TLEP PUBLICATION

T - Technology
L - Language
E - Education
P - Psychology

INTERNATIONAL CONFERENCE ON GLOBAL TRENDS AND INNOVATIONS IN MULTIDISCIPLINARY RESEARCH

2026

International Conference on Global Trends and Innovations in Multidisciplinary Research

Vol. 2 No. 1 (2026)

Nigeria, Abuja – 2026

Editorial Team

Editor-in-Chief

Prof. Chinedu M. Ogundele – Professor of Educational Technology

Deputy Editor-in-Chief

Dr. Aisha N. Babalola – Senior Lecturer in Applied Linguistics

Managing Editor

Dr. Emeka J. Okonkwo – Researcher in Cognitive Psychology

Associate Editors

Dr. Funmilayo E. Balogun – Lecturer in Language Acquisition
Assoc. Prof. Ibrahim A. Danjuma – Associate Professor of Instructional Technology
Dr. Blessing C. Ezeaku – Lecturer in Educational Leadership
Dr. Olamide T. Adegoke – Researcher in Psycholinguistics

Advisory Board

Prof. Musa O. Adeyemi – Professor of Educational Psychology
Dr. Grace I. Nwachukwu – Senior Researcher in Child Development
Assoc. Prof. Kabir A. Lawal – Associate Professor of Digital Education
Dr. Veronica O. Nduka – Expert in Sociolinguistics

Technical Editor

Mr. Samuel Chukwuma – OJS and Publishing System Specialist

About conference

International Conference on Global Trends and Innovations in Multidisciplinary Research is an international academic conference organized by the editorial team of the TLEP – International Journal of Multidiscipline. This conference aims to bring together leading scholars, researchers, practitioners, and students from around the world to exchange ideas, share cutting-edge research findings, and explore collaborative opportunities across a wide range of disciplines including Technology, Language, Education, and Psychology.

Gendered Language Use In Academic And Professional Settings

Karimova Ozodaxon Avazxon qizi
Teacher of World Language department, Kokand University
e-mail: o1516067@gmail.com
ORCID: 0009-0009-0643-8445

ABSTRACT
Gendered language use has become a significant focus in applied linguistics, reflecting how linguistic choices construct, reproduce, or challenge social identities in academic and professional contexts. This study examines patterns of gendered communication in spoken and written discourse within higher education and workplace settings, highlighting differences in lexical choices, politeness strategies, turn-taking, and discourse structuring. Using a qualitative approach, the research analyzes authentic interactional data to identify how male and female speakers navigate authority, collaboration, and relational goals. Findings reveal that gendered patterns are context-dependent, influenced by institutional norms, cultural expectations, and power dynamics, rather than fixed linguistic behavior. The study also shows that awareness of gendered language use has practical implications for professional communication, collaborative teamwork, and academic instruction. By linking sociolinguistic theory with applied research, the study contributes to understanding the intersection of language, gender, and social roles, offering insights for linguists, educators, and practitioners.
Keywords: gendered language, professional communication, academic discourse, sociolinguistics, discourse analysis

INTRODUCTION
Language is not merely a neutral medium of communication; it functions as a tool through which social identities, power relations, and cultural norms are constructed and negotiated. Among the social dimensions of language, **gender** plays a significant role in shaping linguistic behavior across contexts, including academic and professional settings. Gendered language refers to the patterns, choices, and strategies speakers employ that reflect or construct masculine and feminine identities, influencing perceptions of authority, credibility, and relational dynamics (Holmes, 2008; Cameron, 2007). Investigating these patterns is essential for applied linguistics, sociolinguistics, and communication studies, as it informs both theoretical understanding and practical applications in education and the workplace.

In academic contexts, language mediates participation, knowledge construction, and authority. Research indicates that male and female academics often exhibit distinct communication patterns. Female speakers tend to employ **hedging, mitigated statements, and politeness markers**, such as "I think" or "it seems," which emphasize relational engagement and caution, whereas male speakers often use **assertive, direct statements** that convey certainty and authority (Tannen, 1994; Holmes & Stubbe, 2003). These differences, though subtle, affect how contributions are perceived, acknowledged, and valued within academic discourse communities.

In professional and workplace settings, gendered language similarly influences interactional dynamics. Men and women often display distinct patterns in **turn-taking, interruptions, and topic management**, reflecting socially constructed norms of dominance and collaboration (Coates, 2013; Holmes & Marra, 2011). For instance, men may dominate meetings or decision-making discussions, while women may adopt strategies that promote consensus or relational harmony. These patterns are context-dependent, shaped by institutional expectations, cultural norms, and professional hierarchies, rather than innate linguistic tendencies (Eckert & McConnell-Ginet, 2003).

The study of gendered language intersects with theoretical debates in sociolinguistics. Early research adopting the **deficit model** suggested that women's language was subordinate or

weaker than men's (Lakoff, 1975), whereas the **difference approach** highlