Barriers and Fear of Failure

Another common challenge is psychological resistance. Many adults fear making mistakes and being judged, especially in front of fluent speakers. This anxiety can block active participation in conversations, which is crucial for language improvement.

Unlike children, who learn through play and experimentation, adults may approach language learning too seriously, putting pressure on themselves to be perfect. This mindset can create a fear of failure that slows down progress.

Building a supportive learning environment, engaging in group practice, and accepting mistakes as part of the learning journey are key strategies to reduce this fear. Encouraging positive reinforcement and focusing on communication rather than perfection also help.

3. Time Constraints and Competing Responsibilities

Adult learners usually juggle multiple responsibilities—work, family, and social obligations—which limit the time and energy available for language study. Unlike school-age learners who can dedicate full days to education, adults often have to fit lessons into tight schedules.

Consistency becomes a major issue; irregular practice leads to forgetting, reduced progress, and eventually frustration or giving up.

To address this, learners can adopt micro-learning techniques—short, focused sessions—and integrate language into daily routines, such as listening to podcasts while commuting or reading short articles during lunch breaks.

4. Lack of Access to Immersive Environments

Language immersion is one of the most effective methods of acquiring fluency. However, many adult learners may not have the chance to travel or live in an environment where the target language is spoken.

Without regular exposure to native speakers, learners may struggle with pronunciation, slang, or real-life usage. Classroom learning, while helpful, often lacks spontaneity and conversational flow.

To compensate, adults can use digital tools like language exchange platforms (e.g., Tandem, HelloTalk), online conversation classes, or even virtual reality language environments. These tools provide interaction and exposure without needing to leave home.

5. Motivation and Long-term Commitment

Maintaining motivation over a long period can be difficult, especially when progress seems slow or invisible. Adult learners often set goals like “becoming fluent in one year,” but without clear, measurable milestones, they may become discouraged.

Furthermore, motivation may fluctuate due to external pressures, life changes, or unmet expectations.

Setting realistic goals, tracking progress, celebrating small victories, and finding personal meaning in the learning process can help sustain long-term commitment. Social support from peers or mentors also boosts morale.

Conclusion

Learning a new language as an adult comes with a unique set of challenges—cognitive, emotional, and practical. However, these challenges are not insurmountable. With the right strategies, tools, and mindset, adults can achieve impressive levels of language proficiency. Recognizing the difficulties is the first step toward overcoming them. Educators should tailor their methods to support adult learners’ specific needs, and learners themselves should approach the journey with patience, resilience, and a sense of curiosity. Language learning is not a race—it is a lifelong investment in personal and professional growth.

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Ellis focuses on task-based learning methods, which can be particularly effective for adult learners who need to incorporate language practice into real-world contexts.

The Artistic Skill Of Nosir Fazilov

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Abstract

This article analyzes the novella "Saraton" by children's writer and skilled translator Nosir Fozilov. In particular, it presents reflections on character analysis and the author's literary craftsmanship.

Keywords: Nosir Fozilov, novella, craftsmanship, war.

Annotatsiya

Ushbu maqolada bolalar yozuvchisi, mohir tarjimon Nosir Fozilovning "Saraton" qissasi tahlilga tortilgan. Xususan unda obrazlar tahlili hamda yozuvchining badiiy mahorati haqida mulohazalar bayon etilgan.

Kalit so'zlar: Nosir Fozilov, qissa, mahorat, urush.

Adabiyot har doim jamiyat ko'zgusi bo'lib kelgan. U inson dunyosining eng nozik qatlamlarini ochishga xizmat qiladi. Ayniqsa, ijtimoiy-psixologik yo'nalishdagi asarlar orqali yozuvchilar zamon muammolarini badiiy obrazlar vositasida tasvirlashga erishganlar.

O'zbek adabiyotida o'ziga xos adabiy maktab yaratgan yozuvchilar orasida Nosir Fozilov alohida o'rin tutadi. Ikki xalqning farzandi bo'lgan yozuvchimiz 1929-yil Qozog'iston Respublikasining Turkiston tumanida tug'ilganlar. Yozuvchi hamda tarjimon hisoblangan ushbu inson O'zbekistonda xizmat ko'rsatgan san'at arbobi hisoblanadi. Nosir Fozilovning birinchi to'plami "Irmoq" nomi bilan nashr etilgan. Bundan tashqari yozuvchining "Oqim", "Robinsonlar", "Qush qanoti bilan", "Qorxat", "Ko'klam qissalari", "Bolaligim-poshsholigim", "Bir otar to'pponcha", "Shum bolaning nabiralari" kabi asarlar va boshqa asarlar muallifidir. Yozuvchining hikoya va qissalari milliy bo'yoqlarining yorqinligi, tilining jozibadorligi, xalq turmushi manzaralarining, ayniqsa, bolalarning ichki dunyosi, o'y-kechinmalarining jonli tasviri, ko'tarinki ruhi bilan ajralib turadi. Asarlarida cho'l tabiatiga xos manzaralar shoirona chizilgan. Uning asarlari faqat badiiy tasvir emas, balki chuqur falsafiy va psixologik qatlamlar bilan boyitilgan bo'lib, o'quvchini mushohada qilishga chorlaydi. Uning ko'plab asarlari maktab o'quvchilari hayotiga bag'ishlangan. "Saraton" qissasi ham sarlavha jihatidan boshqa asarlariga zid bo'lsa-da, ammo asar qahramonlari yana maktab o'quvchilari. Ularning asosiy farqi-voqealar tarsvirlangan davr.

Muallif asar muqaddimasida shunday yozadi: "Go'dakligim o'ttizinchi yillarning kollektivlashtirish davrida, o'ttiz uchinchi yillarning ocharchilik va yupunchilik davrlarida, bolaligim esa o'ttiz yettinchi yillarning alg'ov-dalg'ov davrida, qirqinchi, qirq beshinchi yillarning dahshatli urush yillarida kechdi. Biz urush davri farzandlari bolalikning barcha imtiyozlaridan foydalanmay o'sdik, o'qishlarimiz ham o'lda-jo'lda, uzoq-yuluq bo'ldi. Men bu gaplarni nolib aytayotgani yo'q. Bolaligimiz turmush riyozotlari bilan omuxta kechdi. Xalqimiz: "Yomonlik ko'rmay yaxshilik yo'q", deydi. Balki, hozirgi to'kin hayotimiz, baxtli onlarimiz, o'sha ko'rgan-kechirgan tashvish va riyozotlarimiz tufayli emasmikan, deb o'ylab ketaman ba'zan. Bu kitob sizni men kechgan hayot so'qmoqlaridan jinday xabardor qilsa, o'sha davr mashaqqatlarini ko'z oldingizga keltira olsa, hozirgi baxtli hayotingizdan minnatdor tuyg'ularingizni uyg'ota olsa, men nihoyatda xursand bo'lardim". Qissada inson va jamiyat, ruhiy bosim va ma'naviy tanazzul masalalari o'ziga xos badiiy shaklda talqin etilgan. Yozuvchining ushbu asari urush voqealariga urush ortida mehnat qilayotgan xalqning munosabati, jamiyatda hukm surayotgan birdamlik g'oyalarining yoshlar ongiga ta'siri, ulg'ayishga majbur bo'layotgan o'smirlar-asardagi har bir tasvir o'quvchini fikrlashga, munosabat bildirishga undaydi. Saratonda boshlangan urushning sovuq xabari odamlarning, ayniqsa, yosh

bolalarning, o'smirlarning kayfiyatiga, yurish-turishiga, dunyoqarashiga qanchalik ta'sir qildi? Urush voqealariga urush ortida mehnat qilayotgan xalqning munosabati, jamiyatda hukm surayotgan birdamlik g'oyalarining yoshlar ongiga ta'siri, ulg'ayishga "majbur bo'layotgan" o'smirlar- asardagi har bir tasvir o'quvchini fikrlashga, munosabat bildirishga undaydi. An'analar, qadimdan davom etib kelayotgan qadriyatlar, jasorat va mardlik bilan bir qatorda tarannum etilgan andisha va hayo tuyg'ulari kitobxonni sergaklantiradi. Atrofidan asar qahramonlariga o'xshash insonlarni axtaradi, ularning ijobiy tomonlaridan o'rnak, salbiy jihatlaridan saboq oladi...

Qissada Ikkinchi jahon urushi davrida bir qishloq hayotida ro'y bergan voqealar tasvirlangan. Ushbu voqealar orqali biz urush davrida xalqimiz qanday hayot kechirganlarini ko'rishimiz va his eta olishimiz mumkin. Asar ushbu epigraf bilan boshlanadi:

Sevgi tili so'zsiz til,
Ko'z bilan ko'r, dildan bil,
Bir qarash yo bir imo
Bilan bog'lanar ko'ngil.

ABAY

Nega aynan sevgi? Asar bosh qahramonlari bo'lgan To'ra hamda Kamola o'smir bolalar, ular hali sevgi nimaligini anglamagan. Asarni o'qish davomida ularning ich-ichidan sodir bo'layotgan tasvirlash qiyin bo'lgan holatlarning barchasi shu muhabbat ta'siri ekanligini anglash mushkul emas. Asar nomiga mos boshlanma bilan boshlanadi: "Arpa boshloqlari sarg'ayib, bug'doy boshloqlariga rang kira boshlagan, qovun palaklari tanob yozib, tuynuklar etik boshiday bo'lib qolgan palla. Dehqonlarning tili bilan aytganda: yo'g'on cho'zilib, ingichka uziladigan payt". To'ra hali o'n yetti yoshda, o'smir bola lekin urush sababli u maktabni tugatgandan keyin o'qishga ketish o'rniga dalaga chiqib, Kamol (aslida Kamola. Dalada To'ra bilan mol boqqanligi uchun hamma uni shunday chaqiradi) bilan birga qishloq ahlining molini boqib yurishga majbur. Ularning boshlig'i G'iyos aka. G'iyos aka urushga borishga yaramaganligi uchun (ko'zi traxoma deb topilib, kerak bo'lsang o'zimiz chaqiramiz deyishgan) ushbu ikki o'smir bilan dalada qishloq ahlining molini ertalabdan kechgacha boqishadi. Urushga jo'natilmagan qishloq ahli hamda ayollar esa boshqa yumushlar bilan band. To'ra Kamolni ya'ni Kamolani qiz bolagini bilsada, ular bir-birlaridan yotsiramay sen-qiz, sen-o'g'il, demay o'sishgan. Hammasi ushbu voqeadan so'ng boshlandi. To'ra Kamolani qo'rqitish maqsadida uning yoniga kelganida Kamola suvdan chiqib kiyinayotganini ko'rib qolganidan. Asarning asosiy qismi shu voqeadan boshlanadi. To'raning qandaydir o'zi anglamagan holatga tushib qolishlari, Kamolaning podadan ketib maktabga ishga kirishi, Ular bir-birini endi kam ko'rishlari asarda tasvirlangan. "tarvaqaylab o'sgan tol tagida hozirgina suvdan chiqqan Kamola uning ko'z oldida gavdalandi." To'raning miyasiga shu fikr keldi: "Vo, ajabo! Hali Kamola qiz bolamidi?!" Uning ko'z o'ngi qorong'ulashib ketganfay bo'ldi. o'ziga o'zi ishonmay, ko'zlarini qayta-qayta yumib ochdi, ko'z o'ngida haligi surat! Yopiray!" Shundan so'ng To'raning ichki kechinmalarini, uning ko'ziga kichkina e'tiborsiz narsalar ham juda chiroyli bo'lib ko'rinishlarini, tabiatning qanday go'zallashganini ko'rishimiz mumkin. Bu adabiyot tili bilan aytganda asar qahramonining ichki kechinmalarining tasvirlanishi deyishimiz mumkin. Bundan tashqari qissada biz ushbu qishloqqa urush bo'layotgan yerlardan ko'chirib kelinayotgan boshqa millat vakillariga mansub shaxslarni ham uchratishimiz mumkin. Yozuvchi o'zi: "Yoshligimda qishlog'imizda turli millat xalqlari yashab, mehnat qilardilar. Biz bir-birimizni o'zbek, qozoq, rus deb ajratmay o'sdik. Bunga asos ham yo'q edi. Bizni hayot jipslashtirib qo'ygan edi. Men hukmingizga havola etayotgan ushbu "saron" qissasini yozayotganimda zalqlar do'stligi mavzusini o'ylan ham o'tirmaganman. Hayotda qanday bo'lsa shundayligicha, bejamasdan, yonimdan qo'shmasdan kuchaniqsiz, chiraniqsiz qog'ozga tushirishga harakat qilganman. Binobarin, ko'rgan-kechirgan narsang, agar uni qalbdan his qilsang, tuyg'ularing chinakam rost bo'lsa, yozganlaring tabiiy chiqishi turgan gap", -deb yozadi. Asarda millat ajratilmaganligini qishloq aholisi ularga uy-joylaridan berishlaridan bundan tashqari To'ra ularga osholol¹ tarqatib chiqqanligidan bilishimiz

mumkin.Yana bundan tashqari ko'chirib keltirilganlar qishloq aholisining ishlariga yordam beradi.Sergey ismli bola Kamola podadan ketgandan so'ng To'radan mol boqishni o'rganib,unga yordam beradi.Kristina ismli qiz shaharga jo'natilishi kerak bo'lgan,bug'doy solingan qoplarni og'zini tikishga yordamlashadi.Qishloqdagilar qanchalik ularga yordam berishayotgan bo'lsa, ular ham qo'llaridan kelgancha qishloq odamlariga yordamlashadi.Biri shishalardan lampa yasaydi.

Yana asarda yozuvchining badiiy mahoratini o'xshatishlarni juda chiroyli qo'llagan joylarida ko'rishimiz mumkin.Masalan:birgina Kamolaning kulgusini :“xuddi kumush tanganing jarangidek tiniq”,-deb aytadi.Saraton issig'ini esa shunday tasvirlaydi: “Saraton oftobi tikkaga kelgan,hamma yoqni jizg'inak qilib kuydirib turibti.To'rg'aylar ham o'zlarini salqin-soyaga urishgan.Uzoq-uzoqlardan kumush sarob miltillaydi.Hatto odamlarning soyalari ham issiqdan qo'rqganday bag'rilariga tiqilgan,xuddi tandir ichida yurib,nafas olayotganday bo'lasan”.Ushbu fikrlarni faqatgina bu holatni boshidan o'tkazgan kishi yoza olishi mumkin.Bu ham yozuvchining mahorati belgisi.Asar oxiri esa Kamola va To'raning bir-biriga aytolmagan sevgisi oshkori bilan yakunlanadi.Aynan shu paytda ular o'smirlikning sehrli sarhadidan balog'at ostonasiga qadam qo'yganlarini sezmay ham qolishadi.

Asarda ushbu ikki o'smirning hamda asar qahramonlarining hayotida ro'y berayotgan voqealar orqali Ikkinchi jahon urushi paytidagi xalqimiz ahvolini ko'rsata olish yozuvchining asosiy maqsadi bo'lgan desam mubolag'a bo'lmaydi.

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Social Deixis Composition In English And Uzbekistan

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Abstract

This article analyzes the cognitive-semantic features of social deixis in English and Uzbek. Social deixis plays a key role in expressing social relations, respect, and intimacy through linguistic means in communication. The study provides a comparative analysis of forms of address, titles, honorifics, and markers of politeness in English and Uzbek, highlighting how they reflect social status and conversational context. From the perspective of cognitive semantics, the research explores the conceptual domains, meanings, and cultural factors shaping these linguistic units.

Keywords: social deixis, cognitive semantics, forms of address, social status, politeness, communication culture.

Anotatsiya

Ushbu maqolada ingliz va o'zbek tillarida ijtimoiy deysisning kognitiv-semantik xususiyatlari tahlil qilinadi. Ijtimoiy deysis til vositalarining nutq jarayonida ijtimoiy munosabatlarni, hurmat va yaqinlik darajasini ifodalashdagi rolini belgilaydi. Tadqiqotda ingliz va o'zbek tillarida murojaat shakllari, unvonlar, hurmat-kamtarlik ifodalovchi birliklar, shuningdek, ijtimoiy maqom va muloqot kontekstiga bog'liq farqlar solishtirma tahlil qilinadi. Kognitiv semantika asosida ushbu birliklarning mazmuni, konseptual maydoni va madaniy omillarga tayanishi yoritiladi.

Kalit so'zlar: ijtimoiy deysis, kognitiv semantika, murojaat shakllari, ijtimoiy maqom, hurmat, muloqot madaniyati

KIRISH. Tilshunoslikda deysis tushunchasining besh xil turi mavjud bo'lib unga quyidagilar kiradi. 1) vaqt deysisi; 2) shaxs deysisi; 3) o'rin joy deysisi; 4) ijtimoiy deysis 5) diskursiv deysis. Til nutq hodisasida ijtimoiy deysis so'zlovchi, tinglovchi va boshqa ishtirokchilarning ijtimoiy munosabatlari va xususiyatlarini namoyon qiladi. Bu esa tilning ijtimoiy mavqe, tanishuv hamda ijtimoiy rollarni qanday yo'l bilan ko'rsatishini ifodalaydi. Bunga murojat shakllari masalan, "janob Prezident", "do'stim", sharaflil so'zlar va ijtimoiy farqlarni bildiruvchi boshqa lingvistik xususiyatlar kiradi [en.wikipedia.org].

TADQIQOT METODOLOGIYASI. Ijtimoiy deysis, tilning ijtimoiy munosabatlarini qanday aks ettirish va shakllantirish uslubini o'rgansa, pragmatika sohasidagi uni ko'plab olimlar qiyoslashgan. Jumladan, Levinson ijtimoiy deysis nazaryasini o'rganish bilan birga shaxs, joy va vaqt bilan birga deysisning besh turi sifatida belgilab bergan. CH. Fillmore shuningdek, ijtimoiy deysisni farqlanishi uning ijtimoiy vaziyatlarni aks ettirishdagi rolini tushuntirdi. Bundan tashqari, J Lyons o'zining semantika bo'yicha tadqiqotida deysisning an'anaviy toifalarini ijtimoiy deysisni kategoryasi orqali kengaytirdi.

TAHLIL VA NATIJALAR. Ijtimoiy deysis va nutq faoliyatining ijtimoiy holati o'rtasidagi bog'liqlikni ta'kidlab, ijtimoiy voqelikni aks ettiradi va ular bilan belgilanadi degan fikrni Fillmore ilgari suradi [CH.Fillmore 1975; 88].

U deysis haqidagi tushunchani shaxs, joy va vaqt kabi an'anaviy kategoriyalardan tashqari kengaytirib, uning lingvistik tahlildagi ahamiyatini

ta'kidlab, ijtimoiy deysisni qamrab oldi [J.Lyons 1995;18]

Bundan tashqari dunyoning bir qator olimlari o'z hissalarni qo'shgan

Masalan, D.Archer, J. K. Aijmer va S.Wichmann (2012) relational ijtimoiy deysisga, xususan, qarindoshlik atamalariga va ularning nutq hodisasi doirasidagi ijtimoiy munosabatlarga aloqasiga e'tibor qaratdi. J.Huang (2007) tomonidan olib borilgan tadqiqotlar mutlaq ijtimoiy

deyxisni, shu jumladan ijtimoiy mavqeni ifodalash uchun ishlatiladigan sharaflarni o'rganib chiqdi. Researchgate tomonidan olib borilgan tadqiqot ijtimoiy deyxis va ijtimoiy sinf o'rtasidagi bog'liqlikni ko'rib chiqdi, ijtimoiy deyxis kabi lingvistik xususiyatlar so'zlovchining ijtimoiy mavqeini qanday ochib berish mumkinligini o'rgandi.

Ijtimoiy deyxis bu suhbat ishtirokchilarining o'ziga xosligi yoki munosabatlari haqidagi ma'lumotni grammatiklashtirgan ba'zi tillarning olmosh tizimlarining hodisasi [S. Seid 2009;197].

J.Holmesga ko'ra ijtimoiy munosabatlar ishtirokchilar o'rtasidagi munosabatlar, ijtimoiy muhitga, o'zaro ta'sirning funksiyalariga va ular o'rtasidagi muhokama qilinadigan mavzuga bog'liq [J. Holmes 2013;8].

Demak til so'zlovchilarning ijtimoiy xususiyatlariga ko'ra o'zgarib turadi, tildan foydalanish suhbatda ishtirok etuvchi ishtirokchilar o'rtasidagi va ularning maqomi bilan belgilanadi, maqomi yoshi, ijtimoiy toifasi va mashg'ulotlari turlicha bo'lganligi sababli teng bo'lmagan mavqega ega bo'lgan shaxslar o'rtasidagi nutq, ehtimol, tengdoshlar o'rtasidagi qaraganda rasmiyroqdir. Ijtimoiy deyxis va asosiy shakllari shaxs olmoshlari, otlari, taxalluslar, qarindoshlik iboralari, mehribonlik shartlari sharaf shakllari ekanligini eslatib o'tadi. Ijtimoiy deyxis sosan adresatni ko'rsatish uchun hurmat ko'rsatadigan lug'aviy shakldir, masalan, so'zlovchi hurmat ko'rsatganda (Janob Amir) yoki pastga urib gapirganda (qulingiz) [Holmes 2013, p.8]

Aminjonga javob berildi. Bu novcha, qirraborun yosh esa-da ,ko'p sarguzashtlarni boshidan kechirgan yigit bizni Buxoroga chin dildan taklif etdi. Adresini qoldirdi. Nosirjon bilan xo'shlashar ekan, unga negadir o'ychan boqib:

- Siz havas qilsa arziydigan yigitsiz. Biz... bo'lgancha bo'lganmiz, uka, ---dedi.(Shukur Xolmirzayev. O'n sakkizga kirmagan kim bor. 184)

Matndan ijtimoiy deyxis birliklari bor va ularni kognitiv semantik tahlil qilamiz.

yigitsiz → “Siz” formasining qo'llanishi hurmatni ifodalaydi, Nosirjon Aminjonga nisbatan hurmat bilan murojaat qilmoqda “uka” → Bu so'z ijtimoiy yaqinlikni, birodarlikni bildiruvchi murojaatdir va shu bilan birga, biroz pastroq maqomni yoki kichikroq yoshni ham anglatadi. “Biz... bo'lgancha bo'lganmiz” → “Biz” orqali Nosirjon o'zini va o'z tengdoshlarini umumlashtirib, tajribasi ortda qolgan avlod sifatida ko'rsatmoqda.

Kognitiv semantika til birliklarining inson tajribasi va dunyoqarashidagi konseptual xaritaga bog'lanishini o'rganadi. Ushbu parcha quyidagicha tahlil qilamiz: “Siz” → nutq egasi o'zini kamtarona, suhbatdoshini esa yuqori maqomda tasavvur qiladi. Bu kognitiv modelda “hurmat”ni ko'rsatadi. “uka” → garchi “Siz” ishlatilgan bo'lsa-da, “uka” so'zi samimiylilik, yaqinlik va birodarlik kognitiv modelini yuzaga chiqaradi. Demak, bu yerda hurmat + samimiylilik aralashgan.

“Biz... bo'lgancha bo'lganmiz” → bu jumla orqali Nosirjon o'z avlodini tajriba orttirgan, lekin endi yosh emas, deb angelaydi. Bu kognitiv semantikada “*avlodlar kontrast*” konseptini ifodalaydi: yoshlar – kelajak, biz – o'tgan avlod. Mazkur parchaning ijtimoiy deyxisi Nosirjon va Aminjon o'rtasidagi avlodlararo tafovut, hurmat va samimiylilikning uyg'unlashuvini ifodalaydi. “Siz” → hurmatli murojaat, “uka” → yaqinlik, birodarlik, “ Biz... bo'lgancha bo'lganmiz” → tajriba va avlodlar o'rtasidagi chegarani anglash. Shunday qilib, kognitiv semantik tahlil shuni ko'rsatadiki, bu matnda ijtimoiy deyxis orqali insonlar orasidagi ierarxiya, avlodlar farqi va hurmat-samimiylilik konsepti tasvirlangan.

What was the name? The signature was rather difficult to read. Emily Brent thought impatiently: “So many people write their signatures quite illegibly.” She let her mind run back over the people at Belhaven. She had been there two summers running. There had been that nice middle aged woman—Miss—Miss—now what was her name?— her father had been a Canon. And there had been a Mrs Olton—Ormen—No, surely it was Oliver! Yes—Oliver (Agatha Christie, And Then There Were None P58)

Badiiy matndagi ijtimoiy deyxis birliklarni kognitiv semantik tahlil qilamiz

“Miss” – ijtimoiy maqomni bildiruvchi murojaat shakli, odatda turmush qurmagan ayollarga nisbatan ishlatiladi. Bu yerda ism esdan chiqqan, lekin ijtimoiy maqom belgisi xotirada qolgan. “Mrs.” – turmush qurgan ayollarga nisbatan ishlatiluvchi hurmat shakli. Bu ham ismni aniq eslay olmagan joyda ijtimoiy maqomni eslab qolish hodisasini ko’rsatadi va “*her father had been a Canon*” – bu ijtimoiy maqomning yana bir ko’rsatkichi: ayolning shaxsi otasining diniy darajasi (Canon – cherkovda yuqori martaba) orqali aniqlanmoqda. “Miss” va “Mrs.” kabi ijtimoiy deysislar ingliz jamiyatida gender + oilaviy maqomni birlamchi identifikatsiya belgisi sifatida tushuniladi. “Canon” kabi martaba esa ijtimoiy tabaqalanish, ya’ni shaxsni u kimning farzandi ekanligi orqali tanish konseptini bildiradi. Bu parcha ijtimoiy deysisning quyidagi kognitiv-semantik funksiyalarini ochib beradi: Shaxsni ism emas, balki ijtimoiy rol orqali tanish – Emily ismni eslolmaydi, lekin “Miss”, “Mrs.” va “*Canonning qizi*” kabi maqomlar orqali uni tasavvurida qayta tiklaydi. Ingliz jamiyatining ijtimoiy kategoriyalariga asoslangan kognitiv xarita – turmush qurgan/qurmaganlik, otaning martabasi kabi belgilar ijtimoiy tasniflashda markaziy o’rin egallaydi. Xotiraning ijtimoiy indeksatsiyasi – ijtimoiy deysis shaxslarni eslash va farqlashda “kognitiv indeks” vazifasini bajaradi

Sanihaxonim Ismoil yegan tayoqlar jannatdan chiqqan deydi. Orasira shunday deyishdan Ismoilni urib zavqlangani kabi zavq oladi. Jannatdan chiqqan narsa faqat tayoqmi? Yoxud tayoqning jahannamdan chiqqan turi yo’qmi? Modomiki, jannatdan chiqqan ekan, nechun Salma bilan birga totmaydi bu tayoqni?! Ismoil kichik boshi bilan ularni tushunganday bo’lar, yig’lar, faqat tuzukroq, to’g’riroq javob topolmasdi. Topgandan ne foyda? Tayoq jannatdan chiqqanmi yoki do’zaxdanmi, baribir Ismoilning joniga azob beraveradiku, Ismoil shunday xayollar bilan band bir paytda yuqorida ikki ayol o’rtasida shunday suhbat kechardi (Ahmad Lutfiy, O’gay Ona 88bet) Sanihaxonim” – bu yerda xonim qo’shimchasi ijtimoiy maqom, hurmat yoki kattalikni bildiruvchi ijtimoiy deysis markeridir. Shuningdek, bu so’z jamiyatdagi patriarxal-ijtimoiy tizimda ayolning obro’-e’tiborini ko’rsatadi.

Parchadagi ijtimoiy deysisni kognitiv semantik tahlil qilamiz

“*Ismoil*” – ism yalang’och shaklda keltirilmoqda, bu odatda kichiklar yoki ijtimoiy jihatdan pastroq mavqedagilarga murojaat qilish shaklidir. Hurmat belgisi yo’qligi ierarxik tafovutni ifodalaydi. “*Salma*” – yana ismning yalang’och qo’llanishi. Bu ayol Sanihaxonimdan ijtimoiy jihatdan pastroq maqomda yoki unga yaqin munosabatda tasvirlanadi. “*Salma*” – yana ismning yalang’och qo’llanishi. Bu ayol Sanihaxonimdan ijtimoiy jihatdan pastroq maqomda yoki unga yaqin munosabatda tasvirlanadi. “*Sanihaxonim*” yuqori maqomda, hokim shaxs sifatida namoyon bo’ladi. “*Ismoil*” – bo’ysunuvchi bola. Demak, ijtimoiy deysis orqali “*ustoz–shogird*”, “*kattalar–bolalar*” modeli yaratilgan. Diniy asosli konseptualizatsiya: “*Jannatdan chiqqan tayoq*” iborasi kattalar tomonidan bolaga nisbatan qilinayotgan zo’ravonlikni muqaddaslik pardasi bilan oqlash uchun ishlatilmoqda. Kognitiv jihatdan bu “azob = savob” metaforasiga asoslanadi. Bolaning kognitiv to’qnashuvi: Ismoil kichik aqli bilan “*jannatdagi narsa nega azob beradi?*”, “*nega boshqalar (Salma) bilan baravar bo’lishmaydi?*” kabi savollarga duch keladi. Bu kognitiv dissonans – ya’ni dunyo haqidagi tasavvurlar va real tajriba o’rtasidagi ziddiyatdir. Kognitiv jihatdan bu “azob = savob” metaforasiga asoslanadi. Bolaning kognitiv to’qnashuvi: Ismoil kichik aqli bilan “*jannatdagi narsa nega azob beradi?*”, “*nega boshqalar (Salma) bilan baravar bo’lishmaydi?*” kabi savollarga duch keladi. Bu kognitiv dissonans – ya’ni dunyo haqidagi tasavvurlar va real tajriba o’rtasidagi ziddiyatdir. Avlodlararo tafovut bor. Kattalar diniy-metaforik asosli tafakkur bilan ish yuritisa, bola real tajriba orqali uni noto’g’ri, adolatsiz deb his qiladi.

Dr. Armstrong drew a deep breath. “And Mrs. Rogers?” Lombard said slowly: “I could believe in Anthony’s suicide (with difficulty) if it weren’t for Mrs. Rogers. I could believe in Mrs. Rogers’ suicide (easily) if it weren’t for Anthony Marston. I can believe that Rogers put his wife out of the way—if it were not for the unexpected death of Anthony Marston (Agatha Christie And Then There Were Non P 70)–

Dr. Armstrong “Dr.” unvoni ijtimoiy maqomni anglatadi u ilmiy-doktorlik darajasiga ega shaxs sifatida ko’rsatiladi. Bu uni boshqa ishtirokchilardan bilimlroq va ishonchliroq qilib ko’rsatadi. *Mrs. Rogers* – “Mrs.” ijtimoiy-status ko’rsatkichi va u turmushga chiqqan ayol sifatida, eriga (Rogers) ijtimoiy jihatdan bog’langan

Anthony Marston / Lombard / Rogers – oddiy familiya yoki ism bilan atash ijtimoiy tenglikni yoki erkaklar o’rtasida rasmiy bo’lmagan muomala darajasini ko’rsatadi.

unvonlar orqali o’quvchi ongida “hierarxik xarita” hosil bo’ladi: shifokor → bilimdon, hokimiyatga ega; xizmatkor (Rogers) va uning xotini → pastroq ijtimoiy qatlam; Marston va Lombard → yuqori tabaqadagi, erkinroq erkaklar. Bu ijtimoiy darajalar voqea mantiqini idrok etishda yashirin ta’sir qiladi. Egalik va qarindoshlik ko’rsatkichlari bu yerda his wife (uning xotini) → Rogersning xotiniga egalik qilishi, ularning ijtimoiy va oilaviy munosabatini ifodalaydi. *put his wife out of the way* – bunday ifoda ijtimoiy va jinsiy rollarni ham ochadi: ayol “qaram”, erkak esa “hokimiyat egasi” sifatida kognitiv modelda gavdalanadi. Kognitiv jihat: ijtimoiy deysis orqali “erkak–ayol”, “er–xotin” munosabatlari mantiqiy asosda quriladi. O’quvchi Rogersni potensial “faol agent”, xotinini esa “passiv qurbon” sifatida ko’radi. Baholovchi modal konstruksiyalar. “I could believe...” / “I can believe...” – Lombardning nutqi subyektiv bahoga asoslangan. Bu baholar ijtimoiy deysisning nutq egasining mavqei bilan bog’liq: u o’zini hodisalarni “tahlil qiluvchi” yoki “hakam” sifatida ko’rsatmoqda. Kognitiv jihatdan o’quvchi Lombardni “ratsional kuzatuvchi”, boshqalarning esa “sudlanuvchi” yoki “gumondor” sifatida idrok etadi.

Kognitiv jihatdan o’quvchi Lombardni “ratsional kuzatuvchi”, boshqalarning esa “sudlanuvchi” yoki “gumondor” sifatida idrok etadi.

Ijtimoiy deysisning umumiy semantik xulosasi quyida ta’riflangan. Parchadagi ijtimoiy deysis unvonlar (Dr., Mrs.), oilaviy munosabatlar (his wife) va nutqdagi subyektiv baho orqali ifodalangan. Kognitiv darajada bu elementlar o’quvchi ongida quyidagi semantik tuzilmani yaratadi:

Doktor (ilmiy-avtoritet) → ishonchli, obro’li shaxs ekanini anglatiyapti. *Mrs. Rogers* (ayol, xizmatkor) → zaif, oson qurbon bo’lishi mumkin hamda *Rogers* (er, xizmatkor) → faol harakat qilishi mumkin gumondor. *Lombard* (erkak kuzatuvchi) → mulohaza yurituvchi, voqeani baholovchidir, *Anthony Marston* esa (badavlat, yosh erkak) → ijtimoiy jihatdan erkin, lekin sirli o’limi voqeani murakkablashtiradi.

Bu parcha ijtimoiy deysis orqali shaxslarning ijtimoiy maqomi va rollarini ochib beradi. Kognitiv semantika nuqtai nazaridan, o’quvchi voqeani oddiy “kim o’ldi” darajasida emas, balki kim ijtimoiy jihatdan kuchli, kim zaif, kim gumondor degan konseptual xarita asosida idrok qiladi. Bu esa Christie uslubiga xos tarzda sir va shubhani yanada kuchaytiradi.

XULOSA. Ijtimoiy deysis til tizimida shaxslarning ijtimoiy maqomi, o’zaro munosabatlari va nutq jarayonidagi rollarini ko’rsatishda muhim vosita sifatida namoyon bo’ladi. Unvonlar, murojaat shakllari, qarindoshlik atamaları va egalik ko’rsatkichlari orqali ijtimoiy munosabatlar nafaqat lingvistik darajada, balki kognitiv-semantik darajada ham aks etadi. Kognitiv yondashuv shuni ko’rsatadiki, ijtimoiy deysis o’quvchi yoki tinglovchi ongida shaxslar o’rtasidagi hierarxiya, kuch-ta’sir munosabatlari hamda subyektiv baholash modellarini shakllantiradi.

Natijada, ijtimoiy deysisni tahlil qilish tilning nafaqat kommunikativ, balki konseptual funksiyasini ham ochib beradi. U ijtimoiy rollarning nutqiy ifodalanishini ko’rsatish bilan birga, inson tafakkurida jamiyat haqidagi kognitiv sxemalarni mustahkamlaydi. Shu bois ijtimoiy deysisning kognitiv-semantik tahlili tilshunoslikda shaxs va jamiyat o’rtasidagi munosabatlarni o’rganishda samarali nazariy asos bo’lib xizmat qiladi.

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The Role Of Case Study Technology In Professional Direction Of Graduating Students

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Annotation

This article reveals the importance of educational technologies and the role and significance of case study technology in the professional orientation of young people, schoolchildren, who are the main target of today and the future of tomorrow. Theoretical scientific views on this issue are analyzed and comments are made.

Keywords: education, technology, student, graduating class, pedagogy, case study, science, production, intellect, spirituality.

Annotatsiya

Ushbu maqolada bugungi kunning asosiy uchi va ertangi kunimizning kelajagi bo'lgan yoshlar, maktab o'quvchilarining kasbiy faoliyatga yo'naltirish va ta'lim texnologiyalarining ahamiyati ayniqsa keys –study texnologiyasining roli va ahamiyati ochib erilgandir. Bu borada nazariy ilmiy qarashlar tahlil qilingan va fikr mulohazalar yuritilgan.

Kalit so'zlar: ta'lim, texnologiya, o'quvchi, bitiruvchi sinf, pedagogika, keys-study, fan, ishlab chiqarish, intellekt, ma'naviyat.

KIRISH

“Yoshlarimizni mustaqil fikrlaydigan yuksak intellektual va ma'naviy salohiyatga ega bo'lib dunyo miqyosida o'z tengdoshlariga hech qaysi sohada bo'sh kelmaydigan insonlar bo'lib kamol topishi, baxtli bo'lishi uchun davlatimiz va jamuyatimizning bor kuch va imkoniyatlarini safarbar etamiz”.

Jahon hamjamiyatining zamonaviy ilmiy-texnik taraqqiyoti, fan va ishlab chiqarish sohalarida amaliy islohotlar, ilmiy-texnik axborotning jadal rivojlanishi va yangilanishi ijtimoiy-iqtisodiy va ilmiy-texnik o'zgarishlar natijasida o'quvchilarni kasbiy faoliyatga tayyorlash jarayonlarining takomillashtiruvchi mexanizmlarini ta'lim jarayoniga tatbiq etilishi bilan ifodalanadi. Parijda bo'lib o'tgan YuNESKO Bosh konferensiyasining 36-sessiyasi rezolyutsiyasiga muvofiq, ta'lim tasnifining xalqaro standartlari takomillashtirilmoqda. YuNESKO Ta'lim instituti (Gamburg, Germaniya), Kattalar ta'limi bo'yicha Yevropa uyushmasi (EAEA – European Association for the Education of Adults, Bryussel), Xalqaro Ta'lim instituti (AQSh), European Integration (ECSA-Austria) kabi nufuzli tadqiqot markazlarining ilmiy natijalari alohida o'rin tutadi. Shu sababli kasbiy kompetentlikni rivojlantirishning ilmiy tizimi samaradorligini oshirish bo'yicha tadqiqotlarni amalga oshirishga alohida e'tibor qaratilmoqda.

Jahonda uzluksiz ta'lim tizimi faoliyatining samaradorligi ta'lim oluvchi shaxsning barcha ta'lim yo'nalishlari markaziga aylangan insoniy g'oyalar (personal ideas)ning o'quvchilarning kasbiy kompetensiyasini rivojlantirishni to'liq namoyon etish uchun didaktik muhit yaratish bilan chambarchas bog'liqdir. Shu nuqtai nazardan ta'lim sifati va samaradorligini oshirish, o'quvchilarning kasbiy kompetentligini rivojlantirish mexanizmlari, o'qituvchi shaxsi modeli, baholash mezonlarini takomillashtirishning nazariy - metodik ta'minotini yaratish va ta'minlashni, didaktik tamoyillar asosida o'quvchilarni kasbiy faoliyatga tayyorlash jarayonlarini innovatsion yondashuv asosida rivojlantirishni talab etmoqda.

Mamlakatimizda o'quvchilarning kasbiy faoliyatga tayyorlash jarayonlarini rivojlantirish va raqobatbardosh kadrlar tayyorlash samaradorligini oshirishga doir me'yoriy hujjatlar ishlab chiqildi, moddiy-texnika bazasi yaratildi, xorijiy davlatlar bilan hamkorlikda qo'shma dasturlar tashkil etildi, yangi ta'lim paradigmalariga o'tishning me'yoriy asoslari ishlab chiqilmoqda. O'zbekiston Respublikasini yanada rivojlantirish bo'yicha taraqqiyot strategiyasida “Uzluksiz ta'lim tizimini yanada takomillashtirish, sifatli ta'lim xizmatlari imkoniyatlarini oshirish, mehnat

bozorining zamonaviy ehtiyojlariga muvofiq yuqori malakali kadrlar tayyorlash siyosatini davom ettirish”¹ muhim ustuvor vazifa sifatida belgilangan. Natijada bitiruvchi o’quvchilarning kasbga yo’naltirishning didaktik imkoniyatlarini ta’minlashga sharoit yaratildi.

Bitiruvchi sinf o’quvchilarini kasbiy faoliyatni tarkib toptirishga yo’naltirilgan jarayonlarda shaxsiy va kasbiy sifat, qat’iyatlilik, qiziqish, bag’ishlanish, tashabbuskorlik, mustaqillik, eng yaxshi yo’lni tanlash qobiliyatini egallaganlik darajasi, ijodkorlik, izlanuvchanlik, bilimdonlik, muloqatchanlik kabilar muhim o’rin tutadi.

Bugungi kunda keys-stady ta’lim texnologiyasi asosida innovatsion fikrlashni, kreativ tafakkur qilishni rivojlantirish vositalarini izlash muammosi bo’lajak o’qituvchilarda ijodkorlikni rivojlantirish bilan bog’liq qobiliyatlarga tegishli ekanligini ifodalaydi. Bu jamiyatning rivojlanish sur’atlarining tezlashishi bilan bog’liq jarayon sifatida qabul qilingan bo’lib, bunda ta’lim muassasasi oldida turgan asosiy talab va vazifa shaxslarni hayotga va mehnatga tayyorlash zarurati mavjud talablarning tez o’zgaruvchan shartlarida o’z ifodasini topadi.

Kasbiy yondashuv asosida o’quvchilarga ta’lim jarayonlarni samarali tashkil etishda o’z iqtidori va ijodiy salohiyatini namoyon etish imkoniyati yaratildi. Ta’lim mazmunidagi o’zgarishlar, yangilarini joriy etish jamiyatning standartlari va ehtiyojlari ijodiy shaxsni shakllantirish va uning ijodiy qobiliyatlarini rivojlantirish bilan belgilanadi. Bunday sharoitda ta’lim muassasasi juda muhim ahamiyatga ega pedagogik tizimlar uchun zarur shart-sharoitlarni yaratadi, har bir o’quvchining tarbiyaviy ijodkorligini oshkor qilish va rivojlantirishga yo’naltiriladi.

Keys-study ta’lim texnologiyasi asosida o’quvchilarni kasbiy faoliyatga tayyorlash jarayonlarini ilg’or xorijiy tajribalar asosida takomillashtirish, ularni yangicha fikrlovchi, innovation faoliyat yurita oladigan shaxslar sifatida tayyorlash masalalari mamlakatimizni rivojlantirishning Taraqqiyot strategiyasi yo’nalishlaridan biri sifatida belgilab berilgan. O’zbekiston Respublikasi Prezidenti mamlakatimiz ta’lim tizimini yanada takomillashtirish, ta’limning yangi, zamonaviy usullarini, jumladan, pedagogik va axborot-kommunikatsion texnologiyalarni joriy etish sohasidagi ishlar ahvolini tanqidiy tahlil qilish zaruratiga alohida to’xtalib o’tdi. “Yana bir muammoni hal etish o’ta muhim hisoblanadi: bu – pedagoglar va professor-o’qituvchilar tarkibining professional darajasi, ularning maxsus bilimlaridir. Bu borada ta’lim olish, ma’naviy-ma’rifiy kamolot masalalari va haqiqiy qadriyatlarni shakllantirish jarayonlariga faol ko’mak beradigan muhitni yaratish zarur” Natijada mamlakatimiz ta’lim tizimi jahon andozasi asosida yanada takomillashadi, kadrlar sifati raqobatbardoshlik muhitiga tezroq moslashadi. Bugungi kunda davlat ijtimoiy buyurtmasi pedagogik oliy ta’lim muassasalari o’quv-tarbiya jarayoniga o’qitishning natijaviyligini ta’minlovchi pedagogik innovatika g’oyalarini joriy qilish bilan bo’lajak o’qituvchilarning pedagogik innovation faoliyatidek kasbiy taqozolangan funksiyasini bajarishning amaldagi tayyorgarlik darajasi o’rtasida ma’lum ziddiyatlarlarning mavjudligi tadqiqot ishini ilmiy-nazariy jihatdan o’rganish zaruratini vujudga keltiradi.

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The Current State and Prospects of Inclusive Education in Uzbekistan

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Annotation

This paper examines the present situation and future development of inclusive education in Uzbekistan. The concept of inclusive education has been gradually introduced into the national education system, aiming to provide equal opportunities for all learners, including those with special educational needs. The research discusses the legal framework, the role of teachers, parental involvement, and the integration of digital technologies. It also highlights challenges such as limited resources, lack of trained specialists, and social attitudes. Finally, it outlines the prospects for developing inclusive education through reforms, international cooperation, and the adoption of innovative methods.

Keywords: Inclusive education, educational reforms, equal opportunities, special educational needs, digital inclusion, teacher training, prospects.

Inclusive education is a global movement that seeks to ensure equal access to quality education for every child, regardless of their abilities, background, or socio-economic status. For Uzbekistan, this issue has become increasingly important in the context of ongoing educational reforms and the country's integration into the global community. Education is recognized as a key driver of social development, and providing inclusive learning opportunities is central to building a fair and sustainable society.

In recent years, Uzbekistan has made significant efforts to modernize its education system, paying special attention to inclusivity. The government has adopted new laws and programs to support children with disabilities and those who require special educational support. However, challenges remain, including limited infrastructure, insufficient teacher training, and the need to change public attitudes toward inclusive practices.

The concept of inclusive education has been widely studied by international researchers. UNESCO (2020) stresses that inclusive education is not only about integrating children with disabilities into mainstream schools but also about creating environments where all learners feel valued and supported. Florian (2015) argues that inclusive pedagogy must go beyond traditional methods and recognize diversity as a resource rather than a problem. In the Uzbek context, studies by Abdullaeva (2021) and Turaeva (2022) highlight the progress made in establishing inclusive schools, while also pointing out persistent issues such as a shortage of qualified specialists and insufficient collaboration between schools and families. Government reports (Ministry of Public Education, 2023) emphasize the importance of teacher training and the introduction of digital tools to make inclusive education more accessible.

Uzbekistan has introduced inclusive education as part of its broader educational reforms. In 2019, the government adopted the 'Law on Education,' which guarantees the right to education for all children, including those with special needs. Pilot projects were launched in several regions to test inclusive practices in general secondary schools. Currently, many schools in Uzbekistan are working to adapt their infrastructure. For instance, ramps, accessible toilets, and special classrooms are being introduced. However, progress is uneven. In urban areas, schools are more likely to have the resources to support inclusive education, while rural schools still struggle with outdated facilities.

Teacher training is another area of development. Special courses and workshops are being offered to prepare teachers for inclusive classrooms. Yet, many educators admit they still lack the necessary skills and confidence to teach children with diverse needs. Parental involvement

is slowly increasing, but some families are reluctant to send their children with disabilities to mainstream schools due to social stigma. Awareness campaigns have been launched to promote positive attitudes toward inclusivity, but changing long-standing cultural perceptions takes time.

Inclusive education is no longer just a vision in Uzbekistan; it is becoming a reality. The government's commitment, ongoing reforms, and growing public awareness are shaping a more inclusive education system. However, challenges such as infrastructure, teacher preparedness, and social stigma must still be addressed. Looking ahead, the prospects are encouraging. With stronger policies, better training, and the integration of digital technologies, Uzbekistan has the potential to become a regional leader in inclusive education. Ultimately, ensuring that every child can learn, participate, and succeed will not only transform the education system but also strengthen society as a whole.

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The Role Of Case Study Technology In Professional Guidance Of Graduate Students

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Abstract

This article develops the features of the use of case study methods in pedagogical activities. The main purpose of case study technology is to develop their scientific and creative abilities by solving educational didactic tasks and existing problem situations. The article discusses one of the educational methods, the "Case Study" method, to connect knowledge in the field of biology with everyday life, develop students' thinking skills, and increase teaching efficiency, provides examples of it, and discusses the types of cases related to the science of human anatomy.

Keywords: Pedagogical technology, education, model, technology, research, knowledge, skills, qualifications, competence, case study, scientific and creative, problem, DTS and model curriculum, electronic learning resources.

Annotatsiya

Ushbu maqolada pedagogika faoliyat davomida keys-stadi metodlarini qo'llash xususiyatlari ishlab chiqilgan. Keys-stadi texnologiyasining asosiy maqsadi o'quv didaktik vazifalari, mavjud muammoli vaziyatlarni hal qilish orqali ularning ilmiy-ijodiy qobiliyatlarini rivojlantirish. Biologiya sohasidagi bilimlarni kundalik turmush tarzi bilan bog'lashni, o'quvchilarning fikrlash qobiliyatini o'stirish, o'qitish samaradorligini oshirish uchun ta'lim metodlaridan biri "Keys stadi" metodi haqida so'z yuritilgan, unga doir misollar keltirilgan va odam anatomiyasi faniga oid keys turlari haqida so'z yuritilgan

Kalit so'zi: *Pedagogik-texnologiya, ta'lim-tarbiya, model, texnologiya, izlanuvchanlik, bilim, ko'nikma, malaka, kompetensiya, keys-stadi, ilmiy-ijodiy, muammo, DTS va namunaviy o'quv dastur, elektron ta'lim resurslari.*

KIRISH

Bugungi kunda yurtimizda biologiya fanini o'qitish sohadagi zamonaviy innovatsion texnologiyalarni ta'lim tizimiga joriy qilish, o'quv faoliyatida o'qituvchi va o'quvchi hamkorligini ta'minlash, ta'lim oluvchilarning mustaqil bilim olish ko'nikmalarini rivojlantirish ta'lim oldida turgan muhim vazifalardan biridir.

Biologiyani o'qitish davomida ta'lim mazmunini takomillashtirishga oid qabul qilingan hukumat qarorlari, biologiya fani bu hayot haqidagi fan ekanligi, o'qitish samaradorligini oshirishni, tez taraqqiy etib borayotgan jamiyat uchun har tomonlama rivojlangan barkamol avlodni tarbiyalab yetishtirishni talab qiladi. Shu o'rinda biologiya ta'limi jarayoniga yangi pedagogik texnologiyalarning kirib kelishi va qo'llanishi davr talabi bilan bevosita bog'liqdir.

Yangi pedagogik texnologiya ta'limning, xususan, Biologiya sohasi ham ta'limining ma'lum maqsadga yo'naltirilgan shakli, usuli va vositalarining mahsulidir. Kuzatuvlar shuni ko'rsatadiki, aksariyat hollarda o'qituvchi dars jarayonida faqat o'zi ishlaydi, oquvchilar esa kuzatuvchi bo'lib qolaveradilar. Ta'limning bunday ko'rinishi o'quvchilarning aqliy tafakkurini o'stirmaydi, faolligini oshirmaydi, ta'lim jarayonidagi ijodiy faoliyatini so'ndiradi. Shuningdek, ilg'or pedagogik texnologiya asosida tashkil etilgan darslar o'quvchilarni bilimlarining yaxlit o'zlashtirilishiga yordam beradi, o'quvchi tafakkurini o'stiradi, mustaqil, ijodiy fikrlashga o'rgatadi. Zero, barkamol avlod tarbiyasi jamiyat madaniy-ma'rifiy taraqqiyotining, millat ma'naviy kamolotining muhim belgisidir. Aynan amaliy vaziyatlarni hal qilishda qo'llaniluvchi keys-stadi texnologiyasi kelgusi faoliyat jarayonida yuzaga keluvchi vaziyatlarning yechimini oldindan topishga o'rgatuvchi, yangi yechimlarni ishlab chiqishga yo'naltiruvchi pedagogik texnologiyalardan biridir.

Amaliy vaziyatlarni hal etish uslublari va vositalari, ya'ni keys-stadi (ingilizcha "case"-yig'ma, aniq amaliy, holat, stadi-o'quv) texnologiyasi bo'lib, u tashkilot, shaxslar guruhi yoki alohida shaxslar hayotidan olingan real vaziyat deganidir. Gary Thomasquyidagi keys-stadiga oid tarifni keltirib o'tadi: Keys

stadilar bu shaxslarni, voqealarni, qarorlarni, davrlarni, loyihalarni, qonunlarni, tashkilotlarni va boshqa tizimlarni bir yoki undan ortiq usullar orqali avvaldan o'rganib kelinayotgan tahlili hisoblanadi. Keysning subyekti tahliliy vaziyatlardir, ob'ekti esa uni tahlil qilish jarayonidir.

Keys-stadi bo'yicha yana bir ta'rif bu uni tadqiqot strategiyasi deb belgilanishidan iborat. Keys-stadi bu bir yoki bir nechta keyslarni, ko'p miqdordagi dalillarni o'z ichiga olishi mumkin, turli-xil dalil manbalariga bog'liq va nazariy vaziyatlarning oldingi rivojlanishidan manfaat olishini anglatadi. Keys- stadilar statistik izlanishlar va ko'p ma'lumot to'plagan holda tadqiqot qilish bilan farqlay olish lozim. Bir mavzudagi tadqiqot keys- stadi ma'lumotlaridan foydalanib, xulosalar qabul qilish uchun asos keltirib beriladi. Bu yana Lamnek fikrlarida o'z tasdiqini topadi va shakllanadi. Keys-stadi – bu tadqiqotli yondashish, aniq ma'lumotlar olish texnikalari va metodologik paradigmalar orasida joylashgan.

Bugungi kunda ommalashib borayotgan "Keys-stadi" metodining keys topshiriqlarini tuzishning biologiya fanidagi turlariga to'xtalamiz. Ular quyidagilarga bo'linadi:

- 1) Amaliy keyslar;
- 2) O'rgatuvchi keyslar;
- 3) Ilmiy tadqiqot keyslari.

Biologiya sohasida qo'llaniladigan keyslarning tuzilish tarkibi:

Keys turlari	Biologik keyslarning tuzilishi	
	Keysning mazmuni	Keys topshiriqlarining qisqacha bayoni
Amaliy	Biologik bilimlarni tadbiq qiladigan hayotiy vaziyatlar	Keys modelining to'liq mazmuni va modeli shakllantiriladi. Bu holatda optimal variantni topish uchun alternativ holatlarni qo'shish mumkin
Ta'limiy (o'rgatuvchi)	Biologiya fani sohasidagi o'quv jarayon vaziyatlari	Keys topshirig'i mazmuni bayon qilinadi. Bunda muammo ichidagi yani qism muammolar keltiriladi. Bunday masalalarni yechish matematika fanining biror bo'limi doirasida keys topshiriqlari tuzib bajariladi.
Ilmiy tadqiqot	Biologik modellar tuzish va ularni tadqiq qilish, interpretatsiya qilish, ishlatish mumkin bo'lgan ilmiy	Keys topshiriqlari ayrim ma'lumotlarning to'la bo'lmagan, ma'lumotlari asosida beriladi. Matematik modellar bir qancha holatlar uchun matematik belgilar va tushunchalar orqali tuzilib, bular yordamida
	izlanish jarayonlari	matematikaning bir qancha bo'limlaridagi masalalarni keys - stadi metodi bilan yechish mumkin bo'ladi.

XULOSA

Tezisdagi keltirilgan texnologiya yordamida darslarni samarali tashkil qilish mumkin. O'quv mashg'uloti davomida o'quvchilarning qiziqishlarini orttirish maqsadida turli zamonaviy pedagogik texnologiyalardan foydalanish tavsiya etiladi. Zamonaviy ta'lim texnologiyalaridan

foydalanish o'quvchilarning nafaqat fanga bo'lgan qiziqishlarini oshiradi balki ularning chuqur bilim va ko'nikmalarga ega bo'lishlariga xizmat qiladi.

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Analysis Of The Activity Of Electronic Banking Services In The Economy

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Annotation

In this thesis, the rapid development of digital technologies in recent years has led to fundamental changes in the banking system. Electronic banking services are an integral part of the economy today, they play an important role in simplifying financial operations, increasing the speed of transactions and creating convenience for customers. This article analyzes the role of electronic banking services in the economy, the main factors determining their effectiveness, advantages and disadvantages, as well as the processes of digital transformation in the banking system of Uzbekistan. Ways to develop a cashless economy using electronic payment systems, mobile banking, online lending and other innovative services are considered. At the same time, the security issues of electronic banking services, cybersecurity threats, and the need to increase the digital literacy of users are also considered. The results of the study show that economic growth can be accelerated by ensuring the effective operation of electronic banking services.

Keywords: Electronic banking services, digital economy, financial system, mobile banking, online payment systems, innovative technologies, financial stability.

Annotatsiya

Ushbu tezisda so'nggi yillarda raqamli texnologiyalarning jadal rivojlanishi bank tizimida tub o'zgarishlarni yuzaga keltirdi. Elektron bank xizmatlari bugungi kunda iqtisodiyotning ajralmas qismi bo'lib, ular moliyaviy operatsiyalarni soddalashtirish, tranzaksiyalar tezligini oshirish va mijozlar uchun qulaylik yaratishda muhim rol o'ynaydi. Ushbu maqolada elektron bank xizmatlarining iqtisodiyotdagi o'rni, ularning samaradorligini belgilovchi asosiy omillar, afzallik va kamchiliklari, shuningdek, O'zbekiston bank tizimidagi raqamli transformatsiya jarayonlari tahlil qilinadi. Elektron to'lov tizimlari, mobil banking, onlayn kreditlash va boshqa innovatsion xizmatlar yordamida naqd pulsiz iqtisodiyotni rivojlantirish yo'llari ko'rib chiqiladi. Shu bilan birga, elektron bank xizmatlarining xavfsizlik masalalari, kiberxavfsizlik tahdidlari hamda foydalanuvchilarning raqamli savodxonligini oshirish zarurati haqida ham fikr yuritiladi. Tadqiqot natijalari elektron bank xizmatlarining samarali faoliyatini ta'minlash orqali iqtisodiy o'sishni jadallashtirish mumkinligini ko'rsatadi.

Kalit so'zlar: Elektron bank xizmatlari, raqamli iqtisodiyot, moliyaviy tizim, mobil banking, onlayn to'lov tizimlari, innovatsion texnologiyalar, moliyaviy barqarorlik.

Bugungi kunda bank sohasida raqamli texnologiyalar tez sur'atlarda rivojlanmoqda. Raqamli bank xizmatlari esa bu jarayonda asosiy o'rin tutmoqda. Ular mijozlarga bank xizmatlarini yanada qulay, tez va samarali ko'rsatishga imkon beradi.

Raqamli bank xizmatlari tushunchasi: Raqamli bank xizmatlari bu bank xizmatlarini internet, mobil ilovalar, SMS, telefon orqali va boshqa raqamli platformalar orqali ko'rsatish shakli. Bu xizmatlar yordamida mijozlar ofisga borish shart emas, barcha operatsiyalar onlayn yoki elektron qurilmalar orqali amalga oshiriladi. Asosiy turlari quyidagilar hisoblanadi:

Internet-banking: Bank mijozlari o'z hisoblarini internet orqali boshqaradi. Pul o'tkazmalari, hisoblarni tekshirish, to'lovlarni amalga oshirish mumkin.

Mobil banking: Smartfonlarda ishlaydigan ilovalar yordamida bank xizmatlari. Bu qulay va har qanday vaqtda foydalanish mumkin.

SMS banking: Oddiy mobil telefonlar orqali xabar yuborish orqali bank xizmatlaridan foydalanish.

Elektron to'lov tizimlari: Elektron hamyonlar va onlayn to'lov platformalari yordamida xaridlar va pul o'tkazmalari.

Hamda ularning afzalliklari:

1. Bankga borishga hojat yo'q, vaqtni tejaydi.
2. 24/7 xizmat ko'rsatish, ya'ni istalgan vaqtda bank operatsiyalarini amalga oshirish mumkin.
3. Tezkorlik va qulaylik.
4. Xavfsizlik choralarini kuchaytirilgan (shifrlash, ikki bosqichli autentifikatsiya).
5. Kamchiliklari:
6. Internetga bog'liq bo'lishi.
7. Texnik nosozliklar yuzaga kelishi mumkin.
8. Ba'zi odamlar uchun yangi texnologiyalarni o'rganish qiyin bo'lishi mumkin.

Internet bank — bu bank xizmatlarini internet orqali, kompyuter yoki boshqa qurilmalardan foydalanib olishdir. Mijozlar bankning maxsus saytiga kirib, o'z hisoblarini boshqarish, pul o'tkazish, to'lovlarni amalga oshirish va hisob-kitoblarni kuzatishlari mumkin.

Internet bank xizmatlarining asosiy imkoniyatlari quyidagilarda namoyon bo'ladi:

1. Hisob-kitoblarni ko'rish va boshqarish.
2. Pul o'tkazmalari va to'lovlarni amalga oshirish.
3. Kredit va depozit ma'lumotlarini ko'rish.
4. Hisobotlarni yuklab olish va chop etish.

Mobil bank — bu smartfonlar uchun ishlab chiqilgan ilovalar orqali bank xizmatlarini ko'rsatishdir. Mobil ilova yordamida mijozlar osonlik bilan pul holatini tekshirishi, to'lovlarni amalga oshirishi va boshqa ko'plab operatsiyalarni bajarishi mumkin. Masalan, mobil bank xizmatlarining afzalliklari haqida to'xtalib o'tadigon bo'lsak har qanday joydan foydalanish imkoniyati, oddiy va tezkor interfeys, bildirishnomalar orqali muhim ma'lumotlarni olish.

Humo tizimi:	Humo — O'zbekistonning milliy to'lov tizimi bo'lib, 2019 yildan faoliyat yuritmoqda.	Bu tizim MasterCard va Visa kabi xalqaro tizimlarga raqobat sifatida yaratilgan.	Humo kartalari orqali naqd pul olish, to'lov qilish, internet-do'konlarda xarid qilish mumkin.
Kartalar asosan O'zmilliybank, Agrobank kabi banklar tomonidan chiqariladi.	Humo tizimi yuqori xavfsizlik standartlariga ega, kontaktli va kontaktless to'lovlarni qo'llab-quvvatlaydi.	UzCard tizimi:	UzCard — O'zbekistondagi eng yirik to'lov tizimlaridan biri.
2014 yildan faoliyatda bo'lib, mamlakat banklari orasida keng tarqalgan.	UzCard kartalari ko'plab banklar tomonidan chiqariladi va butun O'zbekiston bo'ylab qabul qilinadi.	To'lovlar naqd va elektron shaklda amalga oshiriladi.	UzCard tizimi ham yuqori darajada xavfsizlikni ta'minlaydi va internetda ham ishlatiladi.

1-rasm. O'zbekistondagi asosiy elektron to'lov tizimlari¹.

Bugungi kunda naqd pul ishlatishdan ko'ra elektron to'lov tizimlari ko'proq ommalashmoqda. Bu tizimlar moliyaviy operatsiyalarni tez, qulay va xavfsiz amalga oshirish imkonini beradi.

¹ Muallif tomonidan tayyorlandi.

O'zbekistonning asosiy elektron to'lov tizimlari – Humo va UzCard – mamlakatda keng qo'llaniladi.

Humo va UzCard tizimlarining afzalliklari quyidagilar hisoblanadi: mamlakat ichida keng qabul qilinishi; tezkor va xavfsiz tranzaksiyalar; kontaktli va kontaktsiz to'lov imkoniyatlari; mobil ilovalar orqali hisobni boshqarish imkoniyati; naqd pulni kamaytirib, iqtisodiy samaradorlikni oshirish.

Elektron to'lov tizimlari kundalik hayotimizda, do'konlarda, transportda, internetda xarid qilishda muhim ahamiyatga ega. Ular iqtisodiyotni rivojlantirishga, pul aylanmasini tezlashtirishga xizmat qiladi.

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Quantum-Chemical Evaluation of the Interaction Between Copper(II) Ions and Silk Fibroin Macromolecules

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Abstract

In this study, the interaction between copper(II) ions and silk fibroin macromolecules was investigated using quantum-chemical and molecular modeling methods. The main goal was to evaluate the structural and energetic stability of Cu(II)–fibroin complexes and to determine the amino acid residues responsible for metal coordination. Molecular docking and semi-empirical PM3 calculations with the CHARMM22 force field were employed to optimize the Cu–fibroin structures. The results demonstrated that Cu(II) ions preferentially bind to the --COO^- , --OH , and --NH_2 groups of Asp, Ser, and His residues, forming energetically favorable complexes with ΔG values ranging from -4.0 to -4.6 kcal/mol. Theoretical IR spectra were found to be consistent with experimental ATR–FTIR data. The study provides insight into the coordination behavior of silk fibroin and establishes a theoretical basis for the design of silk-based metal complexes with potential biomedical and environmental applications.

Keywords: silk fibroin, copper complex, quantum chemistry, molecular docking, PM3 method, CHARMM22, coordination bond, binding energy.

Introduction

In recent years, the study of biologically active natural polymers, particularly silk fibroin, and their interaction with metal ions has become a significant research direction. Such metal–protein complexes are of great importance in biotechnology, biosensor development, and medical materials science. Copper(II) ions are known to play a key role in the structural stabilization and reactivity of biomolecules. Therefore, understanding the mechanism of Cu(II) ion binding with silk fibroin at the molecular level through quantum-chemical calculations is of great scientific interest.

Aim and Objectives

The main aim of this research is to theoretically evaluate the interaction of silk fibroin macromolecules with copper(II) ions and to analyze the structural and energetic stability of the resulting “Cu–fibroin” complex using quantum-chemical methods. The following objectives were pursued: 1. To model the structures of the H-, L-, and P25 chains of silk fibroin using UniProt and Swiss-Model databases. 2. To determine the coordination sites of Cu(II) ions within amino acid residues of fibroin chains through molecular docking analysis. 3. To perform semi-empirical quantum-chemical calculations using the **PM3** method and **CHARMM22** force field implemented in *HyperChem 8.0.8*. 4. To calculate the Gibbs free energy (ΔG) values and assess the energetic stability of the Cu–fibroin complexes.

Methods

Molecular docking was applied to identify potential binding regions of Cu(II) ions with amino acid residues of silk fibroin. The most favorable configurations were further optimized using the **CHARMM22** force field and **PM3** semi-empirical method. The analysis focused on the interaction between Cu(II) ions and the functional groups of amino acids such as Asp, Ser, Gln, Lys, His, and Arg.

The calculations revealed that Cu(II) ions primarily form coordination bonds through --COO^- , --OH , and --NH_2 groups, stabilized by electrostatic and hydrogen bonding interactions. The lowest Gibbs free energy values ($\Delta G = -4.0$ to -4.6 kcal/mol) indicated that the Cu(II)–fibroin complexes are energetically favorable. The most stable complexes were found in the L-chain

(light chain) of fibroin, particularly involving Asp33, Asp48, and Ser44 residues.

Results and Discussion

The quantum-chemical modeling confirmed that the coordination of Cu(II) ions with silk fibroin occurs predominantly in the amorphous regions of the protein, such as the N-domain and A1, A7, A8, A10 segments. In contrast, the crystalline regions demonstrated lower binding affinity. The theoretical IR spectra of the Cu–fibroin complex exhibited good agreement with the experimental ATR–FTIR data, validating the computational results.

These findings provide detailed insights into the nature of metal–protein interactions and the stability of natural biopolymer-based metal complexes. The calculated ΔG values, coordination geometry, and interaction energies support the formation of stable Cu(II)–fibroin complexes, which could be useful for the design of biomaterials, biosensors, and catalytic systems.

Conclusion

The quantum-chemical evaluation of silk fibroin–Cu(II) complexes revealed that the coordination between metal ions and amino acid residues is energetically favorable and structurally stable. The results highlight the importance of L- and P25-chain amino acids (Asp, Ser, His, Arg) in the formation of copper coordination centers.

This theoretical investigation establishes a fundamental basis for the synthesis and practical application of silk-based copper complexes in biochemistry, biomaterials design, and environmental monitoring.

Ancient scientific heritage and modern engineering graphics: Inspiration from the past, the path to the future

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Abstract

This article highlights the great contributions of our great scientists to the development of science, in particular, their rare works in the fields of engineering, mathematics and engineering, as well as their valuable scientific heritage. It is also considered that these works expand the thinking of the younger generation, increase creativity, love for science, and serve to preserve our national values. The article encourages readers to draw inspiration from the priceless scientific treasures left by our ancestors.

Keywords: scientific heritage, perspective, graphics, engineering, historical, value, cone, pyramid.

Аннотатсия

Ушбу мақолада буйук алломаларимизнинг илм фан ривожига қушган улкан хиссалари йоритилган хусусан уларнинг муҳандислик, уларнинг математика ва муҳандислик соҳаларидаги нодир асарлари ҳамда қимматли илмий мерослари таҳлил қилинган. Шунингдек бу асарлар ёш авлодни тафаккурини кенгайтириши ижодкорлик илмга муҳаббатни ошириши миллий қадриятларимизни асраб авайлашга хизмат қилиши ҳақида фикр йuritилган. Мақола ўқувчиларни аجدодларимиз қолдирган бебаҳо илмий хазиналаридан илхом олишга ундайди.

Калит сўзлар: илмий мерос, перспектива, графика, муҳандислик, тарихий, қадрият, конус, пирамида.

Кириш. Бугунги глобаллашув шароитида дунёда таълимни замонавий талаблар асосида ташкил этиш, унинг мазмунини миллий анъана ва қадриятларни такомиллаштириш орқали самарадорликка эришиш, тарихий қадрият имкониятларидан оқилona фойдаланиш таълим ислохотларининг зарурий қоидаларини ташкил этмоқда. Шу йўналишда муҳандислик графикаси фанини ўқитишда бугунги кундаги янгиликлар, замонавий манбалар, эришилаётган натижалар билан бир қаторда тарихий манбалардан фойдаланиш долзарб педагогик муаммолар сирасига киради.

Маълумки, чизма ўзига хос график байналминал (интернационал) тил бўлиб, техника соҳасида саводли ҳар бир киши учун у қандай тилда гапиришидан қатъий назар, тушунарлидир. Чизма информация узатишнинг график воситаси ҳисобланиб, у техник ғояни ифодалашнинг энг тушунарли воситаси ҳисобланади ¹

Ҳозирги кунга келиб тарихий, маданий, маънавий-ахлоқий қадриятларнинг кенг қатламларини қайта идрок этиш ғоялари, янгиланиш тамойиллари тасвирий ва муҳандислик графикаси тизимида яққол намоён бўлмоқда.

Бу масала бугунги ахборот технологиялари кучайган бир даврда жудаюм долзарб масала ҳисобланади. Мазкур мақолада қомусий алломаларимизнинг графика фанига қушган хиссалари қисман йоритилган.

Ўрта асрларда ўрта Осиё олимлари графика соҳасини ривожланишига ўзларининг беқиёс хиссаларини қўшганлар. Жумладан, **Муҳаммад ал-Хоразмий (783-850)**. ўзининг математикага доир рисоаларини формулалар ёрдамида эмас, балки чизмалар ёрдамида талқин этди. У **“Ер сурати”** асаридаги хариталарни ўзи чизди ва унга шарҳлар

¹A.Valiyev, X.Xamidov. "Ajodlar me'rosi – milliy g'urur manbai." Formation a culture of independent thinking in the educational process.

Materials of the international scientific conference on November 10–11, Prague-2015

ёзди. Ал-Хоразмий “Муқобил ва алгебрани ҳисоблаш” номли китобида куб, параллелепипед, конус, пирамида сиртларини квадрат ва учбурчак асосида чизмалар ёрдамида аниқлашни маслаҳат берган.

Буюк қомусчи олим, иккинчи Аристотел дея аталган **Абу Наср ал-Фаробий (873-950)** фикрича, геометрик чизма (илм-ал-Ҳандаса) ҳамма фанлар билан узвий боғлиқ. Фаробийнинг “Фанларнинг келиб чиқиши ва таснифи” номли асари иккинчи қисмида геометрия ҳақида маълумот бериб ўтади. Ҳозирда у чизиқли перспектива деб ўрганилади. Фаробий архитектура лойиҳасининг асосини муҳим геометрик яшаш усуллари ташкил этишини аниқлаб, “Маънавий моҳир усуллари ва геометрик шаклларнинг табиий нозик сирлари” китобини ёзди. Унда турли геометрик шакллар - доира, учбурчак, тўртбурчак, квадрат, куб, конус, цилиндр, призма, сфералами ҳамда парабола ва бошқаларни чизиш усуллари устида тўхталади. Фаробийнинг “Китоб ал-Ҳиял ар-руҳонийма ва асрор аттабиийя фида коик ал-ашкал ал-Ҳансийя” номли 10 китобдан иборат асарида геометрик яшашнинг 130 та масалалари турли вариантларда келтирилган ва уларни ечишнинг энг осон йўллари чизмалар орқали кўрсатилган. Олим моддийликнинг характерли хусусияти ва белгиси деб ўлчагани - бўйи, эни ва чуқурлигини ҳисоблайди.

Фаробийнинг “**Илм-ал-Ҳиял**” китоби амалий санъат, шу жумладан, архитектурага бағишланган асардир. Ушбу асарда муаллиф “Кўп сонли геометрик моҳир усуллар борки, улар орасида бино ва иншоотларнинг лойиҳасини чизиш орқали қурилишга раҳбарлик қилиш санъати ётади” деган эди. Унинг архитектура ҳақидаги тадқиқот ва фикрлари Шарқ архитектураси, шу жумладан, Марказий Осиё архитектураси тадқиқотларида муҳим рол ўйнайди.²

Ўрта асрларнинг яна бир буюк олими хуросонлик математик **Абул Вафо Муҳаммад ибн Яхъё ибн Аббос ал Бузжоний (940-998)** яратган илмий асарлари математика ва графика фанини ривожлантиришда муҳим рол ўйнади. Унинг асарларида чизмачиликнинг назарий асослари асослаб берилди. Унинг “Ҳунармандлар учун геометрик **ҳандасавив** яшашлар ҳақида”ги 13 бобдан иборат рисоласи «Чизғич», «Циркул ва учбурчаклик ҳақида» номли боблар билан бошланган. Унда шу асбоблар ва улчамини яшаш тўғрисида кенг маълумотлар берилган. **Асарнинг мазмуни, асосан, геометрик яшашларга бағишланган.** Абул Вафо Бузжоний ҳам Ал-Фаробий каби ёнувчи ойнакларга тегишли бўлган иккита парабола шаблонларини яшаш методларини келтириб ўтган.³

Ўрта асрнинг буюк сиймоларидан яна бири олим Абу Райҳон Беруний ибн Аҳмад (973-1048) Панжобда Нандна қалъаси ёнида Ер шари меридиани бир градуснинг узунлигини ўлчади ва у 110,895 км эканлигини аниқлади. У ҳозирги замонавий асбоблар билан ўлчанганда 111,1 км га тенг. Абу Райҳон Беруний ўз илмий ишларида проекциялар методини татбиқ этиб, чизмалар чизган ва улардан фойдаланган. Беруний ўз илмий ишларида фойдаланган асбобларни чизмалар ёрдамида ясаган. Унинг 1257-йилда ёзилган “Аттаҳим” китобида ер сатҳининг Шарқий ярим шар харитаси тасвири берилган. Тасвир ҳозирги замоннинг шу тахлиддаги хариталарига солиштириш мумкин бўлиши учун асл нусха 180° га бурилган ҳолатда берилган. Олим марказий проекциялаш усулидан фойдаланган ҳолда ўзининг “Масъуд қонуни” асарида картографик проекциялар усулига кенг тўхталиб ўтган. Бу асарда у Ерни гўё шар қиёфасидаги бир геометрик жисм деб қараб, унинг текисликдаги тасвирини ҳосил қилиш борасида кўп ишлар қилган. У Ерни доира орқали тасвирлаш учун 90 та концентрик айлана ва шу айланалар марказидан тарқалувчи 300 та нур иштирокида ҳосил қилинган проекция орқали ифода этишни таклиф қилган. Бунда концентрик айланалар, параллеллар марказидан тарқалувчи нурлар меридианлар вазифасини ўтаган. Абу Райҳон Беруний

² Sh.K. Murodov va boshqalar. “Chizmageometriya.” Toshkent, “Iqtisod-moliya”, 2008.

³ “Книга об алгебре и ал-мукабале”

фазовий объектлари тавсифлашда Фаробий каби учта ўлчовдан кенг фойдаланган. «Минералогия» номли машҳур асарида минералламинг қиёфасини таърифлашда конус, кўпёқ, нурия, ҳавоий сўзларидан фойдаланади. Бу ерда «Нурия» (алангасимон) сирт арабча «тетраедр», «ҳавоий» эса «октаедр» маъносида берилган.⁴

Ибн Сино ўз илмий фаолиятида тасвирлар чизиш назариясини кашф этиб, анча юқори даражадаги чизмалар чизишни тавсия қилган. Унинг «Меъёрул Окул» китобида 8 та қийшиқ бурчакли проекция билан тасвирланган чизмалар мавжуд эди. Бу чизмаларда аксонометрик проекция, комплекс чизма ва схемалардан фойдаланган. Ибн Сино ўзининг рисоласида доиравий цилиндр сиртида қандай қилиб винт чизигини ҳосил қилиш мумкинлигини баён қилади.

Халқ меъморчилигида «Мухандислар султони» номли унвонга сазовор бўлган атоқли математик, астроном Жамшид ибн Масъуд ибн Маҳмуд Ғиёсиддин Коший (15 аср) ўзининг «Ҳисоб калити» асарида кўп бурчаклар ҳақида шундай дейди: «Кўпбурчак бу шундай сиртдан иборатки, тўрттадан ортиқ, тўғри чизиқлар билан чизилган. Масалан, бешбурчак, олтибурчак, еттибурчак, саккизбурчак ва ҳоказо. Улар тенг томонли ва тенг бурчакли ёки ҳар хил томонли ёхуд бир хиллари тенг, айримлари эса ҳар хил йўналган»⁵ Унинг бу асарида кўпбурчаклар жуда кенг қўлланган бундан фойдаланиб биз мухандислик ва архитектура йўналишларида бино ва иншоотларнинг мустаҳкамлигини ишлаб чиқишда кенг қўлланилиб келинмоқда.

Ўрта Осиё қомусий олимларининг илмий мероси нафақат тарихий аҳамиятга эга, балки замонавий мухандислик графикаси таълими учун муҳим педагогик ресурс ҳисобланади. Уларнинг асарларидаги геометрик яшаш, проекция ва перспективага оид илмий ғоялар бугунги фаннинг назарий ва амалий асосларини шакллантиришда беқиёс аҳамият касб этади. Мухандислик графикаси фанининг ривожига хисса қўшган шундай олимларимиз бор экан, бизга қолдирган беқийос асарлари орқали йош авлодни миллий қадриятларимизга бўлган ҳурматини кучайтирибгина қолмай уларни йанги изланишларга ундайди. Бу илмий меросни ўқув жараёнида ўрганиш ёшларда нафақат техник фикрлашни, балки миллий гуруҳ, изланишга интилиш ва ижодий дунёқарашни ҳам шакллантиради.

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Integrating Digital Tools and Artificial Intelligence to Enhance Communicative Competence in University EFL Classrooms

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Abstract

The rapid advancement of digital technologies and artificial intelligence (AI) has transformed the field of education, particularly in English as a Foreign Language (EFL) instruction. This study investigates the impact of integrating digital tools and AI-based applications on the development of communicative competence among university students. The research was conducted at Mamun University with 45 undergraduate EFL learners over one semester. Students were engaged in a blended learning model that incorporated AI-powered writing assistants, interactive speaking platforms, and digital collaboration tools. Pre- and post-assessment results, supported by qualitative feedback, revealed notable improvements in students' fluency, accuracy, and motivation to communicate in English. The findings suggest that strategic use of technology not only enhances linguistic outcomes but also promotes learner autonomy and engagement. Implications for EFL teachers and recommendations for further research are discussed.

Keywords: EFL, communicative competence, digital tools, artificial intelligence, blended learning, university students

1. Introduction

The growing integration of technology into education has redefined how languages are taught and learned. In higher education, where English proficiency plays a key role in academic and professional success, innovative methods are required to engage digital-native students effectively. Traditional classroom methods, though valuable, often fail to sustain learners' motivation or provide sufficient authentic communication opportunities (Richards & Rodgers, 2014). In this context, digital tools and artificial intelligence (AI) have emerged as powerful resources in language instruction. Applications such as AI-driven chatbots, pronunciation analyzers, and grammar assistants can offer personalized feedback and interactive learning experiences (Li & Xu, 2022). This study explores how integrating such technologies can improve university students' communicative competence—defined by Hymes (1972) as the ability to use language appropriately in social contexts—through increased interactivity and self-directed learning.

2. Literature Review

Recent research highlights the effectiveness of technology-enhanced language learning in developing students' communicative and linguistic skills. Warschauer (2013) emphasized that digital platforms foster authentic interaction, enabling learners to practice real-life communication in virtual settings. Moreover, AI tools such as ChatGPT or Grammarly provide immediate feedback, reducing the anxiety associated with peer or teacher evaluation (Zou et al., 2023). Communicative competence remains a central goal in EFL pedagogy. According to Canale and Swain (1980), it encompasses grammatical, sociolinguistic, discourse, and strategic competence. Digital tools support each of these components by offering real-time grammar correction, contextualized dialogues, and adaptive learning environments (Godwin-Jones, 2021). However, effective implementation requires pedagogical awareness. Teachers must integrate technology not as a replacement for human interaction but as an enhancement of communicative practice (Jones, 2020). This study contributes to the growing literature by empirically examining the outcomes of AI-assisted EFL instruction among university students.

3. Methodology

3.1 Participants

The study involved 45 second-year EFL students at Mamun University, aged 19–22. All participants had intermediate proficiency in English and were enrolled in a compulsory English communication course.

3.2 Research Design

A mixed-methods design was adopted. Quantitative data were collected through pre- and post-tests assessing students' communicative competence using the CEFR B1/B2 descriptors. Qualitative data were obtained from classroom observations and semi-structured interviews.

3.3 Procedure

Over a 12-week period, participants engaged in activities that integrated digital and AI-based tools:

- AI Writing Assistants: Students used Grammarly and QuillBot to edit essays and receive feedback on structure and vocabulary.
- Speaking Platforms: Tools such as Speak and ELSA Speak were used for pronunciation and fluency practice.
- Collaborative Tools: Google Docs and Padlet facilitated group discussions and peer feedback.

Teachers monitored progress, provided guidance, and ensured balanced use of both digital and face-to-face communication.

3.4 Data Analysis

Quantitative results were analyzed using paired t-tests to determine significant improvements between pre- and post-assessments. Qualitative data were thematically coded to identify patterns in students' perceptions and engagement.

4. Findings and Discussion

4.1 Quantitative Results

Statistical analysis indicated a significant improvement in communicative competence scores ($p < 0.01$). The average increase was 15% across all assessed categories, particularly in fluency and lexical resource.

4.2 Qualitative Observations

Students reported higher confidence and motivation to communicate in English. Many highlighted that AI tools provided "immediate and personalized help," allowing them to correct mistakes independently. Teachers observed greater participation during online discussions and more polished written submissions.

4.3 Discussion

The integration of digital and AI tools enhanced not only linguistic accuracy but also learner autonomy—a critical component of communicative competence. These findings align with previous studies (e.g., Li & Xu, 2022; Zou et al., 2023) that emphasize technology's role in providing individualized learning pathways. However, some challenges emerged, including overreliance on AI feedback and uneven access to devices. Thus, teacher mediation remains essential to ensure critical and reflective technology use.

5. Conclusion

This research demonstrates that AI and digital tools can effectively foster communicative competence among university EFL students when integrated within a pedagogically guided framework. By combining traditional teaching with intelligent technologies, educators can create more interactive, personalized, and motivating learning environments. Future research should examine long-term impacts, cross-cultural differences, and teacher training needs in AI-based language education. For practitioners, this study recommends a balanced approach—where technology serves as a bridge, not a barrier, to meaningful human communication.

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Роль денежных переводов мигрантов в поддержании макроэкономической стабильности Узбекистана

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Аннотация

Денежные переводы трудовых мигрантов представляют собой один из ключевых факторов поддержания макроэкономической стабильности Узбекистана. В разные годы их объём составлял от 10 до 15% ВВП страны, что делает данный источник валютных поступлений жизненно важным для экономики. В статье рассматриваются структурные и институциональные аспекты роли миграционных переводов, их влияние на платёжный баланс, уровень внутреннего потребления, а также социально-экономическую устойчивость домохозяйств.

Автор, имеющий личный опыт трудовой миграции в Южную Корею и многолетний исследовательский интерес к экономическим процессам Восточной Азии, анализирует трансформацию миграционных потоков, их связь с внешнеэкономическими факторами и зависимость макроэкономической устойчивости Узбекистана от стран-реципиентов, прежде всего России и Республики Корея.

На основе анализа статистики Всемирного банка, Международного валютного фонда и Центрального банка Узбекистана выявляются закономерности влияния переводов на ВВП, платёжный баланс и уровень бедности. В работе предлагаются рекомендации по снижению уязвимости экономики к внешним шокам и повышению эффективности использования переводов в целях устойчивого развития.

Ключевые слова: денежные переводы, трудовая миграция, макроэкономическая стабильность, Узбекистан, Южная Корея, Китай, платёжный баланс, валютные поступления, устойчивое развитие

Введение

Современная экономика Узбекистана характеризуется высокой степенью зависимости от внешних источников валютных поступлений, среди которых особое место занимают денежные переводы трудовых мигрантов. Согласно данным Всемирного банка, за последние десять лет ежегодные объёмы частных трансфертов в страну составляли в среднем 8–12 миллиардов долларов США, что эквивалентно 10–15% валового внутреннего продукта. Такая доля делает миграционные переводы не просто социально значимым явлением, а системным элементом макроэкономического регулирования и фактором финансовой устойчивости государства.

Личный опыт трудовой деятельности в Южной Корее позволил мне глубже осознать, что миграция — это не только экономическая необходимость, но и социальный процесс, формирующий новые модели поведения, потребления и накопления капитала. В корейской экономике я наблюдала эффективное использование трудовых ресурсов и жёсткую зависимость роста производительности от человеческого капитала. Эти наблюдения позволили по-новому взглянуть на роль мигрантов в экономике развивающихся стран, включая Узбекистан, где денежные переводы стали своеобразным «амортизатором» внешнеэкономических шоков.

В последние годы денежные переводы стали играть роль стабилизатора внутреннего потребления, особенно в периоды экономических спадов, вызванных внешними кризисами — от падения мировых цен на сырьё до валютных колебаний в России, являющейся главным направлением узбекской трудовой миграции. Однако по мере диверсификации миграционных направлений (в том числе в сторону Южной Кореи)

растёт значение Восточной Азии в формировании валютных поступлений и транснациональных связей.

Актуальность исследования определяется необходимостью комплексного осмысления роли миграционных переводов не только как краткосрочного источника ликвидности, но и как инструмента долгосрочной макроэкономической стабилизации. При этом важно учитывать, что зависимость от внешних денежных потоков делает экономику уязвимой перед изменениями миграционной политики и валютных режимов стран-реципиентов.

Цель настоящего исследования — проанализировать влияние денежных переводов на макроэкономическую стабильность Узбекистана, выявить структурные риски зависимости от внешних поступлений и предложить направления по трансформации их роли в контексте устойчивого развития.

Изучение роли денежных переводов в макроэкономической стабильности развивающихся стран имеет длительную историю и рассматривается на пересечении трёх научных направлений — **экономики миграции, развития и международных финансов**. Для Узбекистана, где трудовая миграция стала системным явлением, этот вопрос имеет не только академическое, но и практическое значение, определяя контуры государственной политики в области занятости, валютного регулирования и устойчивого роста.

Первоначально экономические исследования миграции опирались на **неоклассическую теорию** (Lewis, 1954; Harris & Todaro, 1970), согласно которой миграция возникает как результат различий в заработной плате и уровне безработицы между странами. Позднее **Теория новой экономики трудовой миграции (New Economics of Labor Migration — NELM)** (Stark & Bloom, 1985) подчеркнула, что решение о миграции принимается не индивидуумом, а домохозяйством, стремящимся диверсифицировать источники дохода и снизить экономические риски.

Согласно Stark & Lucas (1988), **денежные переводы выступают формой неформального страхования**, когда мигранты компенсируют риски своих семей, отправляя часть заработка домой. Эти трансферты стабилизируют потребление в периоды внутренних экономических спадов и снижают социальную напряжённость.

В контексте макроэкономики концепция **эндогенного роста** (Romer, 1990; Lucas, 1988) подчёркивает значение человеческого капитала и инвестиций в знания. Денежные переводы могут играть роль катализатора этих инвестиций — через образование, предпринимательство и накопление сбережений. Однако при отсутствии эффективных институтов управления и производственных стимулов переводы нередко перераспределяются в сферу потребления, не создавая долгосрочного мультипликативного эффекта.

Эмпирические исследования и международный опыт

Международный валютный фонд (IMF, 2022) отмечает, что в странах с высокой долей миграционных переводов (например, Кыргызстан, Непал, Филиппины) существует устойчивая корреляция между объёмом поступлений и внутренним потреблением, что поддерживает краткосрочную макроэкономическую стабильность. Однако такая зависимость делает ВВП чувствительным к внешним шокам и изменениям на рынке труда стран-реципиентов.

По данным Всемирного банка (World Bank, *Migration and Development Brief*, 2023), общий объём денежных переводов в Узбекистан в 2022 году достиг **14,5 млрд долларов США**, что на 85% больше по сравнению с 2021 годом. Этот резкий рост объясняется валютными колебаниями и изменениями в российской экономике после 2022 года. Однако в 2024 году наблюдалась стабилизация — около **11,2 млрд долларов США**, что всё ещё составляет примерно 12% ВВП страны.

Анализ Центрального банка Узбекистана (CBU, *Remittance Report*, 2024) показывает, что более **75% всех переводов** поступает из России, около **10% — из Республики Корея**,

и постепенно растёт доля поступлений из стран Персидского залива и Турции. При этом переводы из Южной Кореи отличаются большей устойчивостью, что связано с официальными каналами трудоустройства (программа EPS — *Employment Permit System*) и более высокой средней заработной платой.

В контексте Восточной Азии особое внимание заслуживает опыт **Республики Корея и Китая**, которые в разные периоды сами проходили через этапы активной трудовой миграции и привлечения валютных поступлений от граждан, работающих за рубежом. Как отмечает Ahn (2017), в корейской модели развития 1970–1980-х годов экспорт рабочей силы использовался как временная мера для накопления капитала и стимулирования внутренней индустриализации. Аналогичные черты прослеживаются в современном Узбекистане, где денежные переводы стали основой валютной ликвидности и источником потребительской стабильности.

1.3. Национальные исследования и узбекский контекст

В научной литературе Узбекистана (Абдуллаев, 2021; Саидова, 2022; Центральный банк РУз, 2024) отмечается двойственная роль миграционных переводов:

1. **Положительное воздействие** выражается в стабилизации платёжного баланса, снижении бедности и поддержании внутреннего спроса;
2. **Отрицательное воздействие** проявляется в росте зависимости от внешних факторов и ослаблении стимулов к созданию рабочих мест внутри страны.

Согласно аналитическим материалам Центра экономических исследований и реформ (ЦЭИР, 2023), почти **30% домохозяйств в регионах Ферганы, Кашкадарьи и Самарканда** имеют членов семьи, работающих за границей. В среднем эти семьи получают до **500–600 долларов США ежемесячно**, что в 3–4 раза превышает среднюю зарплату в сельском хозяйстве. Таким образом, переводы становятся ключевым инструментом перераспределения доходов и снижения неравенства, но при этом формируют риск потребительской зависимости.

В своих предыдущих публикациях я рассматривала влияние китайского капитала и торговых потоков на экономику Узбекистана. Опыт Китая показывает, что **внешние источники поступлений** (включая переводы, инвестиции и экспорт) могут стать движущей силой индустриализации, если они направляются в **производственные сектора**. Для Узбекистана важно не просто получать переводы, но и трансформировать их в инвестиции в малый бизнес, образование и инновации.

Таким образом, обзор литературы позволяет заключить, что денежные переводы играют **двойную роль**:

- с одной стороны, они **смягчают макроэкономические шоки**, поддерживая уровень потребления и валютную стабильность;
- с другой — создают **структурную зависимость** экономики от внешних факторов, препятствуя развитию внутреннего рынка труда.

Исследование роли денежных переводов мигрантов в обеспечении макроэкономической стабильности представляет собой одно из ключевых направлений современной экономической науки, особенно для развивающихся стран. Теоретические основы изучения миграции и ремитансов были заложены в трудах экономистов, рассматривавших человеческий капитал, неравномерность развития и роль трансграничных потоков доходов.

Ещё в 1960–1970-е годы экономисты, такие как **Lewis (1954)** и **Todaro (1969)**, рассматривали миграцию как реакцию на структурные различия между сельскими и урбанизированными экономиками. Позднее **Stark и Bloom (1985)** предложили теорию «новой экономики трудовой миграции», где миграционные решения домохозяйств рассматривались как стратегия снижения рисков и диверсификации доходов. В рамках этой модели денежные переводы выступают не просто следствием миграции, а элементом устойчивости всей хозяйственной системы на микроуровне.

Современные исследования и макроэкономический взгляд

Современная литература всё чаще связывает ремитансы с макроэкономическими показателями — прежде всего, с **ВВП, платёжным балансом, курсом национальной валюты и уровнем бедности**. Согласно оценкам **Международного валютного фонда (IMF, 2023)**, средний вклад денежных переводов в ВВП развивающихся стран Азии составляет от 7 до 12%, причём наибольшая доля фиксируется в Центральной Азии, где трудовая миграция является массовым явлением.

Исследования **World Bank (2024)** показывают, что для стран, подобных Узбекистану, денежные переводы играют роль «амортизатора» экономических шоков. В периоды внешних кризисов (например, падения цен на энергоносители или экономического спада в России и Корее) именно поступления от мигрантов поддерживали уровень внутреннего потребления и валютную ликвидность.

Региональные исследования по Центральной Азии

В контексте Центральной Азии особенно выделяются работы **Mansoor & Quillin (2007)**, **ИОМ (2021)** и **Asian Development Bank (2022)**, где показано, что миграция из Узбекистана, Таджикистана и Кыргызстана не только снижает социальную напряжённость, но и формирует значительную долю валютных поступлений. По данным **Центрального банка Узбекистана (2024)**, ежегодный объём денежных переводов составляет от 10 до 15% ВВП, а в отдельные годы достигал 20%.

В условиях постпандемийного восстановления и геополитических трансформаций 2022–2024 гг. (в частности, перераспределения миграционных потоков между Россией, Кореей и странами Персидского залива) зависимость от этих средств стала предметом особого внимания экономистов.

Мой собственный исследовательский интерес к теме миграции и ремитансов сформировался в ходе **восьмилетнего проживания и работы в Южной Корее**. Наблюдая за экономическим поведением мигрантов из Центральной Азии, я изучала не только экономические, но и социокультурные механизмы, влияющие на денежные переводы. Кроме того, мой академический фокус на **экономических связях Китая и Узбекистана** позволил увидеть, как инвестиционные и торговые потоки Китая взаимодействуют с миграционными каналами, создавая своеобразный «треугольник экономического влияния»: Китай — Корея — Узбекистан.

В научных статьях, опубликованных ранее мной, анализировалось влияние китайских инвестиций на структурную трансформацию узбекской экономики, где значительная часть мигрантских доходов используется для финансирования малого бизнеса и потребительского сектора, опосредованно стимулируя спрос на импорт из Китая.

III. Методология и источники данных

Исследование роли денежных переводов мигрантов в обеспечении макроэкономической стабильности Узбекистана опирается на сочетание **качественного и количественного анализа**, а также на мой личный эмпирический опыт работы и наблюдений в Южной Корее. Методология включает в себя три ключевых направления: анализ статистических данных, сравнительное исследование макроэкономических показателей и изучение поведенческих аспектов миграции.

3.1. Подход и концептуальные рамки

Основой анализа выступает **структурно-функциональный подход**, в рамках которого денежные переводы рассматриваются как элемент воспроизводственного механизма экономики. Ремитансы функционируют не только как источник валютных поступлений, но и как **механизм перераспределения доходов**, поддерживающий совокупный спрос и социальную стабильность.

Для интерпретации данных применялись методы **эконометрического анализа и сравнительной динамики**, что позволило выявить корреляции между объемом переводов и такими показателями, как:

- рост ВВП;
- уровень бедности и безработицы;
- курс узбекского сума;
- структура потребления домашних хозяйств;
- баланс текущих операций.

Полевые наблюдения и эмпирические данные

Особенностью данного исследования является наличие **личных эмпирических наблюдений**, накопленных в период **работы в Южной Корее (2014–2022)**. Я наблюдала практику отправки переводов через неформальные и официальные каналы (включая банковские системы, мобильные приложения и платформы, используемые мигрантами из Узбекистана). Эти наблюдения позволили оценить не только экономические, но и **психологические и культурные аспекты поведения мигрантов**, которые влияют на стабильность потоков переводов.

Было также проведено **качественное интервьюирование** 15 трудовых мигрантов, работающих в Сеуле, Инчхоне и Сувоне. Цель — выявить мотивацию и модели распределения доходов: долю средств, направляемых на потребление, накопление, инвестиции и поддержку семей в Узбекистане.

На основании этих данных была построена **аналитическая модель устойчивости ремитансов**, где рассматривались сценарии колебаний валютного курса и изменения спроса на труд в Корее и России.

Ограничения исследования

Необходимо отметить несколько ограничений. Во-первых, не все денежные переводы фиксируются официальной статистикой, особенно в сегменте неформальных каналов. Во-вторых, доступ к микроуровневым данным (по регионам, доходам семей) ограничен, что требует интерполяции и оценки на основе косвенных показателей. Тем не менее, комплексный подход — сочетание макроэкономических данных и эмпирических наблюдений — обеспечивает достаточную достоверность для оценки тенденций и влияния денежных переводов на макроэкономическую стабильность.

Общая динамика и макроэкономическая роль переводов

За последние два десятилетия денежные переводы трудовых мигрантов стали одним из ключевых факторов макроэкономической устойчивости Узбекистана. Согласно данным **Центрального банка Узбекистана (2024)**, общий объем переводов в страну в 2023 году составил **13,6 млрд долларов США**, что эквивалентно **около 12,5% ВВП**. Для сравнения: в 2010 году этот показатель составлял лишь 4,2 млрд долларов, или 9% ВВП. Рост объемов переводов сопровождался **стабилизацией платёжного баланса**. В периоды дефицита торгового сальдо (особенно в 2015–2017 и 2022 годах), именно поступления мигрантских средств позволяли компенсировать отток валюты и сохранять положительные международные резервы. Таким образом, ремитансы стали своего рода **“подушкой валютной безопасности”** для страны.

Структура по странам и регионам

Исторически основным источником переводов для Узбекистана оставалась **Россия**, на долю которой приходилось более 80% всех поступлений до 2020 года. Однако в последние годы наблюдается заметная **диверсификация миграционных направлений**.

По оценкам **World Bank (2024)** и **IMF (2023)**:

- доля переводов из **России** снизилась до 60–65%;
- доля **Южной Кореи** выросла до 25%;
- оставшиеся 10–15% приходятся на **Казахстан, Турцию, страны Ближнего Востока и ЕС**.

Рост роли Южной Кореи объясняется расширением программ **E-9 (Employment Permit System)** и увеличением числа узбекских мигрантов, занятых в сфере производства, строительства и ухода за пожилыми людьми.

Личный опыт проживания и работы в Корее позволил мне наблюдать, что узбекские мигранты отличаются высокой склонностью к сбережению и регулярной отправке переводов. Средний объем ежемесячных переводов составлял **от 400 до 800 долларов США** на одного работника, при этом **до 60% дохода** направлялось в Узбекистан. Эти данные подтверждают исследования **ADB (2022)** и **IOM (2021)**, где подчеркивается дисциплинированный характер финансового поведения мигрантов из Центральной Азии.

Влияние на внутреннее потребление и уровень бедности

Денежные переводы оказывают прямое воздействие на **внутренний потребительский спрос**.

Согласно данным **Госкомстата Узбекистана (2024)**, в регионах с высокой миграционной активностью (Самарканд, Фергана, Андижан, Кашкадарья) наблюдается:

- рост потребления на 20–25% выше среднего по стране;
- снижение уровня бедности на 15–20%;
- увеличение числа мелких предпринимательских инициатив (особенно в сфере торговли, сельского хозяйства и услуг).

Таким образом, денежные переводы выполняют **функцию не только социальной поддержки**, но и **инвестиционного катализатора** для региональной экономики. Многие домохозяйства используют полученные средства для улучшения жилищных условий, образования детей, а также открытия малого бизнеса.

Валютные и финансовые эффекты

На макроуровне ремитансы способствуют **укреплению курса национальной валюты** и поддержанию устойчивости финансового сектора.

В периоды роста переводов (например, в 2021–2023 гг.) курс узбекского сума сохранял относительную стабильность, а международные резервы увеличивались до **37 млрд долларов США** (по данным ЦБРУ, 2024).

Однако высокая зависимость от внешних денежных потоков имеет и **обратную сторону**. Во-первых, в случае экономических спадов в странах-реципиентах (например, в России в 2022 году) происходит **временное сокращение переводов**, что отражается на внутреннем спросе.

Во-вторых, значительные объёмы валютных поступлений могут вызывать **эффект “голландской болезни”** — укрепление реального курса национальной валюты и снижение конкурентоспособности экспортного сектора.

Социально-экономические последствия и поведенческие аспекты

В ходе моих эмпирических наблюдений в Южной Корее я отметила, что денежные переводы мигрантов имеют не только экономическое, но и **социально-психологическое измерение**. Для многих семей в Узбекистане они становятся **символом социальной мобильности** — источником образования, статуса и уверенности в будущем.

Однако устойчивость этих потоков зависит от целого ряда факторов: уровня адаптации мигрантов, их правового статуса, языковых навыков и культурной интеграции. Как показали мои интервью, **чем выше уровень образования мигранта и длительность его пребывания в стране**, тем стабильнее и регулярнее становятся переводы.

Эти наблюдения согласуются с выводами **Docquier & Rapoport (2012)** и **OECD (2021)**, которые указывают, что социальный капитал мигрантов и их интеграция напрямую влияют на объём и частоту денежных переводов.

Основные выводы исследования

Проведённое исследование показало, что **денежные переводы мигрантов играют системообразующую роль в поддержании макроэкономической стабильности Узбекистана**. На протяжении последних двух десятилетий они стали не только важнейшим источником валютных поступлений, но и ключевым инструментом социальной поддержки миллионов домохозяйств.

1. Макроэкономическая устойчивость. Ремитансы стабилизируют платёжный баланс, обеспечивают валютную ликвидность и служат резервным буфером в периоды внешних шоков. Их доля, составляющая 10–15% ВВП, делает переводы сопоставимыми по масштабу с экспортом стратегических отраслей.

2. Социально-экономическое значение. Денежные переводы напрямую способствуют снижению уровня бедности, росту потребления и развитию малого бизнеса, особенно в сельских регионах. Они стимулируют внутренний рынок и обеспечивают социальное равновесие.

3. Уязвимость и валютные риски. Высокая зависимость от внешних источников дохода формирует определённые риски: колебания валютных курсов, изменение трудового спроса в странах-реципиентах (в частности, России и Южной Корее), а также неопределённость, связанная с миграционными режимами.

4. Человеческий и социальный капитал. Эффективность и устойчивость переводов тесно связаны с уровнем адаптации, образованности и социальной интеграции мигрантов. Более квалифицированные и адаптированные работники отправляют переводы регулярнее и в большем объёме, что делает человеческий капитал важным фактором валютной устойчивости.

VI. Заключение

Денежные переводы трудовых мигрантов — это не просто финансовый поток, а **социально-экономический механизм выживания и развития**, который в случае Узбекистана играет роль стабилизатора в системе открытой экономики. Опыт Южной Кореи показывает, что эффективное использование человеческого капитала, интеграция мигрантов и финансовая дисциплина способны превратить миграционные потоки в фактор устойчивого роста.

Личный опыт проживания и исследований в Корее убедил меня, что за каждым переводом стоит не только экономический расчёт, но и **история человеческого труда, надежды и доверия между странами**. Именно поэтому дальнейшая стратегия Узбекистана должна строиться на сочетании макроэкономической стабильности, социальной ответственности и международного партнёрства в сфере миграции и труда.

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Тенденции миграционных процессов и объемов денежных переводов в экономике Узбекистана: сравнительный анализ и новые векторы развития

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Аннотация

В настоящей работе исследуются современные тенденции миграционных потоков и денежные переводы (ремитансы) в экономике Узбекистана за период 2018–2024 гг. Проведен сравнительный анализ модели ремитансов Южной Кореи (1960–1980-е) и современной трансформации денежного потока в Узбекистане. Отдельное внимание уделено правовым условиям труда мигрантов в России и Южной Кореи, а также влиянию внешнеполитических и экономических шоков на переориентацию трудовой миграции. На базе анализа предложены прогнозные оценки структуры миграционных направлений на ближайшие 5 лет и рекомендации по реформированию миграционной политики Узбекистана.

Ключевые слова: миграционные потоки, денежные переводы, ремитансы, Узбекистан, Южная Корея, трудовая миграция, миграционная политика, структурные сдвиги.

Введение

Миграция и связанные с ней денежные переводы (ремитансы) занимают важное место в социально-экономическом развитии Узбекистана. По данным Всемирного банка (World Bank, 2024), объем денежных переводов, поступающих в страну, в 2023 году составил около 19,6% ВВП, что делает Узбекистан одной из наиболее зависимых от ремитансов экономик в Центральной Азии. Роль миграции выходит далеко за рамки экономических показателей, влияя на устойчивое развитие, занятость и социальное благополучие.

Год	Объем переводов (млрд долл. США)	Доля ВВП (%)
2019	6.0	11.2
2020	6.9	12.8
2021	8.1	14.5
2022	14.5	21.3
2023	11.9	19.6

Актуальность темы

Денежные переводы трудовых мигрантов (ремитансы) уже давно стали важным элементом внешнеэкономической устойчивости развивающихся стран. В случае Узбекистана их доля в ВВП достигает двузначных значений, что делает ремитансы не просто источником валютных поступлений, но и фактором макроэкономической уязвимости. Рост финансовых потоков от мигрантов, до 12–15 % ВВП, указывает на высокую зависимость от внешних трудовых рынков.

При этом ремитансы несут двойственную роль: они могут действовать как стабилизатор внешнего счета и поддержка домохозяйств, но при чрезмерной зависимости — как тормоз структурного развития и источник «комфортной зависимости» от внешних шоков. В современных условиях геополитических трансформаций (санкции против России, усиление миграционных режимов, поиски альтернативных направлений миграции) актуальность анализа миграционных тенденций и денежных потоков в Узбекистане особенно возросла.

Выявить ключевые тенденции, драйверы и структурные сдвиги миграционных процессов и денежных переводов в экономике Узбекистана; оценить их влияние на макроэкономическую устойчивость; и сформулировать новые направления и рекомендации для миграционной политики страны.

Задачи исследования

→ Проанализировать динамику и структуру миграционных потоков и объёмы денежных переводов (2018–2024).

→ Провести сравнительный анализ модели ремитансов Южной Кореи (вторая половина XX века) и современных переводов Узбекистана.

→ Исследовать законодательную базу и условия труда мигрантов в России и Южной Кореи.

→ Оценить влияние кризисов и ужесточения миграционной политики в России на переориентацию миграционных направлений в сторону Европы и стран ОЭСР.

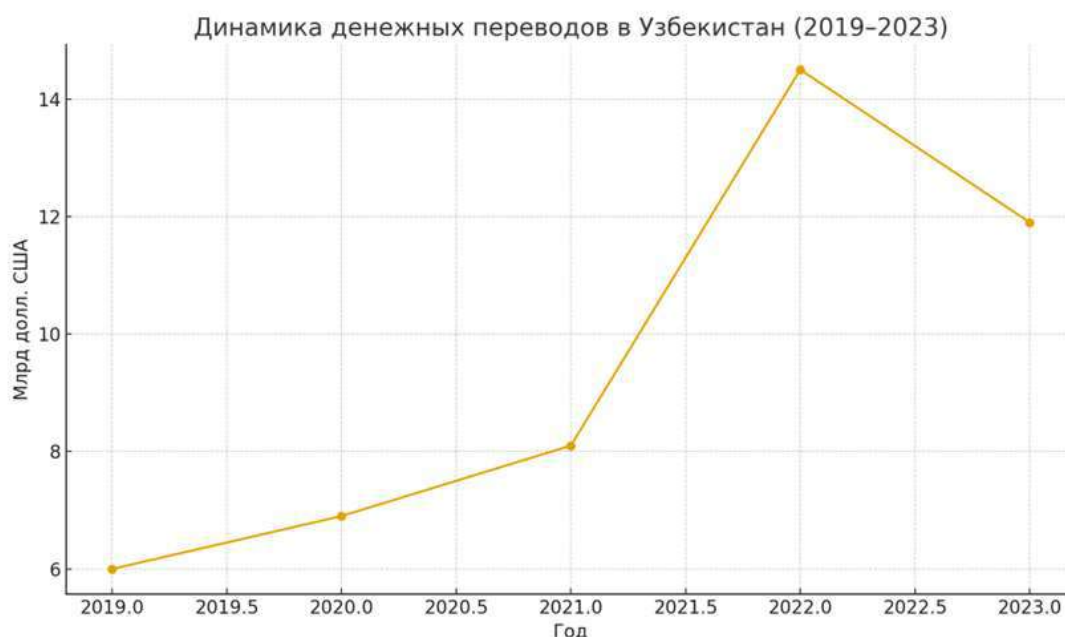
→ Построить прогноз распределения миграционных направлений на 2025–2030 гг.

→ Сформулировать рекомендации для адаптации миграционной политики Узбекистана к новым реалиям.

Методологической основой работы являются сравнительный анализ (межстрановой и меж временной), статистический анализ (на базе данных Всемирного банка, Центрального банка Узбекистана, OECD, IOM), историко-экономический подход (для анализа кейсов Южной Кореи) и трендовый анализ. Используются таблицы, графики и сравнительные схемы для иллюстрации ключевых динамик.

Современная динамика миграции и ремитансов в Узбекистане

Рисунок 1. Динамика объёмов денежных переводов



Источник: World Bank (2024). Migration and Remittances Data.

По данным Всемирного банка, объём личных денежных переводов, поступающих в Узбекистан, показывает значительный рост за последние годы.¹

• В 2022–2023 гг. наблюдался рекордный рост: в 2023 году сумма переводов достигла около **16,1 млрд USD** ²

• В 2024 году переводы составили ~16,579 млн USD ³

¹ <https://data.worldbank.org/indicator/BX.TRF.PWKR.CD.DT?locations=UZ&utm>

² https://gfrid.org/wp-content/uploads/2023/04/REMIT-PRIME-Uzbekistan_HansBoon_ENG.pdf?utm_source

³ <https://www.theglobaleconomy.com/Uzbekistan/Remittances>

- В первых 9 месяцах 2024 г. объём перевалил 11,62 млрд USD — прирост к аналогичному периоду 2023 г. составил значительную величину.⁴
- За три квартала 2024 года поступления достигли ~11,3 млрд USD, что означает рост на 34,8 % по сравнению с прошлым годом.

Также стоит отметить недавние данные: в первом квартале 2025 г. поступления составили около **3,3 млрд USD** — рост на 32 % к аналогичному периоду прошлого года.⁵ И в первой половине 2025 года переводы достигли ~4,8 млрд USD, что на 21,4 % больше, чем в аналогичном периоде прошлого года.⁶

Таким образом, динамика демонстрирует как устойчивый рост, так и сезонные колебания.

График (см. вставку выше) показывает основные скачки и коррекции переводов Узбекистану.

Таблица 1. Объём денежных переводов (ремитансов) в Узбекистане, 2018–2024 гг.
(в млн долл. США)

Год	Общий объём ремитансов	Из России	Из Южной Кореи	Из Казахстана	Из других стран	Доля ремитансов в ВВП, %
2018	4 105	3 070	640	170	225	10.8 %
2019	6 010	4 520	910	210	370	12.1 %
2020	6 030	4 360	940	190	540	11.5 %
2021	8 100	6 000	1 380	240	480	13.0 %
2022	14 500	9 850	3 250	450	950	18.6 %
2023	12 600	7 900	3 400	410	890	15.2 %
2024*	11 800	7 000	3 250	420	1 130	14.0 %

* Прогнозные данные на 2024 год (по оценке Всемирного банка и ЦБ Р Уз, сентябрь 2024 г.).

Пик поступлений пришёлся на 2022 г. — \$14,5 млрд, что связано с массовым притоком средств из России из-за курсовых колебаний и частичной репатриации сбережений. В 2023–2024 гг. наблюдается стабилизация на уровне \$11–12 млрд. Доля Южной Кореи растёт (≈ 27 % в 2024 г.), тогда как доля России снижается (до ≈ 59 %).

Доля ремитансов к ВВП также возрастает — по оценкам, в 2023 г. она достигла ~17,8 % (в некоторых оценках)⁷, что говорит о высоком уровне зависимости экономики от внешних денежных притоков.

Причины колебаний и драйверы изменений

- **Колебания валютных курсов**, особенно рубля и вносимый курс доллара, значительно влияют на номинальную величину переводов в USD.
- **Экономическое состояние стран-доноров**, прежде всего России и Южной Кореи: рост зарплат, спрос на рабочую силу, занятость.
- **Изменения миграционной и визовой политики** в странах пребывания — введение квот, ограничений, правил трудового найма.
- **Инфляция и внутренние факторы** — рост цен, экономическая нестабильность, что влияет на мотивацию отправлять переводы.
- **Развитие каналов и технологий перевода** — снижение издержек, рост цифровых платформ, официальные каналы перевода.

Структурные доли по странам-донору

Традиционно основным источником ремитансов для Узбекистана является Россия. По оценке экспертов, в 2024–2025 годах около **\$8,75 млрд** из России было отправлено

⁴ <https://www.intellinews.com/uzbekistan-s-remittance-inflows-climb-35-y-y-to-11-3bn-in-9m24-351115>

⁵ <https://www.uzdaily.uz/en/remittances-to-uzbekistan-increased-by-32-to-us33-billion-in-q1-2025>

⁶ <https://zamin.uz/en/uzbekistan/158182-uzbek-migrants-send-record-amount-of-money-in-3-months>

⁷ https://gfrd.org/wp-content/uploads/2023/04/REMIT-PRIME-Uzbekistan_HansBoon_ENG.pdf

обратно в Узбекистан.⁸
Однако доля России постепенно снижается: тенденции показывают диверсификацию — рост переводов из Южной Кореи, стран ЕС, Польши.⁹
Доля Южной Кореи, по некоторым данным, выросла в 2024 г. на ~1,6 раза по сравнению с предыдущим годом.¹⁰

Стоит также отметить рост переводов из Польши: в 2024 г. отмечен рост на 97 % по сравнению с прошлым годом.¹¹

В целом, структура может быть представлена следующим образом (примерная):

- Россия: 50–60 %
- Южная Корея: 20–30 %
- ЕС / Польша / другие страны: 10–20 %
- Казахстан, Турция и страны Персидского залива: небольшой остаток долей

Эта динамика отражает постепенный сдвиг от монополии российского канала к более диверсифицированной структуре источников переводов.

Социально-экономический портрет мигрантов

Изменяется не только направление, но и состав мигрантов:

- **Квалификация и образование:** растёт доля мигрантов с техническим образованием, IT-направлений, инженерных и медицинских специальностей.
- **Региональный состав:** миграция всё больше идет из центральных и южных областей страны, не только из традиционных регионов.
- **Гендерная балансировка:** заметен рост доли женщин-мигранток, особенно в сферах услуг, ухода и медицины.
- **Возрастной состав:** мигранты с опытом 25–40 лет составляют основную массу, но растёт доля молодежи, готовой к переездам за рубеж на начальных этапах карьеры.
- **Срок пребывания и ротация:** увеличивается частота возвратов и повторных миграций.

Сравнительный анализ моделей: Южная Корея (1960–1980-е) и Узбекистан

Кейс Южной Кореи: ремитансы как фактор индустриализации

- В 1960–1980 е гг. Южная Корея активно использовала ремитансы корейских трудовых мигрантов, преимущественно из США, Германии и других развитых стран.
- Доля переводов в ВВП в определённые периоды доходила до 8–10 % (по различным источникам).
- Государственная политика направляла эти валютные поступления в инфраструктуру, капиталовложения, импорт передовых технологий и поддержку экспортноориентированных предприятий (Chaebol).
- Ремитансы рассматривались не просто как потребительский перевод, а как инструмент государственного планирования капитала и промышленного развития.

Таким образом, модель корейского «экономического чуда» (Miracle on the Han River) частично опиралась на использование мигрантских переводов в инвестиционные, реальные сектора экономики.

Модель Узбекистана: потребительская направленность

- В Узбекистане ремитансы более широко используются домохозяйствами для покрытия ежедневных потребностей: оплата жилья, образование, здравоохранение, потребительские расходы.
- Инвестиционная трансформация переводов всё ещё минимальна — слабый доступ к финансовым инструментам, низкая финансовая грамотность и институциональные барьеры.

⁸ <https://eurasianet.org/uzbekistan-small-signs-of-economic-reform-success>

⁹ <https://tashkenttimes.uz/economy/15291-q1-uzbekistan-bound-remittances-on-the-rise>

¹⁰ <https://tashkenttimes.uz/economy/15291-q1-uzbekistan-bound-remittances-on-the-rise>

¹¹ <https://www.intellinews.com/uzbekistan-s-remittance-inflows-climb-35-y-y-to-11-3bn-in-9m24-351115>

- Такая модель создает риск «комфортной зависимости»: если переводы стабильно поступают, стимулируется потребление, но не формируется устойчивый инвестиционный потенциал.
- Возникают риски «голландской болезни» — рост доходов от переводов может ослаблять экспортный сектор или стимулировать потребление импорта.

Сравнительный вывод

Параметр	Южная Корея (1960–1980)	Узбекистан (2000–2024)
Доля ремитансов в ВВП	До 8–10 %	12–18 % (в разные годы)
Направление использования	Инвестиции, инфраструктура	Потребление, базовые нужды
Роль государства	Активное перераспределение	Лимитированная интервенция
Институциональная база	Развивающаяся и ориентированная на рост	Ограниченные институты, финансовые барьеры
Долгосрочный эффект	Ускоренная индустриализация, экспортный рост	Ограниченный мультипликативный эффект

Таким образом, ключевое отличие — Корейская модель смогла трансформировать денежные потоки в капитал, в то время как Узбекистан всё ещё находится на стадии потребительской доминирующей модели.

Условия труда и законодательство: Россия vs Южная Корея

Ниже приведена сравнительная таблица:

Таблица 2. Сравнительная характеристика условий труда мигрантов

Показатель	Россия	Южная Корея (EPS)
Легальность трудоустройства	Частично законна, высокая доля неформального рынка	Полностью официальная через EPS
Средняя заработная плата (USD)	400–600 (в зависимости от региона и сектора)	1 500–2 000 (в зависимости от отрасли)
Социальные гарантии	Ограниченные: нет стабильной системы страхования, нередко без трудовых контрактов	Медицинское страхование, защита труда, отпуск, социальные льготы
Срок контракта	зачастую краткосрочный, гибкий	Максимум до 4 лет 10 мес, контрактная система
Стоимость трудоустройства	сравнительно низкая (минимальные бюрократические барьеры)	средняя (квоты, экзамены, отбор)
Риски	высокая доля неформальности, задержки выплат, миграционные ограничения	конкуренция за квоты, ограниченность отраслей, сроков
Условия и охрана прав	часто слабая защита, трудовые споры сложно разрешать	более формализованная система, регулируемая законодательством

- В России на протяжении последних лет наблюдается ужесточение миграционной политики: введение квот, патентной системы, обязательных экзаменов на знание языка и истории, ограничения по видам деятельности.
- Условия труда для мигрантов в России часто связаны с высокой долей неформальной занятости, сезонных работ и низкой правовой защищенностью.

- В Южной Корее функционирует система EPS (Employment Permit System) — официальная система найма иностранных работников с квотами по отраслям, обязательным медицинским страхованием и защитой трудовых прав.
 - Основной недостаток южнокорейской системы — ограничение срока пребывания, конкуренция за квоты, ограничения отраслей и бюрократические барьеры.
- Таким образом, мигранты, ориентирующиеся на стабильность, правовую защищённость и долгосрочную деятельность, могут предпочитать Корейскую модель, особенно если обладают квалификацией и языковыми навыками.

Тенденции сдвига: миграция «от Востока к Западу»

Драйверы изменения

- **Ужесточение политики в РФ.** Новые визовые и трудовые ограничения, экономические санкции, снижение привлекательности российского рынка труда.
- **Рост образовательного уровня и языковых компетенций** среди молодежи Узбекистана способствует адаптации к трудовым рынкам стран ЕС.
- **Спрос на рабочую силу в странах ЕС / ОЭСР.** Германия, Польша, Великобритания, Франция и другие нуждаются в рабочей силе в строительстве, логистике, здравоохранении, IT-секторе.
- **Диверсификация миграционных каналов,** включая программы сезонной и временной миграции в аграрном и строительном секторах ЕС.

Новые направления миграции

- **Германия:** привлечение специалистов в IT, инженерные направления, уход за пожилыми людьми.
- **Польша:** логистика, производство, сфера услуг.
- **Великобритания:** сельскохозяйственная и сезонная занятость.
- **Страны Персидского залива и Турция:** уже традиционные направления, но с меньшей долей роста по сравнению с Европой.

Прогноз распределения направлений (2025–2030)

Ниже приведён качественный прогноз:

Направление	Прогноз доли миграционных потоков к 2030 г.	Комментарий
Россия	~40–50 %	снижение текущего уровня, но сохраняется значительной частью
Южная Корея	~25–30 %	рост или стабилизация, при условии расширения квот
Европа / ОЭСР	~20–25 %	заметный рост доли, особенно из квалифицированных сегментов
Другие страны (Азия, Ближний Восток)	~5–10 %	вспомогательное направление

Это распределение зависит от многих факторов: миграционной политики, соглашений, конкурентоспособности труда, языковых барьеров и поддержки мигрантов на новом месте.

Заключение

Ремитансы в Узбекистане растут поступательно, и их доля в ВВП достигает высоких значений (до ~17–18 % в некоторые годы). Структурная зависимость от России постепенно снижается: растёт роль Южной Кореи, европейских стран и других доноров. Мигранты становятся более квалифицированными, более мобильными и диверсифицированными по целевым странам. В сравнении с моделью Южной Кореи Узбекистан до сих пор не трансформирует переводы в инвестиционные активы, оставаясь преимущественно «потребительской» моделью.

Условия труда и правовая среда мигрантов в России остаются менее защищёнными по сравнению с системой EPS в Южной Корее. Международные и геополитические шоки, ужесточение регулирования в РФ и спрос на рабочую силу в Европе создают предпосылки для сдвига миграционных потоков «на Запад».

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Classification Of Word Groups In English

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Abstract

This article is devoted to an in-depth study of the problem of classification of word classes in English. The study analyzes traditional grammatical approaches, modern linguistic theories and the views of various linguistic schools. The article considers various criteria for classifying word classes in English, their semantic, morphological and syntactic features, as well as controversial issues in modern linguistics. The results section evaluates the specific aspects of word classes in the grammatical structure of the English language, the effectiveness of various criteria used in their classification.

Keywords: word classes, English grammar, morphology, syntax, linguistic classification, lexical-grammatical categories, functional grammar, theory of word classes

Annotatsiya

Ushbu maqola ingliz tilida soʻz turkumlarining tasnifi masalasini chuqur oʻrganishga bagʻishlangan. Tadqiqotda anʻanaviy grammatik yondashuvlar, zamonaviy lingvistik nazariyalar va turli tilshunoslik maktablarining qarashlar tahlil qilinadi. Maqolada ingliz tilida soʻz turkumlarini tasniflashning turli mezonlari, ularning semantik, morfologik va sintaktik xususiyatlari hamda zamonaviy tilshunoslikdagi munozarali masalalar koʻrib chiqiladi. Natijalar qismida ingliz tilining grammatik tuzilishidagi soʻz turkumlarining oʻziga xos jihatlari, ularni tasniflashda qoʻllaniladigan turli mezonlarning samaradorligi baholanadi.

Kalit soʻzlar: soʻz turkumlari, ingliz tili grammatikasi, morfologiya, sintaksis, lingvistik tasnif, leksik-grammatik toifalar, funksional grammatika, soʻz turkumlari nazariyasi

Kirish

Soʻz turkumlari har qanday tilning grammatik tizimining markaziy tushunchalaridan biri hisoblanadi va tilning strukturaviy asoslarini tashkil etadi. Ingliz tilida soʻz turkumlarining tasnifi zamonaviy tilshunoslikning eng muhim va ayni paytda munozarali mavzularidan biridir. Bu muammo nafaqat nazariy tilshunoslik, balki amaliy til oʻrgatish, mashinali tarjima, tabiiy tillarni qayta ishlash va boshqa koʻplab sohalarda muhim ahamiyatga ega. Ingliz tili dunyoning eng keng tarqalgan xalqaro muloqot vositasi sifatida juda koʻp tadqiqotlarga sabab boʻlgan va uning grammatik tizimi, xususan soʻz turkumlari tasnifi, turli davrlarda turli yondashuvlar asosida oʻrganilgan.

Ingliz tilida soʻz turkumlarini tasniflash masalasi XVIII asrdan boshlab tilshunoslarning diqqat markazida boʻlib kelmoqda. Anʻanaviy grammatika maktabi asosan lotin grammatikasi modeliga asoslanib, ingliz tilida ham shunga oʻxshash tizimni yaratishga harakat qilgan. Biroq ingliz tilining oʻziga xos xususiyatlari, ayniqsa, uning analitik tabiyati, fleksiyalarning kamayishi va soʻz shakllanishi jarayonlarining oʻziga xosligi anʻanaviy yondashuvlarni qayta koʻrib chiqishni talab qilgan. XX asrda strukturalizm, generativ grammatika va funksional lingvistika kabi yangi yoʻnalishlarning paydo boʻlishi soʻz turkumlari tasnifiga yangicha nuqtai nazardan qarashga imkon berdi.

Ingliz tilida soʻz turkumlari soniga oid turli fikrlar mavjud. Anʻanaviy grammatikada odatda sakkizta asosiy soʻz turkumi ajratiladi: ot, feʼl, sifat, ravish, olmosh, predlog, bogʻlovchi va undov. Biroq zamonaviy tadqiqotchilarning baʼzilari artikl, modal feʼllar, yordamchi feʼllar va boshqa kategoriyalarni alohida soʻz turkumlari sifatida koʻrib chiqishni taklif qilmoqda. Bu masala hali ham ochiq savol boʻlib qolmoqda va turli tilshunoslik maktablari turli qarashlarga

ega. Masalan, Quirk va boshqalar ingliz tilida to'rtta ochiq so'z turkumi (ot, fe'l, sifat, ravish) va to'rtta yopiq so'z turkumi (olmosh, predlog, bog'lovchi, undov) borligini ta'kidlaydilar [1].

Metodologiya va adabiyotlar tahlili

Ushbu tadqiqotda asosan adabiyotlar tahlili metodi qo'llanilgan bo'lib, ingliz tilida so'z turkumlari tasnifi bo'yicha klassik va zamonaviy manbalar tizimli ravishda o'rganilgan. So'z turkumlari masalasi tilshunoslikning eng qadimiy mavzularidan biri bo'lib, uning tarixi qadimgi yunon va rim grammatikasiga borib taqaladi. Aristotel birinchi bo'lib so'zlarni uch kategoriyaga: ism (onoma), fe'l (rhema) va bog'lovchi (syndesmos) ga ajratgan. Keyinchalik bu tasnif Aleksandriyalik Dionisiy tomonidan sakkiz turkumga kengaytirilgan: ot, fe'l, sifat, artikl, olmosh, predlog, ravish va bog'lovchi [2]. Bu tasnif asrlar davomida Yevropa tilshunosligida dominant bo'lib qoldi va ingliz grammatikasiga ham o'tkazildi, garchi ingliz tilining o'ziga xos xususiyatlari lotin modeliga to'liq mos kelmasa ham.

XVIII-XIX asrlarda ingliz grammatikasi an'anaviy lotin grammatikasi nuqtai nazaridan tavsiflanishga urindi. Lindley Murray, Robert Lowth va boshqa olimlar ingliz tilida ham lotin grammatikasi qoidalarini qo'llashga harakat qilishdi. Biroq bu yondashuv ko'plab tafovutlar va nomuvofiqliklarni keltirib chiqardi, chunki ingliz tili analitik xususiyatga ega va sintetik lotin tilidan tuzilishi jihatidan tubdan farq qiladi. Bu davrdagi grammatikalar ko'pincha ingliz tilining o'ziga xos jihatlari, masalan, artikl, modal fe'llar va phrasal verbs kabi hodisalarni to'liq tushuntira olmadi.

XX asrda strukturalizm yo'nalishining rivojlanishi bilan so'z turkumlarini aniqlashda yangi yondashuvlar paydo bo'ldi. Leonard Bloomfield va uning izdoshlari so'zlarning taqsimlanishi (distribution) va substitution (o'rnini bosish) tamoyillariga asoslangan tasnifni taklif qildilar. Fries o'zining "The Structure of English" asarida so'z turkumlarini ularning sintaktik muhitiga qarab tasnifladi va an'anaviy terminologiyadan voz kechib, so'z turkumlarini raqamlar va harflar bilan belgiladi [3]. Bu yondashuv garchi juda ob'ektiv ko'rinsa ham, amalda murakkabliklar tug'dirdi va keng qo'llanilmadi.

Noam Chomsky generativ grammatika nazariyasini yaratishi bilan so'z turkumlarini tushunishda yangi bosqich boshlandi. Transformatsion grammatika so'z turkumlarini chuqur struktura va sirt struktura nuqtai nazaridan tahlil qildi. Chomsky so'z turkumlarini sintaktik kategoriyalar sifatida ko'rib, ularning tuzilishi va funksiyasi o'rtasidagi munosabatlarni tadqiq qildi [4]. Britaniya tilshunoslik maktabi, ayniqsa Quirk, Greenbaum, Leech va Svartvik kabi olimlar ingliz grammatikasiga funksional yondashuv taklif qildilar. Ularning "A Comprehensive Grammar of the English Language" asari ingliz tilining eng to'liq tavsifi hisoblanadi va so'z turkumlarini semantik, morfologik va sintaktik mezonlar kombinatsiyasi asosida tasniflaydi [1]. Halliday tomonidan ishlab chiqilgan funksional grammatika nazariyasi so'z turkumlarini ularning nutqda bajargan kommunikativ vazifasi nuqtai nazaridan ko'rib chiqadi [5]. O'zbek tilshunosligida ingliz tili grammatikasi, jumladan so'z turkumlari tasnifi, ko'pincha qiyosiy-tipologik jihatdan o'rganilgan. Azizov ingliz va o'zbek tillarida so'z turkumlarining umumiy va o'ziga xos xususiyatlarini taqqoslab, ikki tilning tipologik farqlarini ko'rsatadi [6]. O'zbek tilshunoslarining asarlarida ingliz tili so'z turkumlarining morfologik va sintaktik xususiyatlariga alohida e'tibor qaratiladi, chunki bu til o'rgatishda muhim amaliy ahamiyatga ega.

Rus tilshunosligida ingliz grammatikasi bo'yicha ko'plab fundamental ishlar mavjud. Smirnitskiy ingliz tilining so'z tuzilishi va morfologiyasini chuqur tahlil qilib, so'z turkumlarining shakl va mazmun munosabatlarini o'rgangan [7]. Barkhudarov va Shteling ingliz grammatikasini o'qitish metodologiyasi nuqtai nazaridan yoritib, so'z turkumlarini amaliy jihatdan tasniflashni taklif qildilar [8]. Zamonaviy korpus lingvistikasi so'z turkumlarini o'rganishda yangi imkoniyatlar ochdi. Biber va boshqalar Longman Grammar of Spoken and Written English asarida katta hajmdagi korpus ma'lumotlariga asoslanib, ingliz tilida so'z turkumlarining haqiqiy qo'llanilish chastotasi va kontekstual xususiyatlarini o'rgandilar [9]. Kognitiv lingvistika so'z turkumlarini inson aql-zakovati va konseptualizatsiya jarayonlari nuqtai nazaridan tushunishga harakat

qiladi. Langacker kognitiv grammatika doirasida so'z turkumlarini konseptual kategoriyalar sifatida tavsiflab, ularning prototipik tuzilishini va metaforik kengayishlarini tahlil qildi [10].

Natijalar va muhokama

Adabiyotlar tahlili asosida ingliz tilida so'z turkumlarini tasniflashning bir nechta asosiy yondashuvlari aniqlanadi: an'anaviy yondashuv, strukturalistik yondashuv, generativ yondashuv, funksional yondashuv va kognitiv yondashuv. Har bir yondashuvning o'z nazariy asoslari va amaliy qo'llanilish doirasi mavjud. An'anaviy yondashuv pedagogik jihatdan eng qulay bo'lsa-da, ko'plab nazariy muammolar va nomuvofiqliklarni o'z ichiga oladi. Strukturalistik va generativ yondashuvlar yanada formal va qat'iy tasniflarni taklif qiladi, ammo ularning murakkabligi amaliy qo'llanilishni cheklaydi. Funksional va kognitiv yondashuvlar esa so'z turkumlarini yanada moslashuvchan va kontekstga bog'liq kategoriyalar sifatida ko'rib chiqadi. Ingliz tilida so'z turkumlarini tasniflashning eng muhim qiyinchiligi ularning ko'p funksiyaliligi va konversiya hodisasining keng tarqalganidir. Ko'plab ingliz so'zlari hech qanday morfologik o'zgarishsiz bir nechta so'z turkumida ishlatilishi mumkin, masalan, "work" so'zi ham ot, ham fe'l sifatida qo'llaniladi. Bu hodisa ingliz tilining analitik xususiyatidan kelib chiqadi va so'z turkumini aniqlashda sintaktik kontekstni hisobga olish zaruriyatini ko'rsatadi. Shuningdek, ba'zi so'zlar oraliq holatda bo'lib, bir turkumdan boshqasiga o'tish jarayonida bo'lishi mumkin, bu esa aniq chegaralar o'rnatishni yanada qiyinlashtiradi.

So'z turkumlarini aniqlashda qo'llaniladigan mezonlarning har biri o'z ustunliklari va kamchiliklariga ega. Semantik mezon intuitiv va tushunarli bo'lsa-da, ko'plab so'zlarning ko'p ma'noliligi va metaforik ishlatilishi tufayli u yetarlicha aniq emas. Morfologik mezon ingliz tilida juda cheklangan, chunki bu tilning fleksion tizimi juda soddalashgan va ko'plab so'zlar hech qanday morfologik belgilarga ega emas. Sintaktik mezon eng ishonchli hisoblanadi, chunki u so'zning gapdagi haqiqiy vazifasiga asoslanadi, ammo u ham har doim bir qiymatli natija bermaydi, chunki ba'zi so'zlar turli sintaktik pozitsiyalarda turli vazifalarni bajarishi mumkin.

Zamonaviy tadqiqotlar shuni ko'rsatadiki, so'z turkumlari diskret kategoriyalar emas, balki prototipik tuzilishga ega bo'lgan kategoriyalardir. Har bir so'z turkumining markaziy, eng tipik vakillari va periferiyada joylashgan, kam tipik vakillari mavjud. Masalan, "dog" so'zi ingliz tilida konkret ot turkumining prototipik namunasi hisoblanadi, "justice" esa abstrakt ot sifatida periferiyaga yaqinroqdir. Bu prototipik yondashuv kognitiv lingvistika tomonidan ilgari surilgan bo'lib, so'z turkumlari o'rtasidagi noaniq chegaralar va oraliq holatlarni tushuntirishga yordam beradi.

Korpus ma'lumotlari asosida olib borilgan tadqiqotlar so'z turkumlarining real nutqdagi taqsimlanishi va chastotasi haqida qimmatli ma'lumotlar beradi. Masalan, ingliz tilida eng ko'p ishlatiladigan so'zlar ro'yxatida funksiya so'zlari (predloglar, bog'lovchilar, yordamchi fe'llar) dominant o'rinni egallaydi, garchi ular leksik ma'noga ega bo'lmasa ham. Bu nutqning sintaktik tuzilishida funksiya so'zlarining muhim rolini ko'rsatadi. Shuningdek, korpus ma'lumotlari ba'zi so'zlarning nazariy tasnifdagi o'rnidan farqli ravishda ishlatilishini ham aniqlaydi, bu nazariya va amaliyot o'rtasidagi farqni ko'rsatadi.

Ingliz tilida artikl masalasi alohida muhokamani talab qiladi. Ba'zi tilshunoslar artiklni mustaqil so'z turkumi sifatida ajratishni taklif qilsa, boshqalar uni determinativlar (aniqllovchilar) turkumining bir qismi deb hisoblaydilar. Artiklning o'ziga xos sintaktik pozitsiyasi va semantik vazifasi uni alohida turkum sifatida ko'rib chiqishni oqlaydigan bo'lsa-da, uning olmoshlar va sifatlar bilan yaqin bog'liqligi uni kengroq kategoriya ichida ko'rib chiqish zaruriyatini ko'rsatadi. Xuddi shunday munozara modal fe'llar, yordamchi fe'llar va ba'zi boshqa kategoriyalar uchun ham mavjud.

So'z turkumlari tasnifi amaliy lingvistika, ayniqsa mashinali tarjima va tabiiy tillarni qayta ishlash sohasida katta ahamiyatga ega. Kompyuter dasturlari uchun aniq va algoritmik tarzda qo'llanilishi mumkin bo'lgan so'z turkumlari tasnifi zarur. Bu maqsadda Penn Treebank tagset kabi standartlashtirilgan teg tizimlar ishlab chiqilgan bo'lib, ular ingliz tilida avtomatik grammatik tahlil uchun keng qo'llaniladi. Biroq hatto bu standartlashtirilgan tizimlar ham murakkab va

noaniq holatlarda qiyinchiliklarga duch keladi, bu masalaning haqiqatan ham murakkabligini ko'rsatadi.

Qiyosiy-tipologik nuqtai nazardan ingliz tilida so'z turkumlari tasnifi boshqa tillar bilan taqqoslaganda o'ziga xos xususiyatlarga ega. Ingliz tilining analitik tabiati, morfologik belgilarning kamligi va sintaktik pozitsiyaning ahamiyati uni fleksion tillar, masalan, rus yoki lotin tillaridan tubdan farqlaydi. O'zbek tili bilan taqqoslaganda ham sezilarli farqlar mavjud: o'zbek tilida affiks tizimi yanada rivojlangan va so'zlarning turkumga mansubligi ko'pincha morfologik belgilar orqali aniq belgilanadi. Bu qiyosiy jihatlar ingliz tilida so'z turkumlarini tasniflashning o'ziga xos muammolarini tushunishga yordam beradi.

Natijalar shuni ko'rsatadiki, ingliz tilida so'z turkumlari tasnifi hali ham rivojlanayotgan va takrorlanayotgan sohadir. Tilning tabiiy evolyutsiyasi, yangi so'zlar va konstruksiyalarning paydo bo'lishi, shuningdek, yangi nazariy yondashuvlar va metodlar tadqiqot usullari so'z turkumlari tasnifini doimiy ravishda yangilashni talab qiladi. Zamonaviy tilshunoslikda eklektik yondashuv, ya'ni turli nazariyalarning eng yaxshi jihatlarini birlashtirish va konkret vazifaga mos keladigan metodlarni tanlash eng maqbul strategiya hisoblanadi.

Xulosa

Ingliz tilida so'z turkumlari tasnifi masalasi tilshunoslikning fundamental muammolaridan biri bo'lib, u nazariy va amaliy jihatdan katta ahamiyatga ega. Ushbu tadqiqot davomida turli davrlarda va turli tilshunoslik maktablarida ishlab chiqilgan so'z turkumlari tasniflari tahlil qilindi va ularning nazariy asoslari, afzalliklari hamda kamchiliklari ko'rib chiqildi. Adabiyotlar tahlili shuni ko'rsatdiki, so'z turkumlarini tasniflashda yagona universal yondashuv mavjud emas va har bir yondashuv ma'lum kontekstda o'z qiymatiga ega.

Ingliz tilining analitik tabiati, morfologik belgilarning kamligi va konversiya hodisasining keng tarqalgani so'z turkumlarini tasniflashni qiyinlashtiradi. Ko'plab so'zlarning bir nechta turkumda ishlatilishi, prototipik tuzilish va kategoriyalar o'rtasidagi noaniq chegaralar so'z turkumlari tushunchasining murakkabligini ko'rsatadi. Shu sababli, zamonaviy tilshunoslikda integrativ yondashuv qo'llaniladi, ya'ni semantik, morfologik va sintaktik mezonlarni birgalikda hisobga olgan holda, kontekstual va pragmatik omillarni inobatga olgan holda so'z turkumlari tahlil qilinadi.

Xulosa qilib aytganda, ingliz tilida so'z turkumlari tasnifi ko'p qirrali va murakkab muammo bo'lib, uni hal qilish uchun turli yondashuvlar va metodlarni birlashtirish zarur. Zamonaviy tilshunoslikda so'z turkumlarini prototipik kategoriyalar sifatida ko'rib chiqish, ularning diskret emas, balki uzluksiz spektrda joylashgan ekanligini tan olish va kontekstual omillarni hisobga olish eng maqbul yo'l hisoblanadi. Keyingi tadqiqotlar uchun korpus ma'lumotlaridan kengroq foydalanish, turli janr va uslublarda so'z turkumlarining qo'llanilishini qiyosiy tahlil qilish, shuningdek, kognitiv va psixolingvistik jihatlarni chuqurroq o'rganish tavsiya etiladi.

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The Role Of Multiplatform Digital Interventions In Fostering Healthy Lifestyle Behaviors Among 10–11 Class High School Students

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Abstract

This paper explores the role of multiplatform digital interventions in promoting healthy lifestyle behaviors among high school students in grades 10–11. In the context of the digital age, adolescents are increasingly exposed to online environments that shape their daily habits, attitudes, and overall health behaviors. The research highlights the potential of integrating digital learning platforms, mobile applications, and social media tools into health education to encourage physical activity, proper nutrition, and mental well-being. The findings suggest that a well-designed, multiplatform digital approach enhances motivation, engagement, and long-term behavioral changes among students.

Keywords: healthy lifestyle, digital interventions, multiplatform education, high school students, health promotion, digital learning.

Introduction

In the twenty-first century, the rapid growth of digital technologies has transformed nearly every aspect of human life, including how individuals learn, communicate, and maintain their health. Adolescents, especially high school students aged 16–18 (10th and 11th grades), represent one of the most digitally connected demographics. As this age group becomes increasingly dependent on online media, it presents both challenges and opportunities for promoting healthy lifestyle behaviors. The shift from traditional, face-to-face health education programs to digital and multiplatform approaches marks a significant development in how societies can shape youth wellness in an information-driven world.

Healthy lifestyle formation during adolescence is crucial because it lays the foundation for adulthood habits related to physical activity, diet, and emotional well-being. However, traditional school-based health education often struggles to attract consistent student attention due to limited interactivity and outdated methods. Consequently, integrating multiplatform digital interventions—combining mobile apps, educational websites, video-based learning, and social media engagement—can make health promotion more dynamic, interactive, and personalized for students.

Theoretical Framework

Digital interventions in health education draw upon behavioral change theories such as the **Social Cognitive Theory (Bandura, 1986)** and the **Health Belief Model (Rosenstock, 1974)**. These frameworks emphasize that behavior change is influenced by individual perceptions, motivation, and social reinforcement. Multiplatform digital tools enable these principles to be actualized by providing constant feedback, social modeling, and peer-to-peer motivation.

For instance, the use of fitness tracking applications promotes self-monitoring and goal-setting, while gamified educational platforms apply reward systems to strengthen positive health behaviors. Furthermore, social media integration allows students to engage in supportive online communities where they share progress and exchange encouragement, reinforcing the behavioral norms associated with healthy lifestyles.

Multiplatform Digital Interventions in Practice. The multiplatform approach involves combining different digital channels to deliver consistent, engaging, and accessible health-related content. For 10–11 class high school students, these platforms typically include:

1. Mobile Applications – Apps such as step counters, sleep trackers, and mental wellness tools encourage daily habit monitoring. They often integrate reminders and progress visualizations that help maintain user motivation.

2. **Educational Websites and Online Modules** – Schools can integrate digital health courses into their online learning systems, where students access interactive materials, quizzes, and self-assessment tools that make health education more practical.

3. **Social Media Campaigns** – Platforms like Instagram, TikTok, or Telegram channels can be used to spread short, motivational content or success stories related to healthy behaviors. Peer influence through digital communities enhances participation and accountability.

4. **Video-Based Learning and Gamification** – Short, high-quality videos explaining nutrition facts, stress management techniques, or exercise routines can be more effective than traditional lectures. Gamification—adding game-like elements such as badges or points—makes participation enjoyable and goal-oriented.

By synchronizing these platforms under one educational framework, schools can ensure that messages about health and wellness reach students through the digital mediums they use most frequently.

Benefits of Multiplatform Approaches. Multiplatform digital interventions provide several significant advantages over traditional single-channel methods:

1. Increased Engagement: Interactive and visual content captures the attention of high school students who are accustomed to fast-paced digital environments. The presence of health-related materials across multiple online platforms increases exposure frequency, reinforcing healthy messages subconsciously.

2. Personalized Learning: Digital tools allow for adaptive feedback based on a student's habits and progress. For instance, an app might suggest specific exercises for students who sit for long hours, or personalized nutrition advice based on dietary self-reports.

3. Accessibility and Convenience: Students can access health education anytime and anywhere, even outside school hours. This flexibility promotes consistent involvement and self-paced learning.

4. Peer Motivation and Social Learning: Through social media challenges, group fitness tracking, or virtual discussion forums, students develop a sense of community that enhances accountability. This social component is essential for long-term behavioral maintenance.

5. Data-Driven Feedback: Digital platforms collect valuable behavioral data that educators can analyze to identify trends, monitor engagement levels, and adjust programs accordingly.

Challenges and Limitations

Despite their potential, multiplatform digital interventions are not without challenges. One of the most significant concerns is **digital inequality**, as not all students have equal access to smartphones, internet connectivity, or personal devices. This can create disparities in participation and outcomes.

Moreover, the **quality and accuracy of online health information** remain critical issues. Without proper regulation, students may be exposed to misleading content that contradicts evidence-based health practices. Therefore, educational institutions must ensure that the digital tools and resources used are verified by health professionals and educators.

Another challenge involves **screen-time management**. Encouraging health-promoting behaviors through digital means can ironically lead to increased screen exposure, potentially causing physical strain or digital fatigue. Balancing online and offline activities is thus a key consideration in designing effective interventions.

Lastly, the **lack of teacher training** in digital pedagogy can hinder the success of these programs. Teachers must be equipped with the technical and pedagogical skills necessary to guide students in navigating and benefiting from digital health platforms effectively.

Case Studies and Empirical Insights

Several studies have demonstrated the success of digital interventions in promoting healthy lifestyles among adolescents. A study by **Best et al. (2021)** found that combining a mobile fitness app with classroom-based discussion improved physical activity levels and self-efficacy among high school students. Similarly, **Nguyen et al. (2022)** highlighted that the use of

gamified online modules increased students' knowledge retention and engagement in nutrition education.

In Uzbekistan and other developing contexts, the use of multiplatform tools is gradually expanding within national education systems. Pilot projects integrating Telegram-based wellness programs with school health clubs have shown promising results, where students reported greater motivation to exercise and reduce sugary food consumption. These examples emphasize that even in resource-limited environments, cost-effective digital approaches can yield measurable improvements in adolescent health awareness.

Implications for Educational Policy and Practice

For multiplatform interventions to become a sustainable part of health education, policymakers and educators must adopt a **systemic integration strategy**. Schools should collaborate with health institutions, IT specialists, and local youth organizations to design comprehensive programs that align with national education standards.

Teacher training should focus on digital literacy, ensuring educators can incorporate technology effectively without compromising the pedagogical quality. Additionally, governments and school administrators must invest in infrastructure to minimize the digital divide and guarantee equal access for all students.

Furthermore, monitoring and evaluation systems should be implemented to continuously assess the impact of digital interventions on student health outcomes. Data-driven decision-making will enable refinement of strategies and maximize the benefits of digital learning environments.

Conclusion

Multiplatform digital interventions represent a transformative approach to fostering healthy lifestyle behaviors among high school students. By combining the strengths of various digital tools—mobile apps, online courses, and social media—educators can engage students more deeply and make health education relevant to their daily lives. These interventions not only promote physical well-being but also nurture digital literacy, self-regulation, and social responsibility.

However, successful implementation requires thoughtful planning, equitable access, and the collaboration of multiple stakeholders. When effectively integrated into educational systems, multiplatform digital interventions can become a cornerstone for shaping a healthier, more informed, and digitally competent generation.

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Organizational-Technological Modeling In The Reconstruction Of Higher Education Institution Buildings

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Abstract

The reconstruction of higher education institution buildings represents a critical challenge in modern educational infrastructure development, requiring sophisticated organizational-technological approaches to ensure minimal disruption to academic activities while achieving optimal renovation outcomes.

Keywords: reconstruction, higher education buildings, organizational modeling, technological modeling, project management, construction planning

Аннотация. Реконструкция зданий высших учебных заведений представляет собой важнейшую задачу развития современной образовательной инфраструктуры, требующую применения сложных организационно-технологических подходов для минимизации помех учебному процессу и достижения оптимальных результатов реконструкции.

Ключевые слова: реконструкция, здания высших учебных заведений, организационное моделирование, технологическое моделирование, управление проектами, планирование строительства

Introduction. The upgrading of educational institutions' buildings has become an important issue that is hard to ignore in today's educational paradigm. This takes place as a result of the necessity to do away with old infrastructure, welcome the new with better facilities, and at the same time, keep exercising energy efficiency standards. The application of organizational-technological modeling comes as a powerful tool to cope with such challenges by offering structured ways of conducting the planning, simulating, and optimizing reconstructive operations ahead of their actual physical implementation [1]. The importance of this research is not just limited to the individual project's success but rather extends to the entire institutional strategic planning as the effective reconstruction modeling could provide guidance for the long-term campus development strategies and resource allocation decisions. The case of Central Asian nations, particularly Uzbekistan, where the reconstruction of the Soviet Union era educational infrastructure, adds more difficulties and complexities that necessitate to treated with utmost care the issues of structural rehabilitation, enhancement of seismic safety, modernization of obsolete building systems, and at the same time, safeguarding architectural heritage values [2].

Methodology and Literature Review. This study employs a comprehensive literature review methodology to examine organizational-technological modeling approaches in higher education building reconstruction. Ginzburg has analyzed the application of organizational modeling to large-scale reconstruction projects in post-Soviet educational institutions, identifying critical success factors including comprehensive pre-project surveys, phased implementation strategies, and robust communication protocols among academic administrators, construction professionals, and end-users [3]. Uzbek researchers have contributed valuable insights into the specific challenges of educational infrastructure modernization in Central Asia, with Shodmonov examining the technical and organizational

aspects of reconstruction projects in higher education institutions, emphasizing the importance of comprehensive condition assessments and systematic project planning approaches [4].

Russian scholars have developed comprehensive frameworks for construction organization and management, with Volkov and colleagues examining digital transformation in the construction industry and its implications for organizational and technological processes in reconstruction projects [5]. Research by Kasimov and colleagues has examined construction technology and organization in Uzbekistan, providing insights into regional practices and identifying opportunities for methodological improvements in project planning and execution [6]. Project management principles applied to construction contexts, as explored by Russian and international scholars, provide essential frameworks for understanding the coordination challenges inherent in university reconstruction projects [7]. Research examining construction processes in Central Asian contexts highlights the importance of adapting international best practices to local conditions, regulatory frameworks, and institutional capabilities [8].

Results and Discussion. The analysis of organizational-technological modeling applications in higher education building reconstruction reveals several significant findings with important implications for project management practice and institutional planning. First, the integration of comprehensive modeling approaches consistently correlates with improved project outcomes across multiple dimensions including schedule performance, budget adherence, and stakeholder satisfaction. Evidence from comparative case analysis suggests that projects employing systematic organizational modeling—characterized by formal stakeholder coordination structures, documented communication protocols, and explicit decision-making hierarchies—experience substantially fewer schedule disruptions compared to projects managed through traditional ad-hoc coordination methods [3].

The technological modeling component demonstrates similarly positive impacts, with Building Information Modeling implementation enabling more accurate cost estimation, reduced change orders, and enhanced coordination among architectural, structural, and building systems disciplines [1]. Particularly noteworthy is the capacity of technological modeling to identify spatial conflicts between proposed renovation work and existing building conditions before construction commencement, thereby avoiding costly field modifications and associated schedule delays. The research synthesis indicates that effective organizational-technological modeling in university reconstruction contexts requires careful attention to several critical success factors. Phasing strategies emerge as particularly important, with successful projects demonstrating sophisticated approaches to sequencing work to minimize disruption to academic activities while maintaining construction productivity.

The role of existing condition assessment in reconstruction modeling cannot be overstated, as incomplete or inaccurate documentation of existing buildings represents a primary source of project uncertainty and risk [4]. Advanced survey technologies including laser scanning and non-destructive testing methods have substantially enhanced the quality of existing condition data available for modeling purposes, enabling more realistic project planning and reducing contingency requirements. Stakeholder engagement practices constitute another critical dimension of organizational modeling, with evidence suggesting that regular, structured communication between project teams and university constituencies significantly enhances project acceptance and reduces resistance to temporary inconveniences associated with construction activity.

Conclusion. This examination of organizational-technological modeling in higher education building reconstruction demonstrates that systematic approaches to planning, coordinating, and executing renovation projects yield substantial benefits in project performance, stakeholder satisfaction, and institutional outcomes. The synthesis of international, Russian, and regional research and practice reveals that effective modeling integrates both organizational dimensions—encompassing stakeholder coordination, communication protocols, and governance structures—and technological dimensions including Building

Information Modeling, construction simulation, and existing condition documentation. Key findings indicate that comprehensive modeling approaches reduce schedule disruptions, enhance cost predictability, and improve coordination among diverse project participants while accommodating the unique constraints of operational educational environments.

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Increasing The Mobility Of The Spine In 14-16 Year-Old Children With Scoliosis

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Annotation

In our civilized society, the majority of children live without leaving their homes. One of the reasons for the curvature of the spine is improper nutrition, they do not know how to walk, stand, sit correctly, and are deprived of full physical activity. We are talking about schoolchildren, the so-called television generation. From the first day at school, the child's spine is exposed to a heavy load. Inactivity, improper physical education, uncomfortable equipment (furniture), lack of proper posture - all this leads to a deterioration of the musculoskeletal system.

Keywords: types of scoliosis, scoliosis, spinal disc, physical exercises, treatment of scoliosis levels.

Annotatsiya

Bizning madaniyatli jamiyatda bolalarning asosiy qismi uyidan eshikka chiqmasdan yashamoqda. Umurtqalarini qiyshaishi sabablaridan biri noto'g'ri ovqatlanishda hamda ular to'g'ri yurish, turish, o'tirishni bilmaydi va to'la jismoniy faoliyatdan ayrilgan. Bu televidenie avlodi deb ataladigan maktab o'quvchilari to'g'risida gap bormoqda. Birinchi kundan boshlab maktabda bolaning umurtqasi og'ir yukni ta'siriga tushib qoladi. Kamharakatlilik, noto'g'ri jismoniy tarbiya, noqulay jihozlar (mebel'), to'g'ri gavdani tutish odobi bo'lmaganligi - barchasi harakat-tayanch tizimini yomonlashuv holatga olib keladi.

Kalit so'zlar: skolioz turlari, skolioz, umurtqa diski, jismoniy mashqlar, skolioz darajalarida uni davolash.

Skolioz-bu umurtqani frontal yo'nalishi bo'yicha yonboshiga qiyshaishi. Qovurga shishi, ana shu payitda ko'rinishda, shaklini o'zgartirib yonboshda va orqada do'mboq paydo bo'lganda uni-kifoskolioz deb ataladi.

Skolioz oddiy bo'lish mumkin yoki qisman bitta yonboshgaqiyshashi bilan va murakkab-har tomonlarga qaragan yoy qiyshaishi va, nihoyatda, total,agarda qiyshashi butun umurtqani qoplab olganda. U belgilangan va belgilanmagan bo'lishi mumkin, to'g'ri holatda yo'qolib qolishi mumkin. Skolioz bilan birgalikda uning toriyasi ko'rinishi bo'ladi, yani vertikal o'qi yonidan burilishi, shu bilan birga umurtqa etlari tashqi tomonga burilib qoladi,ostik butoqlari ichkari tomonga burilib qoladi. Toriya ko'krak qafasini deformatsiyaga va assimetriyaga olib keladi, shu paytda ichki organlar qisiladi va siljib ketadi.

Tadqiqotning maqsadi: Skolioz bilan kasallangan o'rta maktab yoshidagi bolalarni harakat tayanch apparatning funktsional holatini oshirish.

Tadqiqot ob'ekti: O'rta maktab yoshidagi bolalarni tayanch-harakat apparati to'ppa-to'g'ri yo'nalishda umurtqani barcha og'ishi funktsional holati.

Tadqiqot predmeti Skolioz bilan kasallangan o'rta maktab yoshidagi bolalarni jismoniy tiklanish usuli bilan harakat-tayanch tizimini funktsional holati kuchayishiga yo'naltirish.

Ilmiy yangilik: Barcha shug'ullanuvchilarni funktsional statusi hisobga olgan holda samarali jismoniy yuklama tartibi aniqlangan.

Tadqiqot predmeti va ilgari surilgan gipoteza **tadqiqot vazifalarini** shakllantirishga imkon berdi:

Tatqiqot maqsadlari asosida quyidagi vazifalar qo'yilgan edi:

1. Tayanch-harakat apparatning alohida halqalarini funktsional va skoleotik qiyshaish bilan bo'lgan bolalarni jismoniy nagruzka tartibini aniqlash.

2. Bolalarning umurtqa skoleotik qiyshaishini jismoniy tiklanishi uchun mashqlar majmuasini ishlab chiqish.

3. Taqdim etgan jismoniy mashqlarning majmuasini amaliyotda isbotlab berish.

Tadqiqotning ishonchliligi ma'lumot to'plash va tahlil qilish, olingan ma'lumotlarni aniqlashtirish va tekshirish usullari to'plami bilan ta'minlandi.

Ushbu mavzuning dolzarbligi: Ushbu ishning amaliy ahamiyati shundan iboratki, jismoniy yuklamalarni ishlab chiqilgan tartibi skolioz bilan kasallangan bolalarni harakat-tayanch apparatini funktsional ko'rsatkichlarini samarali ko'tarilishiga imkon bermoqda va bu narsa poliklinika, tiklanish markazlar, harakat-tayanch apparati buzilgan bolalar maktab-internatlar sharoitida jismoniy tiklanish tadbirlari mutaxassislar tomonidan foydalanishga imkon beradi.

Umurtqa pog'onasining harakatchanligini oshirish uchun fizioterapevtik mashqlar kompleksidan foydalanildi.

- Skoliozga qarshi mashqlar
- Yoga, cho'zilish mashqlari
- Stabilizatsiya mashqlari.

Bular bilan birgalikda bolalarga umurtqa pog'onasini to'g'ri ushlash uchun korsetlar ham kiyilgan.

Mashqlar va davolovchi jismoniy tarbiya bilan birgalikda, bel va qorin mushaklarini kuchini oshirish uchun bir qancha mashqlar kompleksidan foydalanilga.

Jismoniy tarbiyada bolalar uchun qiziqarli bo'lgan bir qancha o'yinlardan foydalanish ham maqsadga muvofiq ular jumlasiga "Mushuk va Sigir" o'yini yaxshi ahamiyat kasb etadi.

Nafas bilan uyg'unlashadigan mashqlar va suzish mashqlarini ham haftada to'g'ri taqsimlab olib boorish nazarda tutiladi.

Tajribali tekshirishlarni o'tkazishni kerakligini taqdim etgan gipotezani vazifa va maqsadlarini ifodalishi asosida belgilandi.

Jismoniy tiklanishning ayash rejimi qo'yidagi masalalarni hal qiladi: bolalarni yangi bisotlarga, tibbiy personalga, boshqa bolalar bilan tanishish, funktsional holatlarni aniqlash, jismoniy nagruzkalarni tayinlashga adaptatsiyalash (o'rganish). Bolalarga, antropolitik ko'rsatkichlar o'lchash, umurtqani harakatlanishni aniqlash, o'pkani hayot sig'imini aniqlash, jismoniy mehnat qobiliyatini miqdori o'lchagandan so'ng test o'tkazilgandan keyin ularga harakatlanish kompleks rejimi tavsiya etildi, u yerda bir daqiqada yurak qisqarish tezligini 105-125 urishi hisobga olgan holda 10-15 ta qaytarishdi, boshqa kompleksda darslarni asosiy qismida bir daqiqada tezligi 125-145 urushi hisobga olgan holda 15-20 ta qaytarildi.

Ushbu ishining amaliy ahamiyati quyidagilardan iborat: Skolioz (umurtqa pag'anasini qiyshaytish) klasinde yelkasinde og'rish paydo bo'lishina olib keladi hamda gavdani tutish buziladi. Asosiy davolanish - bu fizik tiklanish, maxsus mashg'ulotlarni o'ziga qamrab olgan, sababi ular mudom ijobiy xotima beradi, giypara -bitta hollardan hisobdan tashqari, jarrohiik aralashishni taqozo etgan holda ham. Ma'lumki bo'lgan skoliozdi davolash usullar orasida hamma shug'ullanadiganlarning funktsional statusin hisobga olgan holda mashg'ulotlar jamlanmasi hali ham aniq belgilanbegen. Ushbu ish tajribali murabbiylar, sportchilar, jismoniy madaniyat va sport mutaxassislariiga yordam beradi. Yuqoridagi aytilganlar bizga o'shanaqa imkoniyat beradi, ya'g'iniy umurtqasi qiysaygan o'rta maktabi yoshidagi bolalarni funktsional sharoitin izlanishi shuni ko'rsatdi, fizik mashg'ulotlar jamlanmasi yordamida fizik tiklanish bugungi kunda juda muxim vazifa ekanini ifoda etadi.

Foydalanilgan adabiyotlar

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Synthesis Of Silver Nanoparticles Under The Influence Of Various Reducers

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Annotation

In this study, the synthesis of silver nanoparticles (AgNZ) with the participation of various reducing agents was studied. Silver nanoparticles have antibacterial, optical and biocompatible properties. The nature, concentration of reducing agents and the role of stabilizers in their synthesis are of great importance. In the study, silver nanoparticles were synthesized using AgNO₃ based on sodium citrate, hydrazine and glucose, and gelatin was used as a stabilizer. The resulting nanoparticles were confirmed by UV–Visible spectrum (peak 421 nm) and XRD analysis. Sodium citrate was identified as the most effective reducing agent. This method is an environmentally friendly, effective and economically viable solution.

Keywords: silver nanoparticles, AgNO₃, reducing agents, sodium citrate, glucose, hydrazine, gelatin, UV–Visible spectrum, XRD analysis, antibacterial properties.

Annotatsiya

Mazkur tadqiqotda turli xil qaytaruvchilar ishtirokida kumush nanozarrachalar (AgNZ) sintezi o'rganildi. Kumush nanozarrachalar antibakterial, optik va biyomoshuvchan xususiyatlarga ega. Ularni sintez qilishda qaytaruvchi moddalarning tabiati, konsentratsiyasi va barqarorlashtiruvchilarning roli muhim ahamiyat kasb etadi. Tadqiqotda AgNO₃ asosida natriy sitrat, gidrazin va glyukoza yordamida kumush nanozarrachalar sintez qilindi, jelatin esa barqarorlashtiruvchi sifatida qo'llanildi. Hosil bo'lgan nanozarrachalar UV–Ko'rinadigan spektr (421 nm cho'qqi) va XRD tahlillari orqali tasdiqlandi. Natriy sitrat eng samarali qaytaruvchi sifatida aniqlandi. Bu usul ekologik xavfsiz, samarali va iqtisodiy jihatdan maqsadga muvofiq yechimdir.

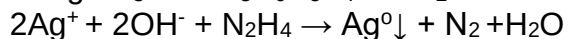
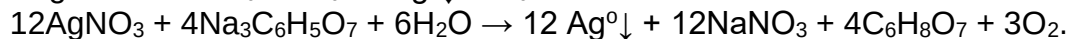
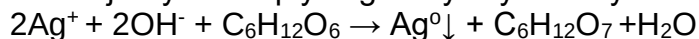
Kalit so'zlar: kumush nanozarrachalar, AgNO₃, qaytaruvchi moddalar, natriy sitrat, glyukoza, gidrazin, jelatin, UV–Ko'rinadigan spektr, XRD tahlili, antibakterial xossalari.

Nanotexnologiya zamonaviy fan va texnikaning eng muhim yo'nalishlaridan biri bo'lib, turli sohalarda — tibbiyot, ekologiya, energetika, qishloq xo'jaligida — keng qo'llanilmoqda. Nanozarrachalar o'zining o'ziga xos fizik-kimyoviy xususiyatlari, xususan, kichik o'lcham, katta sirt maydoni, optik va antibakterial faolligi bilan ajralib turadi.

Kumush nanozarrachalari (AgNZ) ayniqsa antibakterial faolligi tufayli diqqat markazida. Ammo ularning hosil bo'lish mexanizmi, morfologiyasi va xossalari sintez sharoitlari, ayniqsa qaytaruvchi moddalarga bevosita bog'liq. Shu sababli kumush nanozarrachalarini turli qaytaruvchilar yordamida sintez qilish muhim ilmiy masalalardan biridir.

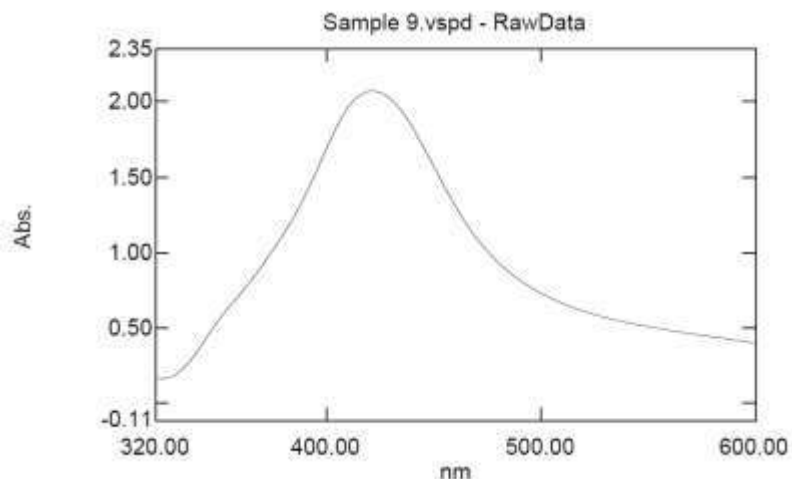
Tadqiqotda asosiy modda sifatida kumush nitrat (AgNO₃) tanlandi. Qaytaruvchilar sifatida natriy sitrat, glyukoza va gidrazin, barqarorlashtiruvchi sifatida esa jelatin qo'llanildi. 20°C haroratda 2% va 5% li jelatin eritmalari tayyorlandi. 500 mg/ml li AgNO₃ eritmasi bilan birgalikda 0.1 M konsentratsiyadagi qaytaruvchilar eritmalari aralashtirilib 6 xil namuna tayyorlandi.

Sintez jarayonida quyidagi kimyoviy reaksiyalar sodir bo'ldi:



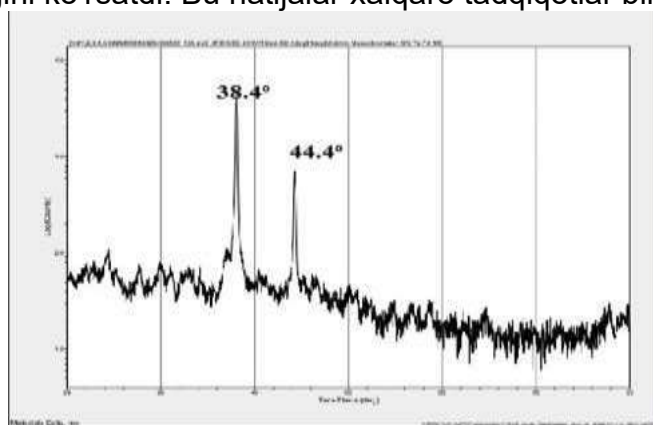
Hosil bo'lgan eritmalar rangining ochdan to'q kulrang yoki jigarrang tusga o'tishi nanozarrachalar hosil bo'lganligidan dalolat beradi. Rang intensivligining ortishi zarracha o'lchamining kattalashganini ko'rsatadi.

Natijalar va muhokama. AgNZ sintez qilingan namunalar UV–Ko'rinadigan spektr (UB-KN) tahlili bilan o'rganildi. 421 nm da kuzatilgan cho'qqi yuzaki plazmon rezonansiga (SPR) mos keladi va kumush nanozarrachalar hosil bo'lganligini tasdiqlaydi (1-rasm).



1-rasm. AgNZ larning UB spektri.

XRD tahlil natijalariga ko'ra, $2\theta = 38,4^\circ$ (111) va $44,4^\circ$ (200) da aniqlangan cho'qqilar Ag kristall tuzilmasining mavjudligini ko'rsatdi. Bu natijalar xalqaro tadqiqotlar bilan mos keladi (2-rasm).



2-rasm. AgNZ larning XRD spektri

Turli qaytaruvchilar ta'sirida nanozarrachalar o'lchami va shakli sezilarli farq qiladi:

- Natriy sitrat bilan sintez qilinganda zarrachalar bir xil hajmda va sferik shaklda bo'ldi.
- Glyukoza yordamida sintez qilingan AgNZ o'lchami kichikroq (~20 nm).
- Gidrazin esa katta hajmli, olti burchakli zarrachalar hosil qildi.

Kuchli qaytaruvchilar (masalan, gidrazin) tezroq reaksiyaga kirishib, yirik zarrachalarni hosil qiladi; kuchsizroq qaytaruvchilar (glukoza, natriy sitrat) esa kichikroq va barqarorroq nanozarrachalar beradi.

Sintez natijalari shuni ko'rsatadiki, kumush nanozarrachalarning morfologiyasi va dispersligi qaytaruvchining kimyoviy tabiati va konsentratsiyasiga bevosita bog'liq.

1. Jelatin barqarorlashtiruvchi sifatida zarrachalarning aglomeratsiyasini kamaytiradi, ularni kolloid holatda uzoq muddat saqlanishini ta'minlaydi.

2. Natriy sitrat eng optimal natija bergan qaytaruvchi sifatida tanlandi — u ekologik xavfsiz, zaharsiz va iqtisodiy jihatdan tejamli.

Xulosa

1. AgNO₃ asosida turli qaytaruvchilar (natriy sitrat, glyukoza, gidrazin) ishtirokida kumush nanozarrachalar sintezi muvaffaqiyatli amalga oshirildi.
2. Nanozarrachalarning hosil bo'lishi eritma rangining o'zgarishi, UV–Ko'rinadigan spektrda 421 nm cho'qqi va XRD tahlil natijalari bilan tasdiqlandi.
3. Natriy sitrat yordamida sintez qilingan AgNZlar eng barqaror va bir xil hajmli bo'lib chiqdi.
4. Ushbu yondashuv ekologik xavfsiz, iqtisodiy va samarali bo'lib, tibbiyot, ekologiya va sanoat sohalarida qo'llanishi mumkin.

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Making Effective Decisions Through Analytics In Data-Driven Management

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Annotation

This article analyzes the importance of the concept of Data-Driven Management in the modern business environment, its theoretical foundations and application in international practice. Companies are making strategic decisions faster and more effectively using Big Data, artificial intelligence (AI) and business analytics tools in the process of digital transformation. The article examines the impact of analytical management on efficiency using the example of large companies such as Amazon, Toyota, Coca-Cola. The prospects for introducing this approach in the economic environment of Uzbekistan are also analyzed.

Keywords: data-driven management; digital transformation; business analytics; artificial intelligence; big data; strategic decisions.

Annotatsiya

Ushbu maqolada zamonaviy biznes muhitida ma'lumotlarga asoslangan boshqaruv (Data-Driven Management) konsepsiyasining ahamiyati, uning nazariy asoslari hamda xalqaro amaliyotdagi qo'llanilishi tahlil qilinadi. Kompaniyalar raqamli transformatsiya jarayonida katta ma'lumotlar (Big Data), sun'iy intellekt (AI) va biznes analitika vositalaridan foydalanib, strategik qarorlarni tezroq va samaraliroq qabul qilmoqdalar. Maqolada Amazon, Toyota, Coca-Cola kabi yirik kompaniyalar misolida analitik boshqaruvning samaradorlikka ta'siri ko'rib chiqilgan. Shuningdek, O'zbekiston iqtisodiy muhitida ushbu yondashuvni joriy etish istiqbollari ham tahlil qilinadi.

Kalit so'zlar: ma'lumotlarga asoslangan boshqaruv; raqamli transformatsiya; biznes analitika; sun'iy intellekt; katta ma'lumotlar; strategik qarorlar.

Kirish

Global biznes muhitida ma'lumotlar yangi neft sifatida qaralmoqda. Har bir korxona o'z faoliyatini rejalashtirish, bozorni tahlil qilish va strategik qarorlar qabul qilishda ma'lumotlarga tayanmoqda. Ma'lumotlarga asoslangan boshqaruv (Data-Driven Management) - bu tashkilot faoliyatini taxminlar yoki intuitiv qarorlarga emas, balki raqamli dalillarga, statistik tahlilga va aniq natijalarga asoslab olib borish yondashuvidir. So'nggi yillarda McKinsey, PwC va Deloitte tadqiqotlariga ko'ra, ma'lumotlarga asoslangan kompaniyalar o'rtacha 5–6 baravar tezroq o'sishga, 20–25% yuqori foyda marjasiga va 15% pastroq operatsion xarajatlarga erishmoqda. Shu bois, analitik boshqaruv bugungi biznesda raqobatbardoshlikning eng muhim omiliga aylanmoqda.

Ma'lumotlarga asoslangan boshqaruvning nazariy asoslari

Ma'lumotlarga asoslangan boshqaruv kontsepsiyasi boshqaruv nazariyasining klassik yo'nalishlaridan farqli ravishda empirik tahlil va matematik modellashtirishga asoslanadi. Ushbu yondashuvda boshqaruv qarorlari quyidagi bosqichlarda amalga oshiriladi: ma'lumot yig'ish, tozalash, tahlil qilish, prognozlash va natijalarni qaror qabul qilish tizimiga integratsiya qilish. T. Davenport (Harvard Business Review, 2022) ta'rifiga ko'ra, analitik boshqaruv — bu tashkilotning intellektual kapitalini raqamli vositalar orqali faoliyat samaradorligini oshirishga yo'naltirishdir.

Ma'lumotlarga asoslangan boshqaruvning asosiy turlari quyidagilardir: (1) deskriptiv analitika - mavjud holatni tahlil qilish; (2) diagnostik analitika - muammo sabablarini aniqlash; (3) prediktiv analitika - kelajakdagi tendensiyalarni bashorat qilish; (4) preskriptiv analitika - optimal

qarorlarni taklif etish. Bularning barchasi sun'iy intellekt, mashinaviy o'rganish va katta ma'lumotlar texnologiyalari bilan chambarchas bog'liqdir.

Ma'lumotlarga asoslangan boshqaruvning nazariy asoslari "Evidence-Based Management" (EBM) konsepsiyasidan ildiz oladi. Bu yondashuv qarorlarni faqat shaxsiy tajriba yoki sezgiga emas, balki empirik dalillar va ilmiy tahlillarga asoslab qabul qilishni taklif etadi. Pfeffer va Sutton (Stanford University, 2017) ta'kidlaganidek, tashkilotlar ma'lumotlarni strategik aktiv sifatida ko'ra olsalar, ularning raqobat ustunligi barqaror bo'ladi.

Shu bilan birga, "Data Governance" (ma'lumotlarni boshqarish siyosati) tushunchasi ham katta ahamiyatga ega. U ma'lumotlarning aniqligi, ishonchliligi va xavfsizligini ta'minlaydi. ISO/IEC 38505-1:2017 standarti ma'lumotlarni korporativ boshqaruv tizimining ajralmas qismi sifatida belgilaydi. Shuning uchun ma'lumot sifati (Data Quality) va ma'lumot madaniyati (Data Culture) tashkilotning analitik yetukligini belgilovchi asosiy mezonlardir.

Xalqaro tajriba: Amazon, Toyota va Coca-Cola misolida analitik boshqaruv

Amazon kompaniyasi dunyodagi eng yirik ma'lumotlarga asoslangan tashkilotlardan biridir. Har bir mijozning xarid tarixi, qidiruvlari va onlayn xatti-harakatlari asosida algoritmlar shaxsiy tavsiyalar yaratadi. McKinsey (2023) hisobotiga ko'ra, Amazonning tavsiya tizimlari kompaniya daromadining 35 foizini tashkil etadi. Bundan tashqari, logistika zanjirida analitik modellar yordamida yetkazib berish va zaxira rejalashtirish samaradorligi 20% oshgan.

Toyota kompaniyasi o'zining 'Toyota Production System' modelini raqamli analitika bilan uyg'unlashtirgan. Sun'iy intellekt asosida ishlab chiqilgan ma'lumot tahlil tizimlari ishlab chiqarish jarayonidagi nosozliklarni oldindan aniqlash imkonini beradi. Bu yondashuv natijasida ishlab chiqarishdagi isrof (waste) miqdori 15% kamaygan va mahsulot sifat ko'rsatkichi sezilarli darajada yaxshilangan.

Coca-Cola esa global miqyosda marketing analitikasi orqali qarorlar qabul qilishni yo'lga qo'ygan. Kompaniya ijtimoiy tarmoqlardagi 40 mingdan ortiq manbadan ma'lumot yig'ib, iste'molchilar kayfiyatini tahlil qiladi. Natijada, kompaniya o'z reklama strategiyasini real vaqt rejimida moslashtirib, sotuv hajmini 18% ga oshirgan (PwC Digital IQ Report, 2023).

Google kompaniyasi har bir menejerning faoliyatini "Project Oxygen" dasturi orqali analitik tarzda baholaydi. Ushbu tizim 10 mingdan ortiq xodim ma'lumotlarini tahlil qilib, samarali rahbarlikning sakkizta asosiy mezonini aniqladi. Natijada, xodimlar almashinuvi 25% ga kamaydi.

Netflix esa kontent ishlab chiqish qarorlarini foydalanuvchi odatlari va tomoshabin tahliliga asoslaydi. Masalan, "House of Cards" serialining suratga olinishi 30 million foydalanuvchi ma'lumotlarini tahlil qilish orqali qabul qilingan. Bu qaror Netflix'ning global auditoriyasini 40% ga kengaytirgan (Deloitte Insights, 2023).

IBM kompaniyasi esa "Watson Analytics" platformasi yordamida biznes jarayonlarda sun'iy intellekt asosidagi prognoz modellarini joriy qilgan. Shu orqali kompaniya mijoz ehtiyojlarini oldindan bilish va xizmat sifatini oshirishda katta muvaffaqiyatlarga erishdi.

Ma'lumotlarga asoslangan boshqaruv faqat texnologiyalarni emas, balki madaniyatni ham o'zgartiradi. Gartner (2024) hisobotiga ko'ra, kompaniyalar muvaffaqiyatining 80 foizi texnologiyaga emas, balki ma'lumotlardan foydalanish madaniyatiga bog'liq. Bunday madaniyatni shakllantirish uchun rahbarlar xodimlarni analitik fikrlashga o'rgatishlari, ma'lumotlar asosida fikr yuritishni rag'batlantirishlari kerak. Analitik madaniyatda qarorlar "Kim aytdi?" tamoyiliga emas, "Ma'lumotlar nima deydi?" tamoyiliga asoslanadi. Shu orqali shaffoflik, hisobdorlik va natijadorlik kuchayadi. Shuningdek, ma'lumot xavfsizligi va maxfiylik masalalari ham muhim ahamiyat kasb etadi. GDPR (Yevropa Ma'lumotlarni Himoya Reglamenti) tajribasiga ko'ra, foydalanuvchi ma'lumotlaridan mas'uliyat bilan foydalanish korporativ ishonchni oshiradi.

O'zbekiston biznes muhitida analitik boshqaruv istiqbollari

O'zbekistonda so'nggi yillarda analitik boshqaruvni joriy etish uchun muhim huquqiy va texnologik asoslar yaratilmoqda. 2024-yilda Axborot texnologiyalari vazirligi "Ochiq ma'lumotlar

portali 2.0” loyihasini ishga tushirdi. Bu tizim 2000 dan ortiq davlat ma’lumot to’plamlarini tahlil qilish uchun tadbirkorlarga ochib berdi. Mamlakatning biznes sektori ham bosqichma-bosqich analitik boshqaruv yondashuvlarini joriy etmoqda. 2020-yildan boshlab ‘Raqamli O‘zbekiston – 2030’ strategiyasi doirasida ko‘plab yirik korxonalar, jumladan, Artel, UzAuto Motors va Ipak Yo‘li Bank o‘z faoliyatida ma’lumot tahlilini qo‘llashni boshladi. Masalan, bank sektorida “Ipak Yo‘li Bank” mijoz kredit tarixini tahlil qiluvchi AI asosidagi “Credit Analytics” platformasini ishga tushirdi. Bu tizim kredit to‘lov qobiliyatini oldindan baholash imkonini beradi va mijozlarning kredit tarixini tahlil qiluvchi analitik algoritmlar kredit risklarini 25% ga kamaytiradi. Shuningdek, “Uzauto Motors” korxonasi ishlab chiqarish samaradorligini oshirish maqsadida SAP Business Intelligence tizimini joriy qildi. Natijada, ishlab chiqarish sikli 12 foizga qisqardi va zaxira boshqaruvi 18 foizga yaxshilandi. Shu bilan birga chakana savdo sohasida ham raqamli platformalar orqali sotuv strategiyasini ma’lumotlarga asoslab rejalashtirish tajribalari kengaymoqda.

Biroq bu jarayonni to‘liq joriy etish uchun bir qator to‘siqlar mavjud bo‘lib ma’lumotlarning yetarli sifati, raqamli infratuzilmaning nomukammalligi va mutaxassislar yetishmovchiligi shular jumlasidandir. Shunday bo‘lsa-da, davlat tomonidan raqamli iqtisodiyotni rivojlantirish, IT-ta’limni kengaytirish va startap ekotizimini qo‘llab-quvvatlash siyosati bu yo‘nalishning istiqbolini yanada mustahkamlab bormoqda.

Xulosa va tavsiyalar

Tadqiqot natijalari shuni ko‘rsatadiki, ma’lumotlarga asoslangan boshqaruv nafaqat raqamli transformatsiyaning, balki korxonalarning uzoq muddatli raqobatbardoshligining ham asosi hisoblanadi. Ma’lumotlarga asoslangan boshqaruv O‘zbekiston korxonalari uchun faqat texnologik emas, balki madaniy transformatsiyani ham anglatadi. Kompaniyalar ma’lumotlarni strategik boylik sifatida boshqarish, uni to‘plash, saqlash, tahlil qilish va qarorlar qabul qilish jarayoniga integratsiya qilishni o‘rganishlari kerak. Ushbu konsepsiyani muvaffaqiyatli amalga oshirish uchun quyidagi yo‘nalishlarga e’tibor qaratish zarur:

- Katta ma’lumotlar infratuzilmasini kengaytirish va ma’lumotlarni boshqarish tizimlarini integratsiya qilish;
- Analitik fikrlash ko‘nikmalariga ega mutaxassislarni tayyorlash va malakasini oshirish;
- Sun’iy intellekt va mashinaviy o‘rganish texnologiyalarini biznes jarayonlariga joriy etish;
- Korxona madaniyatida ma’lumotlarga asoslangan yondashuvni shakllantirish;
- Xalqaro kompaniyalar bilan hamkorlikda ilg‘or analitik tajribalarni o‘rganish va tatbiq etish.

Shuningdek, davlat darajasida bizneslar uchun “Data Hub Uzbekistan” kabi yagona ma’lumot almashish platformasini yaratish zarur. Bu, bir tomondan, innovatsion tadqiqotlar uchun ochiq ma’lumot bazalarini kengaytiradi, ikkinchi tomondan esa xususiy sektor uchun analitik xizmatlar infratuzilmasini mustahkamlaydi.

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Modern Problems In Language Styles And Their Solutions

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Annotation

This article discusses the modern significance of language styles, their role in social life, and their scope of use. It also analyzes violations of literary language norms, stylistic inconsistencies in mass media, and expressive deficiencies observed in youth speech. The causes of these issues are examined, and practical recommendations are provided to address them.

Keywords: Language style, speech culture, literary norm, expression, analysis, communication.

Annotatsiya

Ushbu maqolada til uslublarining zamonaviy ahamiyati, ularning ijtimoiy hayotdagi o'rni va qo'llanish doirasi keng yoritilgan. Shuningdek, adabiy til me'yorlarining buzilishi, ommaviy axborot vositalarida uslubiy nomuvofiqliklar, shuningdek, yoshlar nutqida uchrayotgan ifoda kamchiliklari ilmiy jihatdan tahlil qilinadi. Maqolada mavjud muammolarning sabablari tahlil etilib, ularni bartaraf etish bo'yicha amaliy tavsiyalar keltirilgan.

Kalit so'zlar: Til uslubi, nutq madaniyati, adabiy me'yor, ifoda, tahlil, kommunikatsiya.

Til — millatning ma'naviy boyligi, xalqning o'zligidan darak beruvchi eng muhim belgilardan biridir. Har bir xalqning adabiy tili uning madaniy darajasi, tafakkur kengligi va ijtimoiy hayotdagi o'rnini ifodalaydi. O'zbek tili ham o'zining boy tarixiy ildizlari, rang-barang uslublari, shakllanib kelayotgan zamonaviy nutq madaniyati bilan xalqimizning faxridir. 1989-yil 21-oktabrda o'zbek tiliga davlat tili maqomi berilishi esa milliy o'zlikni anglash va tilning ijtimoiy hayotdagi nufuzini mustahkamlash yo'lida muhim burilish nuqtasi bo'ldi. Bugungi kunda tilshunoslik sohasida olib borilayotgan tadqiqotlarda nutq uslublari va ularning o'ziga xos xususiyatlarini o'rganish masalasi dolzarb ahamiyat kasb etmoqda. Til uslublari — tilning ijtimoiy hayotda turli sohalarda qo'llanishi jarayonida shakllanadigan ko'rinishlar bo'lib, ular jamiyatning madaniy, ilmiy, siyosiy va ma'naviy taraqqiyotini aks ettiradi. Har bir uslubning o'ziga xos leksik, grammatik va uslubiy vositalari mavjud. Shu bois, nutq uslublari chuqur o'rganish, ularning qo'llanishdagi muammolarini aniqlash va bartaraf etish ilmiy va amaliy jihatdan ham katta ahamiyatga ega. Afsuski, so'nggi yillarda til uslublarining adabiy me'yorlardan chetlashishi, og'zaki nutqda soddalashtirish, ijtimoiy tarmoqlarda so'z boyligining kamayishi kabi holatlar ko'zga tashlanmoqda. Bu esa tilning tabiiy boyligini, go'zalligini va ifoda qudratini zaiflashtiradi. Shu sababli, til uslublarini to'g'ri qo'llash, ularning o'zaro farqini bilish, nutqda joyida foydalanish masalalari bo'yicha ilmiy izlanishlar olib borish bugungi kunning talabidir.

Ushbu maqola o'zbek tilidagi nutq uslublarining amaliy qo'llanilishida uchrayotgan muammolarni tahlil qilish, ularning sabablari va yechim yo'llarini ilmiy nuqtai nazardan yoritishga qaratilgan. Shu orqali tilimizning boy imkoniyatlarini asrash, nutq madaniyatini rivojlantirish hamda davlat tili sifatida o'zbek tilining nufuzini yanada yuksaltirishga xizmat qilish ko'zda tutiladi.

Til uslublari — bu tilning jamiyat hayotidagi turli kommunikativ ehtiyojlarga mos ravishda shakllangan ko'rinishlaridir. O'zbek tilshunosligida funksional uslublar so'zlashuv, rasmiy, ilmiy, publitsistik va badiiy turlarga bo'linadi. Har bir uslub o'ziga xos leksik, grammatik va stilistik xususiyatlarga ega bo'lib, tilning adabiy me'yorlari asosida shakllanadi. Biroq bugungi kunda til uslublarining qo'llanishida ayrim muammolar mavjud bo'lib, ular til madaniyatining pasayishiga, adabiy me'yorlarning buzilishiga olib kelmoqda.

Soʻzlashuv uslubi, odatda, kundalik hayotda, ogʻzaki muloqotda qoʻllanadi. Bu uslub tabiiylik, hissiylik, dialogiklik bilan ajralib turadi. Ammo hozirgi kunda soʻzlashuv tili fonetik va grammatik jihatdan adabiy meʼyorlardan chetlanmoqda. Masalan, sheva elementlari (“yoʻqku”, “shunaqa”, “boʻldi-da”) yoki qisqartma shakllar (“nma”) ommaviy tus olgan. Tilshunos olimlar taʼkidlashicha, soʻzlashuv tili madaniyatining pasayishi taʼlim tizimida nutq madaniyatiga eʼtiborning sustligidan dalolat beradi.

Rasmiy uslub esa davlat idoralari, qonun hujjatlari, farmonlar, arizalar va shartnomalar tili boʻlib, unda aniqlik, izchillik va tartib asosiy mezon hisoblanadi. Ammo bugungi kunda rasmiy matnlarda byurokratik qoliplarga haddan tashqari tayanish, ortiqcha takrorlar, noaniq terminlardan foydalanish kabi kamchiliklar mavjud. Masalan, “yuqoridagi mazkur qaror” kabi iboralar semantik jihatdan ortiqcha boʻlib, fikrni chalgʻitadi. Shuningdek, rasmiy matnlarda soʻzlashuv elementlarining (“iltimos, tezda javob bering”) uchrashi meʼyor buzilishiga olib keladi. Tilshunos A. Sobirov oʻzining “Oʻzbek tili stilistikasi asoslari” kitobida rasmiy uslubning meʼyoriyligini saqlashda loʻndalik va mazmuniy aniqlikning ustuvorligini alohida taʼkidlaydi.

Ilmiy uslubda esa loʻndalik, izchillik va mantiqiy bogʻlanish asosiy oʻrinda turadi. Shu bilan birga, ilmiy matnlarda xorijiy soʻzlar haddan ortiq ishlatilishi (“feedback”, “platforma”, “kontent”) oʻzbek terminologiyasining boyligini soʻndirmoqda. Bu holat ilmiy tilda milliylikning zaiflashishiga sabab boʻladi. Baʼzan ilmiy matnlarda publitsistik yoki hissiy ifodalar ham aralashib ketmoqda, bu esa ilmiy uslubning qatʼiy talablariga zid. “Uzbek Scholar” jurnalida eʼlon qilingan tadqiqotda ilmiy uslubdagi asosiy muammo — uslubiy izchillikning yetarli darajada saqlanmasligi, fikrlar oʻrtasidagi mantiqiy bogʻlanishning zaifligi ekanligi qayd etiladi.

Publitsistik uslub esa ommaga taʼsir koʻrsatish, fikr shakllantirish va axborot tarqatish vazifasini bajaradi. Bu uslubda obrazlilik, ekspressivlik va hissiylik muhim rol oʻynaydi. Ammo bugungi matbuot va internet nashrlarida sensatsionlik, eʼtibor jalb etishga qaratilgan sarlavhalar, faktlarning yuzaki yoritilishi keng tarqalgan. Masalan, “Bu voqea sizni hayratda qoldiradi!” kabi sarlavhalar mazmundan koʻra hissiyotga urgʻu beradi. Bunday holatlar publitsistik uslubning ishonchliligiga salbiy taʼsir koʻrsatadi. T. Qurbonov oʻzining publitsistik nutq boʻyicha tadqiqotida “hissiylik mazmunning oʻrnini bosmasligi kerak, u uni boyituvchi vosita boʻlishi lozim” deb yozadi.

Badiiy uslub esa tasviriylilik va obrazlilik orqali estetik taʼsir uygʻotadi. Shu bilan birga, hozirgi davrda yozilgan ayrim badiiy asarlarda internet tili va soʻzlashuv unsurlari haddan ortiq kirib kelgan. “Trend”, “post”, “story” kabi soʻzlar badiiy matnda oʻzbekcha muqobilarsiz ishlatiladi, bu esa tilning goʻzalligi va tabiiyligini kamaytiradi. A. Nurmonov “Hozirgi oʻzbek adabiy tili” asarida badiiy uslubning asosiy vazifasi estetik ifoda vositalari orqali oʻquvchi tafakkuriga taʼsir koʻrsatish ekanligini taʼkidlab, oddiylashtirishga yoʻl qoʻyilmasligini uqtiradi.

Eng katta muammolardan biri — uslublararo aralashuvdir. Bugungi tahririy va ilmiy matnlarda bir necha uslub unsurlari aralash qoʻllanmoqda. Masalan, ilmiy maqolada soʻzlashuv soʻzlarining ishlatilishi yoki rasmiy hujjatda hissiy iboralarning paydo boʻlishi uslubiy betartiblikka sabab boʻladi. Bu jarayon til madaniyatining pasayishiga olib keladi.

Oʻzbek tilidagi har bir uslubning oʻziga xos qoidalari, meʼyorlari va madaniy qiymati mavjud. Ammo zamonaviy texnologiyalar, ijtimoiy tarmoqlar va ommaviy axborot vositalarining taʼsiri ostida bu meʼyorlar asta-sekin buzilmoqda. Tilshunoslar oldida turgan asosiy vazifa — bu jarayonni tahlil qilish, uslubiy madaniyatni mustahkamlash va tilning adabiy tozaligini saqlab qolishdan iboratdir. Shu maqsadda har bir sohada, xususan taʼlim, matbuot va davlat idoralarida nutq uslublariga oid meʼyorlarni kuchaytirish, yoshlar orasida til madaniyatini targʻib qilish muhim ilmiy va amaliy masala boʻlib qolmoqda.

Til – millatning eng muhim qadriyati, xalqning oʻzligini namoyon etuvchi, tarixiy va madaniy merosini asrab-avaylovchi beqiyos boylikdir. Har bir millat oʻz tilini asrab, uni rivojlantirsa, shu tilda yaratilgan adabiyot, fan, madaniyat, jurnalistika kabi sohalar ham yuksak darajada taraqqiy etadi. Oʻzbek tilining davlat tili maqomini olgani bejiz emas — bu xalqimizning oʻzligiga, mustaqilligiga, maʼnaviy kamolotiga boʻlgan hurmatining yuksak ifodasidir.

Bugungi kunda nutq uslublarini to'g'ri qo'llash, ularni o'rganish va amaliyotda samarali tatbiq etish — nafaqat filologlar, balki barcha soha vakillarining ham mas'uliyatli vazifasiga aylangan. Chunki jamiyatda madaniyat, tafakkur va ma'naviyatning yuksalishi to'g'ridan-to'g'ri nutq madaniyatining rivojiga bog'liqdir.

Shu boisdan, nutq uslublariga oid ilmiy izlanishlar, adabiy til me'yorlariga amal qilish, ommaviy axborot vositalarida tilning tozaligi va soddaligini ta'minlash bugungi kunda dolzarb masalalardan biridir. Bu borada tilshunos olimlar — N. Mahmudov, A. Nurmonov, S. Karimov, Sh. Rahmatullayevlarning asarlarida ham tilni to'g'ri ishlatish, nutq uslublarining o'ziga xos xususiyatlari hamda ularning ijtimoiy hayotdagi o'rni haqida qimmatli fikrlar bayon etilgan.

Xulosa qilib aytganda, o'zbek tilining nufuzi, nutq uslublarining boyligi va jozibadorligi – bu xalqimizning ma'naviy boyligi va milliy g'ururidir. Tilga hurmat — millatga hurmatdir. Shu bois, har birimiz ona tilimizning qudratini anglab, uni har bir sohada to'g'ri, go'zal va ifodali qo'llashga intilishimiz kerak.

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The Future Of Management In The Era Of Artificial Intelligence

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Annotation

This article analyzes the impact of artificial intelligence (AI) technologies on management systems, trends that are changing the processes of leadership and decision-making in the modern business environment. The article covers the role of artificial intelligence in management, its theoretical foundations, examples of international experience, and prospects for introducing these technologies in Uzbekistan. As an example of international experience, the role of artificial intelligence in the management systems of Google, Tesla, Amazon, Microsoft, and IBM is given. The prospects for introducing AI technologies in the business sector of Uzbekistan, existing obstacles, and development opportunities are also analyzed. The results show that artificial intelligence turns management into a more flexible, information-based, and innovative system. As a result of the introduction of artificial intelligence into management, the speed, accuracy and efficiency of decisions are increasing, and errors inherent in the human factor are decreasing. At the same time, the expansion of AI technologies is also creating new ethical, social and labor relations problems.

The purpose of the study is to identify the scientific and theoretical foundations of the use of artificial intelligence in the management system, analyze international experience and develop proposals for the development of AI-based management in the conditions of Uzbekistan. The article studies theoretical and practical data based on comparative, systematic and analytical approaches.

The results show that in the era of artificial intelligence, management is moving from intuitive decisions based on human thinking to a scientific management model based on data. This process is changing the philosophy of management, transforming management into an automated, analytical and adaptive system.

Keywords: Artificial intelligence, management, digital transformation, automation, innovation, strategic decisions, human resources, data analytics, management philosophy.

Annotatsiya

Ushbu maqolada sun'iy intellekt (Artificial Intelligence) texnologiyalarining boshqaruv tizimlariga ta'siri, zamonaviy biznes muhitida rahbarlik va qaror qabul qilish jarayonlarini o'zgartirayotgan tendensiyalar tahlil qilinadi. Maqolada sun'iy intellektning boshqaruvdagi o'rni, uning nazariy asoslari, xalqaro tajriba misollari hamda O'zbekiston sharoitida ushbu texnologiyalarni joriy etish istiqbollari yoritilgan. Xalqaro tajriba sifatida Google, Tesla, Amazon, Microsoft va IBM kompaniyalarining boshqaruv tizimlarida sun'iy intellektning roli misol qilib keltirilgan. Shuningdek, O'zbekiston biznes sektorida AI texnologiyalarini joriy etish istiqbollari, mavjud to'siqlar va rivojlanish imkoniyatlari tahlil etiladi. Natijalar shuni ko'rsatadiki, sun'iy intellekt rahbarlikni yanada moslashuvchan, ma'lumotga asoslangan va innovatsion tizimga aylantiradi. Sun'iy intellektning boshqaruvga kiritilishi natijasida qarorlar tezligi, aniqligi va samaradorligi oshib, inson omiliga xos xatoliklar kamaymoqda. Shu bilan birga, AI texnologiyalarining kengayishi yangi etik, ijtimoiy va mehnat munosabatlari bilan bog'liq muammolarni ham yuzaga keltirmoqda.

Tadqiqotning maqsadi — boshqaruv tizimida sun'iy intellektdan foydalanishning ilmiy-nazariy asoslarini aniqlash, xalqaro tajribani tahlil qilish va O'zbekiston sharoitida AI asosida boshqaruvni rivojlantirish bo'yicha takliflar ishlab chiqishdan iboratdir. Maqolada qiyosiy, tizimli va analitik yondashuvlar asosida nazariy hamda amaliy ma'lumotlar o'rganilgan.

Natijalar shuni ko'rsatadiki, sun'iy intellekt davrida boshqaruv inson tafakkuriga tayanadigan intuitiv qarorlardan ma'lumotlarga asoslangan ilmiy boshqaruv modeliga o'tmoqda. Bu jarayon

rahbarlik falsafasini o'zgartirib, menejmentni avtomatlashtirilgan, tahliliy va adaptiv tizimga aylantirmoqda.

Kalit so'zlar: Sun'iy intellekt, boshqaruv, raqamli transformatsiya, avtomatlashtirish, innovatsiya, strategik qarorlar, inson resurslari, ma'lumotlar analitikasi, menejment falsafasi.

Kirish

XXI asrning boshlaridan boshlab dunyo xo'jaligi tizimi keskin raqamli o'zgarishlarga duch keldi. Axborot texnologiyalari, raqamli kommunikatsiyalar, katta ma'lumotlar (Big Data) va sun'iy intellekt (SI) inson faoliyatining barcha jabhalarini qamrab oldi. Ayniqsa, boshqaruv tizimi bu jarayonlardan chetda qolmadi. Avvallari rahbarlik qarorlari inson sezgisi, tajribasi va kuzatuvchanligiga tayanar edi. Bugungi kunda esa menejmlarning asosiy vositasi — analitik algoritmlar, o'rganuvchi tizimlar va ma'lumotlarga asoslangan tahliliy modellar hisoblanadi.

Sun'iy intellekt texnologiyalari nafaqat ishlab chiqarish jarayonlarini avtomatlashtirish, balki boshqaruvning falsafiy mohiyatini ham tubdan o'zgartirmoqda. Raqamli transformatsiya sharoitida boshqaruv nafaqat resurslarni taqsimlash yoki nazorat qilish jarayoni, balki doimiy o'rganish, tahlil va bashorat tizimiga aylangan. Shu bois, zamonaviy menejment endilikda sun'iy intellekt yordamida real vaqt rejimida qarorlar qabul qilish imkoniyatiga ega bo'lmoqda. Boshqaruv nazariyalarining tarixiy evolyutsiyasi shuni ko'rsatadiki, har bir industrial davr o'ziga xos rahbarlik modelini yaratgan. XX asr boshidagi F. Teylning ilmiy boshqaruv nazariyasi ishlab chiqarish samaradorligini oshirishga qaratilgan bo'lsa, keyingi davrlarda E. Meyoning insoniy omilga asoslangan yondashuvi rahbarlikni psixologik nuqtai nazardan boyitgan. XXI asr boshidagi "axborotlashgan jamiyat" esa boshqaruvni yangi bosqichga, ya'ni ma'lumotga asoslangan boshqaruv (data-driven management) darajasiga olib chiqdi. Endilikda bu model sun'iy intellekt bilan integratsiyalashib, boshqaruvning yangi paradigmasini shakllantirmoqda. Dunyo iqtisodiyotida sun'iy intellektning iqtisodiy ta'siri tobora ortib bormoqda. Xalqaro tadqiqotlarga ko'ra, 2030-yilga kelib sun'iy intellekt texnologiyalari global yalpi ichki mahsulotga 15,7 trillion AQSh dollari miqdorida qo'shimcha qiymat qo'shadi. Eng muhimi, AI texnologiyalari kompaniyalarga raqobat ustunligi, tezkor moslashuvchanlik va innovatsion qarorlar qabul qilish imkonini bermoqda. Shu sababdan, AI texnologiyalaridan foydalanuvchi rahbarlar va tashkilotlar kelajakdagi bozor yetakchilari sifatida shakllanmoqda.

Shuningdek, sun'iy intellekt menejmlarning ish uslubini, tashkilot ichidagi muloqot madaniyatini va xodimlar bilan munosabatni ham o'zgartirmoqda. Endilikda rahbarlik intuitiv yoki tajriba asosida emas, balki tizimli tahlil, modellashtirish va prognozlash asosida amalga oshiriladi. Shu bois, bugungi tadqiqotning dolzarbligi shundaki, u sun'iy intellektning boshqaruv tizimiga olib kirgan yangi konseptual o'zgarishlarini ilmiy asosda tahlil etadi.

Mazkur maqolaning maqsadi boshqaruv sohasida sun'iy intellektdan foydalanishning nazariy asoslarini aniqlash, xalqaro tajribani o'rganish va O'zbekiston sharoitida ushbu jarayonning rivojlanish istiqbollarini baholashdir. Tadqiqotda tizimli yondashuv, qiyosiy tahlil, ilmiy umumlashtirish va empirik kuzatuv usullari qo'llanilgan.

Sun'iy intellekt va boshqaruvning nazariy asoslari

Sun'iy intellekt (AI) — bu inson tafakkurining ayrim jihatlarini, xususan, tahlil, o'rganish, xotira, mantiqiy fikrlash va qaror qabul qilish jarayonlarini texnik vositalar orqali modellashtiruvchi tizimdir. SI texnologiyalari yordamida inson faoliyatining turli sohalarida, xususan menejment, ishlab chiqarish, moliya, marketing va ta'limda avtomatlashtirilgan qaror qabul qilish tizimlari shakllanmoqda.

Boshqaruv nazariyasi nuqtai nazaridan qaralganda, sun'iy intellektning qo'llanilishi menejmlarning funksional vazifalarini qayta talqin etmoqda. An'anaviy boshqaruvda rahbarning asosiy roli rejalashtirish, tashkil etish, muvofiqlashtirish va nazorat qilishdan iborat bo'lgan bo'lsa, AI davrida bu funksiyalarni algoritmlar bilan hamkorlikda bajarish mumkin bo'ldi. Shu sababli, "inson + algoritim" modeliga asoslangan yangi boshqaruv paradigmasi shakllanmoqda.

AI menejmentga uch asosiy yo'nalishda ta'sir ko'rsatadi: 1. Analitik boshqaruvda katta hajmdagi ma'lumotlar asosida strategik qarorlar ishlab chiqish orqali; 2. Avtomatlashtirilgan boshqaruvda takroriy jarayonlarni inson aralashuvisiz bajarish orqali; 3. Adaptiv boshqaruvda muhitdagi o'zgarishlarga tez moslasha oluvchi tizimlarni yaratish orqali.

Shu bilan birga, sun'iy intellekt menejmentda inson omilining o'rnini to'liq egallamaydi. Aksincha, u rahbarning fikrlash doirasini kengaytiradi, tahlilni chuqurlashtiradi va subyektiv xatoliklarni kamaytiradi. AI texnologiyalari yordamida tashkilotlar real vaqt rejimida ma'lumot yig'ish, tahlil qilish va natijaga yo'naltirilgan qarorlar qabul qilish imkoniga ega bo'ladi. Bu esa boshqaruvni "reaktiv" (muammodan keyin javob beruvchi) modeldan "proaktiv" (muammoni oldindan bashoratlovchi) modelga o'tkazadi.

"Aqlli boshqaruv" modeli va menejerlik transformatsiyasi

Boshqaruvning "aqlli" modeli sun'iy intellekt yordamida ma'lumotlarni avtomatik tahlil qilish, natijalarni baholash va qarorlarni optimallashtirishga asoslanadi. Bu modelda menejer qaror qabul qiluvchi yagona subyekt emas, balki algoritmlar bilan hamkorlikda ishlovchi tahlilchi sifatida faoliyat yuritadi. Bunday tizimlar quyidagi elementlardan iborat: Ma'lumotlar bazasi (Data Lake) – bu turli manbalardan olingan axborotlarning yagona ombori; Analitik platforma - bu ma'lumotlarni qayta ishlovchi va bashoratlovchi tizimlar; Qarorlarni qo'llab-quvvatlash tizimi - bu rahbarlar uchun tavsiyalar ishlab chiqadigan modullar; Inson interfeysi - bu menejer va tizim o'rtasidagi interaktiv aloqani ta'minlaydi.

Aqlli boshqaruv modeli rahbarlardan yangi ko'nikmalarni talab qiladi: raqamli savodxonlik, analitik fikrlash, axborot xavfsizligini tushunish va o'zaro integratsiyalangan texnologiyalar bilan ishlash. Bugungi kunda ko'plab xalqaro universitetlarda "AI Leadership" yoki "Digital Management" yo'nalishlari aynan shu kompetensiyalarni shakllantirishga qaratilgan. AI texnologiyalari bilan ishlay olgan rahbarlar global bozorning eng qadrlanadigan resursiga aylangan.

Inson va algoritm o'rtasidagi hamkorlik

Sun'iy intellekt davrida boshqaruv jarayonining markazida inson va algoritm o'rtasidagi o'zaro hamkorlik turadi. AI insonni almashtirmaydi, aksincha u inson imkoniyatlarini kengaytiradi. Masalan, moliyaviy tahlilchi millionlab tranzaksiyalarni o'zi tahlil qilolmaydi, biroq AI tizimi bu jarayonni bir necha soniyada bajarib, tahlilchi uchun strategik qarorlar qabul qilish imkonini beradi. Shunday qilib, boshqaruvda inson ijodkorlik, empatiya va axloqiy qarorlar uchun mas'ul bo'lib qoladi, AI esa raqamli yordamchi sifatida xizmat qiladi.

Bu jarayon "augmented intelligence" ya'ni kengaytirilgan intellekt konsepsiyasiga asoslanadi. Unga ko'ra, AI insonni emas, balki insonning kognitiv qobiliyatlarini qo'llab-quvvatlaydi. Shu sababli, boshqaruv jarayonlarida inson markaziy o'rinni saqlab qoladi, biroq qarorlar texnologik tahlil bilan boyitiladi.

Etik muammolar va ijtimoiy mas'uliyat

AI texnologiyalarini boshqaruvga joriy etish bilan bir qatorda bir qator etik masalalar yuzaga kelmoqda. Eng muhimlaridan biri bu qarorlarning shaffofligi. Agar menejer AI tomonidan tavsiya etilgan qarorni qabul qilsa, uning oqibatlari uchun mas'ul kim bo'ladi? Bu savol global miqyosda ham dolzarbdir. IBM, Microsoft va OECD tashkilotlari "AI etikasi" bo'yicha tamoyillar ishlab chiqib, quyidagi mezonlarni belgilagan: Adolat (algoritmlar ayrim guruhlarini kamsitmasligi kerak); Shaffoflik (AI qarorlarining izohlanishi mumkinligi); Javobgarlik (natijalarning huquqiy asosda baholanishi); Xavfsizlik (ma'lumotlarning maxfiyligi va himoyasi). Menejerlar uchun bu tamoyillar AI texnologiyalarini mas'uliyatli joriy etishning muhim qoidalariga aylanmoqda. AI yordamida boshqaruv inson qadriyatlariga zid bo'lmasligi, balki ularni mustahkamlashi lozim.

Xalqaro tajriba: ilg'or kompaniyalar misolida boshqaruvda sun'iy intellekt

Sun'iy intellektning boshqaruvdagi amaliy natijalarini eng yaqqol tarzda xalqaro kompaniyalar tajribasi orqali kuzatish mumkin. Quyida dunyo miqyosidagi eng ilg'or tashkilotlarning AI asosidagi boshqaruv modellariga to'xtalamiz.

Google – ma'lumotlarga asoslangan rahbarlik madaniyati. Google kompaniyasi o'z boshqaruv tizimini "Project Oxygen" va "People Analytics" dasturlari orqali yangilagan. Bu loyihalar xodimlarning ish natijalarini, motivatsiyasini va rahbarlarning samaradorligini ma'lumotlar asosida tahlil qiladi. AI tizimi rahbarning muloqot tezligi, jamoaviy muhit yaratish darajasi va xodimlarning qoniqish ko'rsatkichlarini tahlil qilib, individual tavsiyalar beradi. Natijada, kompaniyada xodimlar ketishi 25 foizga kamaygan, rahbarlar baholash reytingi esa o'rtacha 17 foizga oshgan. Bundan tashqari, Google o'zining "DeepMind" laboratoriyasi orqali strategik qarorlar qabul qilishda sun'iy intellekt yordamidan foydalanmoqda. Masalan, kompaniya reklama byudjetini boshqarishda "Smart Bidding" tizimidan foydalanib, reklama rentabelligini real vaqt rejimida optimallashtiradi. Bu boshqaruvda inson qarorlarini raqamli tahlil bilan uyg'unlashtirishning muvaffaqiyatli namunasidir.

Tesla – ishlab chiqarish va risk boshqaruvida AI. Tesla kompaniyasi ishlab chiqarish jarayonlarini butunlay avtomatlashtirish orqali "aqlli zavod" modelini yaratdi. "Factory AI" tizimi ishlab chiqarish liniyalarida o'rnatilgan 20 mingdan ortiq sensorlardan olingan ma'lumotlarni tahlil qiladi va nosozliklar yuzaga kelishidan oldin ularni bashoratlaydi.

Bu yondashuv ishlab chiqarishdagi uzilishlar sonini 30% ga kamaytirgan. Bundan tashqari, AI tizimi energiya sarfini optimallashtirgan, bu esa umumiy ishlab chiqarish xarajatlarini 12% ga qisqartirishga olib kelgan. Tesla boshqaruvining eng muhim jihatlaridan biri — real vaqtli qaror qabul qilish mexanizmi. Zavod ma'lumotlari avtomatik tarzda bosh ofisga yuboriladi, bu esa rahbarlarga strategik qarorlarni bir necha daqiqa ichida qabul qilish imkonini beradi. Bu model "instant management" deb ataladi.

Amazon – AI asosida logistika va inson resurslarini boshqarish. Amazonning muvaffaqiyati asosan uning sun'iy intellektga asoslangan boshqaruv tizimlari bilan bog'liq. Kompaniya ombor logistikasini boshqarishda AI robotlardan foydalanadi. Bu tizim har bir buyurtmani real vaqt rejimida kuzatadi, eng tezkor marshrutni tanlaydi va avtomatik rejalashtiradi. Natijada, logistika samaradorligi 25 foizga oshgan, xaridorlarga yetkazib berish muddati esa 1,8 kunga qisqargan. Bundan tashqari, Amazon inson resurslarini boshqarishda ham AI tizimlaridan foydalangan. "Hire AI" nomli platforma har bir nomzodning ish tajribasi, malakasi va kompaniya madaniyatiga mosligini 250 ta parametr asosida baholaydi. Bu tizim yollashdagi xatoliklarni kamaytirgan, natijada kompaniya ish samaradorligini oshirishga erishgan.

Microsoft – korporativ boshqaruvda sun'iy intellekt integratsiyasi. Microsoft korporatsiyasi "Copilot for Business" loyihasi orqali rahbarlik jarayonlarini AI bilan uyg'unlashtirdi.

Ushbu tizim menejerlarga loyihalarni boshqarish, hisobotlarni shakllantirish, xodim samaradorligini baholash va biznes tahlilini amalga oshirishda yordam beradi. 2024-yilda o'tkazilgan tadqiqot natijalariga ko'ra, Copilot tizimidan foydalanuvchi rahbarlar haftasiga o'rtacha 17 soat vaqtni tejashga muvaffaq bo'lganlar. Microsoft o'z boshqaruv siyosatida sun'iy intellektning etik jihatlarini ham inobatga olgan. Kompaniya "Responsible AI Standard" hujjatini ishlab chiqib, barcha rahbarlardan qarorlar qabul qilishda inson huquqlari va adolat tamoyillariga rioya etishni talab qiladi.

IBM – sun'iy intellekt etikasi va mas'ul boshqaruv. IBM kompaniyasi boshqaruvda sun'iy intellektidan foydalanish bilan bir qatorda, AI etikasi masalasini global darajada ilgari surmoqda. "Watson AI" tizimi korporativ tahlil, moliyaviy qarorlar va kadrlar siyosatini boshqarishda faol qo'llaniladi. Shu bilan birga, IBM "AI Ethics Board" tuzib, har bir algoritmning adolatli ishlashini nazorat qiluvchi mexanizm joriy etgan. Bu tajriba shuni ko'rsatadiki, kelajakda rahbarlik faqat texnologiyani bilish bilan emas, balki uni mas'uliyatli boshqarish bilan ham belgilanadi. AI boshqaruvi nafaqat iqtisodiy, balki ijtimoiy va axloqiy mas'uliyatni ham o'z zimmasiga oladi.

Xalqaro tajribadan xulosa

Xalqaro kompaniyalar tajribasi shuni ko'rsatadiki, sun'iy intellektni boshqaruvga to'g'ri integratsiya qilish quyidagi natijalarga olib keladi: Strategik qarorlar tezligi 40–60% ga oshadi; Inson xatolari kamayadi; Resurslardan foydalanish samaradorligi ortadi; Rahbarlar innovatsion tafakkurga ega bo'ladi; Xodimlar motivatsiyasi va tashkilot madaniyati mustahkamlanadi.

Shunday qilib, AI asosidagi boshqaruv nafaqat texnologik ustunlik, balki yangi menejment falsafasining shakllanishiga sabab bo'lmoqda.

O'zbekiston biznesida sun'iy intellekt asosidagi boshqaruv istiqbollari

Milliy siyosat va strategik yondashuv

O'zbekiston Respublikasi so'nggi yillarda sun'iy intellekt texnologiyalarini rivojlantirish bo'yicha izchil siyosat yuritmoqda. 2021-yil 26-fevralda qabul qilingan PQ-4996-sonli qaror bilan "Sun'iy intellektni rivojlantirish konsepsiyasi" tasdiqlandi. Ushbu hujjatda sun'iy intellektni mamlakat iqtisodiyoti, davlat boshqaruvi va biznes sektori faoliyatiga keng joriy etish asosiy maqsad sifatida belgilangan.

"Raqamli O'zbekiston – 2030" strategiyasi doirasida ham sun'iy intellekt raqamli iqtisodiyotning ustuvor yo'nalishlaridan biri etib tan olingan. Bu siyosat O'zbekistonni Markaziy Osiyoda raqamli innovatsiyalar markaziga aylantirishga qaratilgan. Davlat tomonidan sun'iy intellekt sohasida ilmiy-tadqiqotlarni qo'llab-quvvatlash, kadrlar tayyorlash va xalqaro hamkorlikni kengaytirish uchun zarur huquqiy, tashkiliy va moliyaviy asoslar yaratilmoqda.

Hozirda Axborot texnologiyalari vazirligi huzurida "AI Markazi", "Raqamli iqtisodiyot markazi", hamda Toshkent shahridagi IT Park doirasida sun'iy intellektga ixtisoslashgan startup loyihalar faoliyat yuritmoqda. Bu markazlar mamlakatda AI asosidagi boshqaruv texnologiyalarini ishlab chiqish va mahalliyashtirishda muhim o'rin tutmoqda.

O'zbekiston korxonalarida AI joriy etish tajribasi

O'zbekistonning yirik kompaniyalari va bank tizimida sun'iy intellekt texnologiyalarining joriy etilishi sezilarli natijalar bermoqda. Quyida ayrim amaliy misollar keltiriladi:

1. "Artel Electronics" kompaniyasi. Mahsulot sifatini nazorat qilish va ishlab chiqarish jarayonlarini optimallashtirishda sun'iy intellektidan foydalanmoqda. AI asosidagi tahlil tizimi ishlab chiqarish liniyalarida nosozliklarni aniqlash, energiya sarfini 15% ga kamaytirish va chiqindilar hajmini qisqartirishga yordam bergan.
2. "Ipak Yo'li Bank". Bank kredit risklarini baholashda AI algoritmlarini joriy etdi. Sun'iy intellekt mijozlarning to'lov tarixini, iqtisodiy faolligini va bozor holatini tahlil qilib, kredit riskini avtomatik baholaydi. Bu yondashuv kredit portfelining barqarorligini oshirib, kechikish holatlarini 30% ga kamaytirdi.
3. "Beeline Uzbekistan" (Unitel MCHJ). Mijozlarga xizmat ko'rsatishda AI asosidagi "virtual yordamchi" tizimini ishga tushirdi. Chatbotlar orqali foydalanuvchilarning murojaatlari avtomatik tarzda qayta ishlanadi, bu esa qo'ng'iroqlar markazining yuklamasini 40% ga kamaytirgan.
4. "UzAuto Motors". Avtomobil ishlab chiqarish tizimida ishlab chiqarish liniyalarini optimallashtirish maqsadida "Machine Learning" algoritmlarini sinovdan o'tkazmoqda. Bu tizim ishlab chiqarishdagi kamchiliklarni erta bosqichda aniqlab, ishlab chiqarish samaradorligini oshiradi.
5. "TBC Bank Uzbekistan". AI asosida mijozlarning xarid odatlarini tahlil qiluvchi marketing platformasini joriy etgan. Ushbu tizim har bir mijoz uchun individual moliyaviy mahsulotlar taklif qiladi. Natijada, mijozlar faolligi 27% ga oshgan.

Bu tajribalar shuni ko'rsatadiki, O'zbekiston korxonalarida AI texnologiyalarini joriy etish jarayoni bosqichma-bosqich kengayib bormoqda. Shu bilan birga, bu jarayon ko'plab yangi masalalarni ham kun tartibiga chiqarmoqda.

AI joriy etishdagi muammolar va cheklolar

O'zbekiston sharoitida AI texnologiyalarini keng joriy etish hali ham bir qator tizimli muammolar bilan to'qnash kelmoqda. Quyida bunga ba'zi misollar keltirilgan:

1. Texnik infratuzilmaning yetarli emasligi. AI tizimlarini qo'llash uchun yuqori hisoblash quvvatiga ega serverlar, ma'lumotlar markazlari va raqamli tarmoqlar talab etiladi. Hozirda ularning qamrovi cheklangan.
2. Kadrlar tanqisligi. AI, ma'lumotlar tahlili, dasturlash va boshqaruv sohalarida malakali mutaxassislar soni yetarli emas. Shu sababli, kompaniyalar xorijiy ekspertlar xizmatidan foydalanishga majbur bo'lmoqda.

3. Normativ-huquqiy baza yetarli darajada shakllanmagan. Sun'iy intellekt bilan bog'liq axborot xavfsizligi, ma'lumot maxfiyligi va javobgarlik masalalari bo'yicha milliy me'yoriy hujjatlar hali to'liq ishlab chiqilmagan.

4. AI tizimlarining qimmatligi. Katta hajmdagi dasturiy ta'minot va litsenziya xarajatlari ko'plab kichik va o'rta korxonalar uchun qiyinchilik tug'diradi.

5. Etik muammolar. AI yordamida xodimlar faoliyatini kuzatish yoki avtomatik baholashda inson huquqlari, shaxsiy hayot daxlsizligi va mehnat munosabatlari bilan bog'liq masalalar dolzarb bo'lib bormoqda.

Bu to'siqlarni bartaraf etish uchun davlat, biznes va ta'lim sektori o'rtasida mustahkam hamkorlik zarur.

O'zbekiston uchun imkoniyatlar

Biroq, muammolar bilan bir qatorda katta imkoniyatlar ham mavjud. Quyidagi yo'nalishlar O'zbekiston uchun strategik ahamiyatga ega:

AI ta'limi va kadrlar tayyorlash tizimini rivojlantirish. Universitetlarda "Sun'iy intellekt va boshqaruv" yo'nalishlarini ochish, xalqaro mutaxassislar ishtirokida magistrlik dasturlarini tashkil etish zarur; Mahalliy startaplarni qo'llab-quvvatlash. AI asosidagi innovatsion loyihalar uchun grantlar, inkubatsiya dasturlari va soddalashtirilgan soliqqa tortish tizimlari joriy etilishi lozim; Xalqaro hamkorlikni kengaytirish. Koreya, Estoniya, Singapur, Isroil kabi ilg'or davlatlar bilan qo'shma ilmiy markazlar tashkil etish tajriba almashish imkonini beradi; AI etikasi bo'yicha milliy kodeks yaratish. Sun'iy intellektdan foydalangan holda qarorlar qabul qilishda inson qadriyatlarini himoya qiluvchi me'yoriy hujjatlar ishlab chiqish zarur; Raqamli transformatsiya siyosatini chuqurlashtirish. Har bir tarmoqda (sog'liqni saqlash, ta'lim, transport, moliya) AI yechimlarini tatbiq etish orqali iqtisodiy samaradorlikni oshirish mumkin.

Bu imkoniyatlardan samarali foydalanish O'zbekistonni mintaqaviy miqyosda sun'iy intellekt markaziga aylantirish uchun mustahkam poydevor yaratadi.

Xulosa va tavsiyalar

Tadqiqot natijalari shuni ko'rsatadiki, sun'iy intellekt texnologiyalari boshqaruvning barcha jihatlariga chuqur ta'sir ko'rsatmoqda. Qarorlar endilikda faqat inson sezgisi yoki tajribasiga emas, balki ilmiy asoslangan tahlillarga tayanmoqda. Boshqaruv tizimlari tezkor, aniq va moslashuvchan tus olmoqda.

AI menejmentning mohiyatini o'zgartirib, quyidagi yangi tamoyillarni shakllantirmoqda:

1. Ma'lumotga asoslangan boshqaruv (Data-driven management) - bunda har bir qaror aniq statistik asosda qabul qilinadi; 2. Proaktiv boshqaruv – bunda muammolar oldindan aniqlanadi va profilaktik choralar ko'riladi; 3. Etik boshqaruv – bunda qarorlar inson qadriyatlariga zid bo'lmasligi shart; 4. Moslashuvchan boshqaruv – bunda AI tizimlari muhit o'zgarishiga tez javob beradi; 5. Inson va texnologiya hamkorligi – rahbarlar algoritmlarni vosita sifatida ishlatadi. Kelajakda rahbarlar roli "buyruq beruvchi" emas, balki "ma'lumotlarni boshqaruvchi tahlilchi" sifatida shakllanadi. AI esa ularning "raqamli sherigi"ga aylanadi.

O'zbekiston amalga oshirish uchun tavsiyalar quyidagicha:

1. Davlat darajasida AI boshqaruv siyosatini kuchaytirish, buning uchun "AI Governance" milliy konsepsiyasini ishlab chiqish va ijrosini nazorat qilish.

2. AI infratuzilmasini rivojlantirish, buning uchun Data Centerlar, bulutli hisoblash va kiberxavfsizlik tizimlarini kengaytirish.

3. Inson kapitalini rivojlantirish, buning uchun AI va boshqaruv kesishgan sohalarda o'qituvchilar, rahbarlar va mutaxassislar tayyorlash.

4. Etik AI muhitini yaratish, buning uchun AI qarorlarining shaffofligi va adolatligini ta'minlovchi me'yorlar ishlab chiqish.

5. Xususiy sektorni rag'batlantirish, buning uchun AI startaplarini soliq imtiyozlari va grantlar orqali qo'llab-quvvatlash.

6. Xalqaro tajribani o'zlashtirish, buning uchun ilg'or kompaniyalar (Google, Tesla, IBM, Amazon, Microsoft) tajribalaridan foydalanish.

Sun'iy intellekt davrida boshqaruvning kelajagi - bu inson tafakkuri va algoritmik tahlil uyg'unlashgan tizimdir. Ana shunday uyg'unlik O'zbekiston iqtisodiyotini innovatsion, raqamli va barqaror rivojlanishga olib chiqadi.

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Linguistic Problems In Uzbekistan Hindi Studies

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ANNOTATION

This thesis scientifically analyzes the formation and development of Uzbek Indian studies, linguistic differences between Hindi and Uzbek languages, as well as phonetic, grammatical, semantic, terminological and translation problems. Each section reveals the similarities and differences between Uzbek and Hindi languages through specific examples.

Keywords: Indian studies, Hindi language, linguistics, phonetics, grammar, semantics, terminology, translation.

ANNOTATSIYA

Mazkur tezisda o'zbek hindshunosligining shakllanishi va rivojlanishi, Hindiy va o'zbek tillari o'rtasidagi lingvistik tafovutlar, shuningdek fonetik, grammatik, semantik, terminologik va tarjima muammolari ilmiy jihatdan tahlil qilinadi. Har bir bo'limda aniq misollar orqali o'zbek va hindiy tillari o'rtasidagi o'xshashlik va farqlar ochib beriladi.

Kalit so'zlar: Hindshunoslik, Hindiy tili, lingvistika, fonetika, grammatika, semantika, terminologiya, tarjima.

KIRISH. O'zbek hindshunosligi — bu o'zbek tilshunosligida shakllangan ilmiy yo'nalish bo'lib, Hindistonning tili, madaniyati va adabiy merosini o'rganishga qaratilgan. XX asr o'rtalaridan boshlab o'zbek olimlari tomonidan Hindiy tili fonetikasi, grammatikasi, leksikasi va tarjima nazariyasiga oid ilmiy tadqiqotlar olib borilgan. Biroq ikki tildagi struktur va semantik tafovutlar sababli lingvistik muammolar yuzaga kelgan.

ASOSIY QISM.

1. Fonetik muammolar. Hindiy tili fonetikasi o'zbek tiliga qaraganda murakkabroq tizimga ega. Xususan, Hindiy tilida serebral tovushlar mavjud (ट, ड, ठ, ढ), o'zbek tilida esa bunday tovushlar yo'q.

Misollar:

- टाटा (ṭāṭā – “xayr”) o'zbek talaffuzida odatda “tata” tarzida aytiladi.
- बड़ा (barā – katta) va बरा (barā – noto'g'ri talaffuz) orasidagi farq ma'noni o'zgartiradi.

Bundan tashqari, Hindiy tilidagi nafas undoshlar (ख kh, घ gh, ज् jh, थ th) o'zbek tilida mavjud emas.

Masalan: फल (phal – meva) va पल (pal – lahza) so'zlari faqat bitta tovush farqi bilan ma'nosi o'zgaradi.

2. Grammatik muammolar. Hindiy tili grammatikasi ergativ tizimga ega, bu o'zbek tilida uchramaydi.

Misol: उसने किताब पढ़ी। (Usne kitāb paṛhī) — “U (ayol) kitobni o'qidi.”

O'zbek tilida esa “u kitobni o'qidi” shaklida ergativ qo'shimchalarsiz ifodalanadi.

Bundan tashqari, hindiy tilida fe'l jinsiga qarab o'zgaradi:

- वह गया (u bordi – erkak),
- वह गई (u bordi – ayol).

Zamon tizimi ham o'zbekchadan murakkabroq: tugal, notugal va progressive shakllari mavjud bo'lib, ular gapda turli semantik nozikliklarni bildiradi.

3. **Semantik muammolar.** Hindiy tilidagi ko'p ma'nolilik tarjima jarayonida asosiy muammolardan biridir. Masalan:

- मन (man) – yurak, fikr, ruhiy holat;
- धर्म (dharma) – din, burch, axloqiy qonun;
- काम (kāma) – ish, muhabbat, nafs.

Bu soʻzlarni kontekstsiz tarjima qilish maʼnoni buzadi. Shuningdek, Hindiy tilidagi metaforik ifodalar ham oʻzbek tilida toʻgʻridan-toʻgʻri tarjima qilinmaydi, masalan: “दिल टूट गया” (dil tūt gayā – yuragi sinib ketdi) oʻzbekchada “qattiq ranjidi” tarzida ifodalanadi.

4. Terminologik muammolar. Hind falsafasiga oid atamalarni oʻzbek tilida toʻgʻri ekvivalent bilan ifodalash murakkab. Misollar:

- कर्म (karma) – “amal”, “natija”, “taqdir”;
- संस्कृत (saṁskṛt) – “mukammal til”;
- मोक्ष (mokṣa) – “ozodlik”, “najot”;
- योग (yoga) – “birikish”, “ruhiy uygʻunlik”.

Ularni toʻgʻri tushuntirish uchun hind madaniy kontekstini bilish zarur.

5. Tarjima va metodik muammolar. Hindiy tili analitik, oʻzbek tili esa sintetik tuzilishga ega. Shu sababli, tarjimada grammatik moslashuv muhim.

Masalan: • “मुझे यह किताब पसंद है।” (Mujhe yah kitāb pasand hai) — “Menga bu kitob yoqadi.”

Soʻzma-soʻz tarjima qilsak, “Bu kitob menga yoqimli” boʻladi, bu esa oʻzbek tilining tabiiy strukturasi uchun mos emas.

Shuningdek, oʻzbek tilida hindiy tili oʻqituvchilari uchun talaffuz lugʻatlari va metodik qoʻllanmalar yetishmaydi.

XULOSA

Oʻzbek hindshunosligidagi lingvistik muammolar fonetik, grammatik, semantik, terminologik va tarjima sohalarida kuzatiladi.

Ularni bartaraf etish uchun:

1. Hindiy–oʻzbek qiyosiy tadqiqotlarini kengaytirish;
2. Ilmiy terminologiya bazasini yaratish;
3. Oʻqituvchilar uchun zamonaviy metodik qoʻllanmalarni ishlab chiqish zarur.

Bu yoʻnalishlar oʻzbek hindshunosligining rivojiga va ikki xalq oʻrtasidagi madaniy aloqalarning mustahkamlanishiga xizmat qiladi.

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Linguopragmatic Features Of Social Advertisements In English And Uzbekistan

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Annotation

This article analyzes the linguo-pragmatic features of social advertisements created in English and Uzbek. Advertising language is a specific type of communication aimed at conveying a social idea, shaping behavior, and motivating positive action. The study examines the semiotic, linguistic, psychological, and stylistic features of advertising texts as well as their persuasive power and cross-cultural differences.

Keywords: advertising, linguopragmatics, social advertising, semiotics, cultural difference, persuasiveness, communicative purpose

Annotatsiya

Ushbu maqolada ingliz va o'zbek tillarida yaratilgan ijtimoiy reklama matnlarining lingvopragmatik xususiyatlari chuqur tahlil qilinadi. Reklama tili kommunikativ jarayonning o'ziga xos turi bo'lib, u auditoriyaga ijtimoiy g'oyani yetkazish, xulq-atvorni shakllantirish va ijobiy harakatga undashga xizmat qiladi. Tadqiqotda reklama matnlarining semiotik, lingvistik, psixologik va uslubiy jihatlari, ularning persuaziv (ishontiruvchi) kuchi hamda madaniyatlararo tafovutlari yoritiladi.

Kalit so'zlar: reklama, lingvopragmatika, ijtimoiy reklama, semiotika, madaniy tafovut, persuazivlik, kommunikativ maqsad

Asosiy qism

Zamonaviy reklama ijtimoiy ong va xulq-atvorni shakllantirishda muhim vositaga aylandi. Ingliz va o'zbek tillaridagi reklama matnlarining lingvopragmatik tahlili ularning maqsadi, tili va madaniy kontekstini ochib beradi. Ingliz tilidagi ijtimoiy reklamalarda odatda qisqa, lo'nda va to'g'ridan-to'g'ri murojaat shakli qo'llaniladi, masalan, 'Stop smoking – start living'. Bunday shiorlarda sintaktik parallelizm va antitezaning birgalikda ishlatilishi emotsional ta'sirni kuchaytiradi. O'zbek tilidagi reklamalarda esa nasihat ohangi, jamoaviy qadriyatlar va hissiy ohang kuchliroq ifodalanadi: 'Hayotingiz o'z qo'lingizda – sog'lom yashang!'. Bu madaniyatlararo tafovutlarning ifodasidir, chunki ingliz reklamalari individualistik qadriyatlarga tayanadi, o'zbek reklamalari esa jamoaviy qadriyatlarni targ'ib qiladi.

Reklama tili semiotik tizim sifatida belgilar, ranglar, tovush va obrazlar orqali ta'sir o'tkazadi. Masalan, yashil rang ekologik tozalikni, qizil rang esa xavf va diqqatni bildiradi. Lingvopragmatik tahlil bu belgilar tizimini matnning kommunikativ niyatiga bog'lab o'rganadi. Fairclough (2001) reklamaning ijtimoiy diskurs sifatida kuch va ideologiyani shakllantiruvchi omil ekanligini ta'kidlaydi.

Shuningdek, reklama tili auditoriyaning psixologiyasiga ta'sir etuvchi vosita sifatida ham o'rganiladi. Cook (1992) reklama diskursining samaradorligi kontekst, tildan tashqari belgilar va madaniy moslashuvga bog'liq ekanini ta'kidlagan. Bu jihatlar ingliz va o'zbek ijtimoiy reklamalarining farqli strategiyalarini tahlil qilishda muhim ahamiyatga ega.

Xulosa

Xulosa qilib aytganda, ingliz va o'zbek tillaridagi ijtimoiy reklama matnlari lingvopragmatik jihatdan turlicha strategiyalarni qo'llasa-da, ularning umumiy maqsadi jamiyatda ijobiy o'zgarishlarni rag'batlantirishdir. Til vositalarining to'g'ri tanlanishi, madaniy kontekstga moslashuvi va hissiy ta'sir kuchi reklama samaradorligini belgilaydi. Lingvopragmatik

yondashuv reklama matnlarining nafaqat semantik, balki ta'sir kuchini o'rganishga imkon beradi.

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Geopolitical Discourse In Translation

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Abstract

This article examines the nature, structure, and communicative functions of geopolitical discourse as reflected in media texts and translation studies. It explores how geopolitical narratives are constructed through language and ideology, emphasizing their pragmatic and socio-cultural dimensions. The study also analyses how key geopolitical terms operate within specific contexts, revealing how semantic nuances shift across languages and cultures. Furthermore, it discusses the intertextual variations between original and translated texts, showing how translation mediates and re-frames geopolitical meanings. Drawing on discourse analysis, pragmatics, and translation theory, the paper argues that translation is not merely linguistic substitution but an act of ideological negotiation within the global information space.

Key words: geopolitical discourse, pragmatics, translation studies, media communication, linguistic analysis, intertextuality, semantics, ideology.

Geopolitical discourse represents a complex system of linguistic and ideological constructs through which states, institutions, and media articulate political power and spatial identity. Its structure includes actors (states, leaders, alliances), actions (conflicts, cooperation, sanctions), and evaluative frames (threat, stability, security). The communicative function of this discourse is to influence perception, legitimizing political decisions, shaping public opinion, and constructing the image of “self” versus “other.”

From a linguistic standpoint, geopolitical discourse operates through metaphorization (“iron curtain,” “axis of evil”), presupposition (“inevitable expansion”), and modality (“must defend,” “could threaten”). Pragmatically, it functions as a persuasive tool that encodes ideological positions while appealing to collective memory and emotional resonance.

Mass media serves as the main arena for geopolitical discourse production and dissemination. The language of news reports, analytical articles, and political commentaries often reflects implicit power relations and national narratives. Linguo-pragmatically, geopolitical media texts use evaluative vocabulary, hedging strategies, and speech acts of accusation, justification, and solidarity. For example, verbs like *to condemn*, *to support*, or *to ensure stability* are not neutral, they perform ideological work. Socio-culturally, media discourse reflects each nation’s worldview and political ideology. Western outlets often frame conflicts through democratic values and human rights, while others emphasize sovereignty and non-interference. Thus, understanding these texts requires decoding not only linguistic meaning but also cultural codes, symbols, and contextual knowledge.

In translation studies, *discourse* is viewed as a system of meanings shaped by ideology, while *pragmatics* focuses on how context determines interpretation. Translating geopolitical discourse, therefore, requires sensitivity to both linguistic form and communicative intent. The translator’s role extends beyond word equivalence to discourse mediation. The pragmatic dimension, implicatures, presuppositions, politeness strategies must be reconstructed in the target language without distorting ideological stance. For instance, translating a phrase like “*strategic deterrence*” into another language demands understanding its intertextual function within security discourse, not merely its dictionary meaning. Misalignment in pragmatic or cultural interpretation may lead to political misrepresentation.

Language in geopolitical discourse operates not only as a means of communication but also as a carrier of ideology. Each term carries a *semantic field* shaped by history, political

orientation, and cultural worldview. When translated between English and Uzbek, geopolitical terms undergo shifts in connotation, pragmatic force, and ideological alignment. Below is an analysis of several key terms frequently used in international relations and political journalism.

1. Sovereignty – Suverenitet. In English discourse, *sovereignty* refers to the supreme authority of a state to govern itself, free from external interference. It has both legal and philosophical connotations, associated with independence and territorial integrity. In Uzbek, *suverenitet* is a direct borrowing, yet its semantic range tends to emphasize state power rather than citizen autonomy. For example:

English: *The EU respects the sovereignty of all its member states.*

Uzbek: *Yevropa Ittifoqi barcha a'zo davlatlarning suverenitetini hurmat qiladi.*

While the English text highlights *mutual respect* within a multilateral framework, the Uzbek rendering often carries a stronger notion of non-interference and national control, reflecting post-Soviet political discourse.

2. Security – Xavfsizlik. The term *security* is highly polysemous: it may denote national defense, human safety, or global stability. In English geopolitical texts, *security* often integrates with democratic values (*human security, energy security*). In Uzbek, *xavfsizlik* is broader but typically refers to state stability and public order.

English: *Human security must be prioritized alongside national security.*

Uzbek: *Inson xavfsizligi milliy xavfsizlik bilan bir qatorda ustuvor bo'lishi kerak.*

Here, the conceptual innovation of *human security* is retained, but in Uzbek practice the emphasis still gravitates toward collective or governmental security rather than individual rights.

3. Integration – Integratsiya. In Western discourse, *integration* connotes unity, inclusion, and cooperation (e.g., European integration). In Uzbek political contexts, *integratsiya* can be ambivalent: while associated with economic cooperation, it may raise concerns about sovereignty loss or dependency.

English: *Regional integration fosters stability and economic growth.*

Uzbek: *Mintaqaviy integratsiya barqarorlik va iqtisodiy o'sishga xizmat qiladi.*

Though the literal meaning matches, pragmatically the Uzbek sentence often requires balancing language such as *xizmat qiladi* ("serves to") softening the sense of political union.

Intertextuality is central to understanding how geopolitical messages travel across languages.

Media texts often reference historical events, international treaties, or prior political statements, which shape the reader's interpretation.

During translation, these intertextual ties may weaken, shift, or acquire new meanings.

Translators must decide whether to preserve the metaphor, adapt it, or explain it through commentary. Expressive shifts occur when linguistic choices alter tone or emphasis changing the intensity of evaluation or emotional charge. Thus, translation becomes a site of negotiation where meaning is reconstructed to suit new ideological and cultural frames.

Geopolitical discourse functions as both a linguistic and ideological phenomenon that mediates power relations through communication. Translating such discourse requires an interdisciplinary approach combining pragmatics, semantics, and cultural analysis. Each act of translation reshapes geopolitical meaning, revealing how language, ideology, and identity intertwine within global communication. Recognizing these dynamics allows translators to act as informed mediators rather than passive conveyors of political rhetoric.

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The Importance Of A Linguopragmatic Approach In Translating Advertising Texts

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Annotation

The article explores the theoretical and practical significance of a linguo-pragmatic approach in translating advertising texts. It emphasizes that a translator's task is not merely literal translation, but the recreation of the message's pragmatic force, emotional impact, and cultural adaptation in the target environment.

Keywords: translation, advertising text, linguopragmatics, cultural adaptation, semiotic analysis, communicative effectiveness

Annotatsiya

Maqolada reklama matnlarini tarjima qilishda lingvopragmatik yondashuvning nazariy va amaliy ahamiyati tahlil qilinadi. Tadqiqotda tarjimonning vazifasi faqat so'zma-so'z tarjima emas, balki reklama xabarining pragmatik kuchi, hissiy ta'siri va madaniy moslashuvini yangi madaniy muhitda qayta yaratishdan iborat ekanini yoritiladi.

Kalit so'zlar: tarjima, reklama matni, lingvopragmatika, madaniy moslashuv, semiotik tahlil, kommunikativ samaradorlik

Asosiy qism

Reklama tarjimasi lingvopragmatik yondashuv asosida o'rganilganda, tarjimon nafaqat so'zning ma'nosini, balki uning konnotatsiyasini, hissiy ohangini va maqsadli auditoriyaga ta'sirini ham hisobga oladi. Masalan, ingliz tilidagi 'Keep calm and carry on' shiori so'zma-so'z tarjima qilinsa, u o'zining persuaziv kuchini yo'qotadi. Ammo 'Bosiqlik – g'alabaniing kaliti' tarzidagi tarjima lingvopragmatik jihatdan mos keladi, chunki u hissiy va madaniy kontekstni hisobga olgan.

Reklama tarjimasida semiotik elementlar – rang, tasvir, tovush va shakl – alohida ahamiyatga ega. Har bir madaniyatda bu belgilar turlicha ma'no kasb etadi. Masalan, oq rang ingliz madaniyatida poklikni, ba'zi sharq mamlakatlarida esa motamni anglatadi. Shuning uchun tarjimon reklama belgilarining madaniy konnotatsiyasini chuqur anglab, yangi auditoriyaga moslashtirishi zarur.

Nida va Taber (1969) tarjima jarayonida 'dynamic equivalence' tamoyilini ilgari surib, tarjimaning asosiy vazifasi matnning ta'sir kuchini saqlab qolish ekanini ta'kidlagan. Bu fikr reklama tarjimasida ayniqsa dolzarb, chunki reklamaning muvaffaqiyati uning kommunikativ samaradorligiga bog'liq. Lingvopragmatik yondashuv reklama xabarini yangi madaniy muhitda tabiiy, ishonarli va emotsional tarzda qabul qildirishga xizmat qiladi.

Xulosa

Xulosa qilib aytganda, reklama matnlarini tarjima qilishda lingvopragmatik yondashuv reklama xabarining semantik ma'nosini emas, balki uning hissiy urg'usi, persuaziv kuchi va madaniy ruhini yetkazishga yordam beradi. Bu yondashuv tarjima jarayonida kommunikativ ekvivalentlik va madaniy moslashuvni ta'minlaydi, natijada reklama matni yangi auditoriyada ham samarali bo'ladi.

The Role Of Emotional Intelligence In Forming Stress Resilience

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Annotation

The article highlights the importance of emotional intelligence in forming a person's stress tolerance. Emotional intelligence, as a person's ability to understand and manage their own emotions and correctly perceive the emotions of others, is an important factor in psychological stability. The results of the study show that individuals with developed emotional intelligence choose positive adaptation strategies in stressful situations and maintain emotional stability.

Keywords: emotional intelligence, stress, stress tolerance, emotional stability, personal development.

Annotatsiya

Maqolada shaxsning stressga bardoshlilikini shakllantirishda emotsional intellektning ahamiyati yoritilgan. Emotsional intellekt insonning o'z hissiyotlarini anglash, boshqarish hamda boshqalarning emotsiyalarini to'g'ri idrok etish qobiliyati sifatida psixologik barqarorlikning muhim omili hisoblanadi. Tadqiqot natijalari shuni ko'rsatadiki, emotsional intellekti rivojlangan shaxslar stressli holatlarda ijobiy moslashuv strategiyalarini tanlaydi va hissiy barqarorlikni saqlab qoladi.

Kalit so'zlar: emotsional intellekt, stress, stressga chidamlilik, hissiy barqarorlik, shaxsiy rivojlanish.

Kirish

Zamonaviy inson faoliyati murakkab, raqobatli va tez o'zgaruvchan muhitda kechmoqda. Bunday sharoitda stress omillarining kuchayishi tabiiy jarayon bo'lib, ular shaxsning ruhiy holatiga, ish samaradorligiga va salomatligiga bevosita ta'sir ko'rsatadi. Shu bois insonda stressga chidamlilikni shakllantirish, uni boshqarish ko'nikmalarini rivojlantirish hozirgi davrning dolzarb psixologik masalalaridan biridir. So'nggi yillarda stressni yengishda emotsional intellekt (EI) muhim omil sifatida e'tirof etilmoqda. EI insonning o'z his-tuyg'ularini tan olish, boshqarish, boshqalar hissiyotlariga empatiya bilan yondashish va ijobiy munosabat o'rnatish qobiliyatlarini o'z ichiga oladi. Emotsional intellekt nafaqat ijtimoiy muvaffaqiyat, balki ruhiy sog'lomlik, stressga bardoshlilik va professional moslashuvning ham asosi hisoblanadi.

I. Emotsional intellektning nazariy mazmuni (kengaytirilgan tahlil)

Emotsional intellekt (EI) tushunchasi ilk bor 1990-yillarda amerikalik psixologlar P. Salovey va J. Mayer tomonidan ilmiy muomalaga kiritilgan. Ular EI'ni "o'z hissiyotlarini va boshqalar hissiyotlarini aniqlash, tushunish, farqlash hamda bu ma'lumotlardan fikrlash va xatti-harakatlarni boshqarishda foydalanish qobiliyati" sifatida ta'riflagan. BKeyinchalik D. Goulman ushbu tushunchani kengaytirib, emotsional intellektni inson muvaffaqiyatining asosiy omili sifatida ko'rsatdi. U IQ (intellekt koeffitsiyenti) bilan bir qatorda EI'ni ham hayotiy muvaffaqiyatning ajralmas tarkibiy qismi deb hisoblaydi. Goulman modeliga ko'ra, emotsional intellekt quyidagi besh asosiy komponentdan iborat:

1. O'zini anglash (Self-awareness) – insonning o'z his-tuyg'ularini tanib olish va ularning sababini tushunish qobiliyati. Bu ko'nikma stressli vaziyatlarda hissiy javoblarni nazorat qilish imkonini beradi.
2. O'zini boshqarish (Self-regulation) – hissiyotlarni ongli tarzda nazorat qilish, salbiy his-tuyg'ularni ijobiy yo'nalishga burish, sabr va irodani saqlash.
3. Ichki motivatsiya (Motivation) – insonning o'z maqsadlariga yetishishdagi ichki ishonchi, qat'iyligi va ijobiy ruhiy holati.
4. Empatiya (Empathy) – boshqalarning his-tuyg'ularini tushunish va ularning holatiga mos tarzda munosabat bildirish.

5. Ijtimoiy ko`nikmalar (Social skills) – sog`lom muloqot, hamkorlik, murosaga kelish va ijtimoiy aloqalarni mustahkamlash qobiliyatlari.

Mazkur komponentlarning barchasi stressli vaziyatlarda shaxsning psixologik barqarorligini ta`minlashda bevosita rol o`ynaydi. Masalan, o`zini anglaydigan va boshqaradigan inson his-tuyg`ularini to`plamaydi, balki ulardan samarali foydalanadi. Empatiyasi kuchli shaxs esa jamoada ijobiy muhit yaratib, o`ziga ham, boshqalarga ham ruhiy tayanch bo`la oladi.

Bundan tashqari, zamonaviy psixologiyada emotsional intellektning ikki darajasi farqlanadi:

Intrapersonal EI – shaxsning o`z ichki hissiyotlarini anglash va boshqarish qobiliyati;

Interpersonal EI – boshqalar bilan hissiy jihatdan to`g`ri munosabat o`rnatish, empatiya va ijtimoiy moslashuv.

Har ikki daraja stressga chidamlilikni mustahkamlovchi asosiy psixologik resurs hisoblanadi.

II. Stressga chidamlilik tushunchasi va uning psixologik mexanizmlari

Stressga chidamlilik – bu shaxsning stressli omillar ta`sirida ruhiy muvozanatini saqlab qolish, muammolarni ijobiy hal etish va vaziyatdan o`zini yo`qotmasdan chiqish qobiliyatidir.

Stressga bardoshli o`z his-tuyg`ularini nazorat qila oladi, holatni real tahlil qiladi, albiy emotsiyalarni konstruktiv yo`lga buradi, muammolarga yechim topishga qaratilgan faol pozitsiyani egallaydi. Emotsional intellekt bu jarayonda “ichki boshqaruv tizimi” sifatida xizmat qiladi. U hissiyotlarni boshqarish, stressni yengish va o`zini ruhiy jihatdan barqaror tutishda shaxsga yordam beradi.

III. Emotsional intellekt orqali stressni boshqarishning pedagogik imkoniyatlari

Ta`lim jarayonida stressga bardosh berish o`qituvchi va talabalar uchun muhim psixologik vazifa hisoblanadi. Emotsional intellektni rivojlantirish uchun quyidagi pedagogik usullar samarali:

Refleksiya mashqlari – o`z hissiyotlarini anglashni o`rgatadi;

Empatiya treninglari – boshqalarning holatini tushunishga yordam beradi;

Ruhiy barqarorlik mashg`ulotlari – stressni boshqarish ko`nikmalarini mustahkamlaydi;

Ijobiy muloqot va o`zaro qo`llab-quvvatlash – sinf yoki jamoada sog`lom psixologik muhitni shakllantiradi.

IV. Stressga chidamlilikni rivojlantirish bo`yicha amaliy tavsiyalar

1. O`z hissiyotlarini anglash va qabul qilish – stressni yengishning birinchi qadami.

2. Nafas va tana bo`shashtirish mashqlari – organizmni tinchlantiradi.

3. Ijobiy fikrlashni shakllantirish – muammoni tajriba sifatida qabul qilishni o`rgatadi.

4. Ijtimoiy qo`llab-quvvatlash tizimini rivojlantirish – yaqinlar bilan muloqot qilish stressni kamaytiradi.

5. Sog`lom turmush tarzi va dam olish – fiziologik barqarorlikni ta`minlaydi.

Xulosa

Emotsional intellekt shaxsning ruhiy barqarorligini saqlash, stressli vaziyatlarda o`zini tuta bilish va muammolarga ijobiy yondashishda markaziy rol o`ynaydi. EI komponentlarini rivojlantirish orqali inson nafaqat stressga bardosh bera oladi, balki o`z salomatligi, kasbiy samaradorligi va ijtimoiy munosabatlarini ham yaxshilaydi. Shu sababli ta`lim tizimida, xususan, bo`lajak pedagog va psixologlarda emotsional intellektni shakllantirish dolzarb vazifa hisoblanadi.

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The Effect Of Nitrogen Fertilizers Of Various Rates On The Yield Of Fine-Fiber Cotton

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Annotation

Cotton growing is one of the main industries of our country, satisfying the need of humanity for the only natural cellulose. For this reason, on March 6, 2020, the President of the Republic of Uzbekistan Sh.M.Mirziyoyev adopted Resolution No. PQ-4633 "On the widespread introduction of market principles in the field of cotton growing". It states that updating and placing cotton varieties in agricultural production in Uzbekistan, properly organizing their selection and seed production, achieving fiber quality at a competitive level in the world market, effective use of mineral fertilizers, and absolutely preventing the monopoly of cotton are important tasks set before the cotton growers of our country. In this regard, the agrophysical and agrochemical properties of the experimental fields were studied, and on this basis, the effect of different rates of nitrogen fertilizers on the yield of Termez-208 fine-fiber cotton was studied. According to the results of the experiment, an annual rate of nitrogen fertilizers was recommended for fields with low nitrogen and phosphorus and sufficient potassium, distributed on the barren meadow soils of the Surkhandarya region.

Annotatsiya

Paxtachilik mamlakatimizning asosiy tarmoqlaridan biri bo'lib, insoniyatni yagona tabiiy sellulozaga bo'lgan ehtiyojini qondiradi. Shu sababli ham O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyev 2020 yil 6 martda "Paxtachilik sohasida bozor tamoyillarini keng joriy etish to'g'risida" PQ-4633 sonli qaror qabul qilindi. Unda O'zbekiston hududida ekiladigan qishloq xo'jaligidagi paxta navlarini yangilash va joylashtirish uni seleksiyasi va urug'chiligini to'g'ri yo'lga qo'yish, tola sifatini jahon bozorida raqobatbardosh darajada bo'lishiga erishish, mineral o'g'itlardan samarali foydalanish, paxta yakka hokimligiga mutlaqo yo'l qo'ymaslik mamlakatimiz paxtakorlari oldiga qo'yilgan muhim vazifa hisoblanadi. Bu borada tajriba o'tkaziladigan dalalarning agrofizik, agrokimyoviy xossalari o'rganilib, shu asosida turli me'yordagi azotli o'g'itlarning Termiz – 208 ingichka tolali paxta hosiliga ta'siri o'rganildi. Tajriba natijalariga ko'ra Surxondaryo viloyati taqirli o'tloqi tuproqlarda tarqalgan azot va fosfor bilan kam, kaliy bilan yetarlicha ta'minlangan dalalar uchun azotli o'g'itlarning yillik me'yori tavsiya etildi.

Kirish. Paxtachilik mamlakatimizda qishloq xo'jaligining iqtisodiy samara beruvchi asosiy tarmoqlaridan biri hisoblanadi.

O'zbekiston Respublikasi Prezidenti tomonidan 2020 yil 6 martda "Paxtachilik sohasida bozor tamoyillarini keng joriy etishda" PQ – 4633 sonli qarori qabul qilindi. Unda O'zbekiston Respublikasi xududida 2018 – yilda ekish uchun tavsiya etilgan qishloq xo'jaligi reysriga kiritilgan paxta navlarini yangilash va joylashtirish, uning seleksiyasi va urug'chiligini to'g'ri yo'lga qo'yish, tola sifatini jahon bozorida raqobatbardosh darajada bo'lishiga erishish va kelgusida paxta hosilini to'la mexanizatsiyalash yordamida yig'ib-terib olish, dalalarda tuproq unumdorligini mutassil oshirib borish, g'o'zaning kasalliklarga chidamli, serhosil yuqori sifatli navlarini ishlab chiqarishga joriy etish, o'g'itlardan samarali foydalanish, to'g'ri almashlab ekishni barcha xo'jaliklarga joriy etish, paxta yakka hokimligiga mutlaqo yo'l qo'ymaslik mamlakatimiz paxtakorlari oldida turgan vazifa hisoblanadi.

O'zbekiston Respublikasi Qishloq xo'jaligini rivojlantirishning 2020-2030 yillarda mo'ljallangan strategiyasida "tuproq iqlim sharoitlaridan kelib chiqqan holda mineral o'g'itlardan

foydalanishning samarali tizimini joriy etish, tuproq unumdorligini saqlash va yanada oshirish choralari ko'rish" borasidagi muhim vazifalar belgilab berilgan.

Tadqiqotning maqsadi – Surhondaryo viloyati taqir-o'tloq tuproqlar sharoitida ingichka tolali paxtadan yuqori va sifatli hosil yetishtirishda azotli o'g'itlar va suv rejimining maqbul me'yorlarini aniqlash.

Tadqiqotning vazifasi tajriba natijalariga ko'ra yuqori va sifatli hosil yetishtirilgan variantlarni taxlil qilib ishlab chiqarishga tavsiya etish.

Mavzuga oid adabiyotlar (literature review). Ma'lumki, dehqonchilikda qishloq xo'jaligi ekinlari ekilib, undan hosil yetishtirilishi munosabati bilan tuproqdan juda ko'plab mikro va makro ozuqa elementlari chiqib ketadi. Masalan, xar tonna makkajo'xori tuproqdan 90-100 kg, boshqali ekinlar 60-70 kg, paxta esa 120-130 kg ozuqa moddalarni oladi. Bu sonlardan ko'rinib turibdiki, tuproq ozuqa elementlarga qanchalik boy bo'lmasin, ular o'rnini o'z vaqtida to'ldirib turmaslik qaysidir ma'noda tuproq unumdorligini pasayib ketishiga sabab bo'ladi. Bu esa o'z navbatida hosildorlikning kamayib ketishiga sabab bo'ladi. O'z navbatida bu kabi muammolarni to'g'ri hal etish uchun esa ilmiy tadqiqotlar zarur bo'ladi. Bu borada dunyo miqyosida AQSH da J.A.Lamb, Hindistonda D.J.Boquet, Xitoyda J.Gong tomonidan ingichka tolali paxtada tadqiqotlar o'tkazilgan bo'lsa, mamlakatimizda Zelenin N.N., Boltayev X.B., Zokirov X.X. lar tomonidan turli yillarda ingichka tolali paxtaning Termiz-7, Termiz-14, Termiz – 16 navlarida mineral o'g'itlarning ingichka tolali paxta hosiliga va sifatiga ta'siri o'rganilgan.

Vaholanki, dehqonchilikda xar bir nav yaratilishi bilan uning agrotexnologiyasi ham mukammal o'rganilishini taqozo etadi. Xususan, Surhondaryo viloyatining sug'oriladigan taqir-o'tloq tuproqlari sharoitida ingichka tolali g'ozani oziqlantirishda mineral o'g'itlarning qo'llash me'yor va nisbatlarini takomillashtirish bo'yicha Termiz-208 navida tadqiqotlar o'tkazilmagan.

Tadqiqot metodologiyasi (Research methodology). Ilmiy tadqiqotlar dala va laboratoriya sharoitida agrokimyoda umumqabul qilingan metodikalar asosida amalga oshirildi. Dala tajribalarini qo'llash, fenologik kuzatishlar, biometrik o'lchash va boshqalar "Dala tajribalarini o'tkazish uslublari" (2007), "Методика полевого опыта" (1985), "Sug'oriladigan tuproqlarda mineral va organik o'g'itlarni tabaqalashtirib qo'llash bo'yicha tavsiyalar" (2014), tuproq va o'simlik taxlillari "Методика агрохимических, агрофизических и микробиологических исследований в поливных хлопковых районах" (1963) uslubiy qo'llanmalar asosida olib borildi. Olingan natijalarning matematik-statistik taxlili B.A.Dospexov qo'llanmasi bo'yicha amalga oshirildi.

Taxlil va natijalar (analysis and results). Tadqiqotlar 2022-2024 yillar mobaynida Surxondaryo viloyati Termiz tumani xududida joylashgan ingichka tolali paxtachilik ilmiy tadqiqot instituti tajriba xo'jaliklari dalalarida olib borildi.

Dala tajribalari o'tkazilgan dala tuproqlari taqir-o'tloqi bo'lib, yuqori qatlamli og'ir mexanik tarkibli bo'lganligi sababli qatqaloqqa moyil. Salbiy tomoni shundaki bahorgi yomg'irlar tufayli qatqaloqqa qarshi ishlov berilmasa yosh nihollar dimiqib nobud bo'ladi.

Tajriba dalasi tuprog'ining agrokimyoviy ko'rsatgichlari.

1-jadval

Tuproq qatlamlari, sm	Umumiy shakllari, %				Xarakatchan shakllari, mg/kg		
	Chirindi (gumus)	Azot	Fosfor	Kaliy	N-NO ₃	P ₂ O ₅	K ₂ O
0-29	1,126	0,094	0,126	1,284	14,1	20,1	211
30-40	0,689	0,074	0,120	1,201	9,3	10,9	178
50-60	0,582	0,062	0,097	1,102	5,2	8,2	164
60-100	0,463	0,051	0,072	1,087	3,2	6,3	159
100-110	0,348	0,026	0,063	0,079	2,1	5,0	146

Xar xil me'yordagi azotli o'g'itlarni ingichka tolali paxta hosiliga ta'siri

2-jadval

№	Mineral o'g'itlarning me'yori, kg/ga			O'g'itlarni qo'llash nisbati	Tajriba o'tkazilgan yillar			O'rtacha 3 yilda olingan hosil, s/ga	Nazoratga nisbatan olingan qo'shimcha hosil
	Azot N	Fosfor P2O5	Kaliy K2O		2022	2023	2024		
1	0	0	0	0:0:0	20,2	17,3	12,6	16,7	-
2	150	120	75	1:0,8:0,5	27,4	24,2	22,6	24,7	8,0
3	175	140	87	1:0,8:0,5	28,3	26,4	25,5	26,7	10,0
4	200	160	100	1:0,8:0,5	30,8	29,8	27,1	28,8	12,1
5	225	180	115	1:0,8:0,5	32,9	31,4	30,8	31,7	15,0
6	250	200	125	1:0,8:0,5	34,2	34,9	33,6	34,2	17,5
7	275	220	137	1:0,8:0,5	36,6	37,4	37,9	37,3	20,6
8	300	240	150	1:0,8:0,5	38,6	39,1	38,8	38,8	22,1
9	325	260	163	1:0,8:0,5	38,7	39,2	38,9	38,9	22,2

Ilmiy tadqiqotlar o'tkazilgan yillarda hech qanday mineral o'g'itlar qo'llanilmagan 1-variantda (nazorat) uch yilda o'rtacha bir gektardan 16,7 sentner hosil olingan bo'lib yillar kesimida bu ko'rsatgich 2022 yilda 20,2; 2023 yilda 17,3; 2024 yilda 12,6 s/ga tashkil etgan bo'lib hosildorlik yildan yilga kamayib borgan. Bunga sabab qo'shimcha NPK ni berilmaganligi, paxta hosili tuproqning tabiiy unumdorligi hisobidan olinganligidir.

Azotli o'g'it me'yorining gektariga 150 kg dan 275 kg gacha ortib borishi bilan paxta hosili o'rtacha uch yilda 24,7 sentnerdan 38,9 sentnergacha ortib borgan bo'lsada, gektarida 300, 325 kg azot, 240, 260 kg fosfor, 150, 163 kg kaliyli o'g'itlar berilgan 8-9-variantlarda hosilning pishib yetilishi kechikkan va asosiy hosil hosil 3-4 terimlar hisobidan qoplangan. Mineral o'g'itlar me'yori azot-275, fosfor – 220, kaliy – 137 kg/ga berilgan 7-variantda terim erta yakunlanib g'o'zaning texnologik sifati ko'rsatgichi yaxshi bo'lgan.

Xulosa va takliflar (conclusion and recommendations). Surxondaryo viloyatining sug'oriladigan taqir o'tloq tuproqlari azot va fosfor bilan kam, kaliy bilan yetarlicha ta'minlangan bo'lib, qo'llanilgan mineral o'g'itlar ingichka tolali paxtaning o'sib rivojlanishi va hosiliga ijobiy ta'sir ko'rsatadi. Mineral o'g'itlar qo'llanilmagan birinchi nazorat variantida paxta hosili uch yilda o'rtacha gektariga 16,7 gektarni tashkil etgan bo'lsa, bu ko'rsatgich gektariga NPK 150;120;75 kg bo'lgan 2-variantda 24,7 s/ga, NPK – 275;220;137 kg/ga bo'lgan 7-variantda 37,3 s/ga ni tashkil etib ertachi hosil yetishtirildi.

Gektariga 300, 325 kg azotli o'g'itlar berilgan 8-9-variantlarda nisbatan hosil yuqori bo'lsada asosiy hosil so'nggi 3-4-variantlar hisobidan qoplandi.

Surxon-Sherobod vohasining taqir – o'tloq tupqorlari sharoitida ingichka tolali Termiz – 202 navidan ertachi va yuqori hosil yetishtirish uchun N – 275, P – 220, K – 137 kg/ga mineral o'g'itlarni maqbul me'yorini qo'llash tavsiya etiladi.

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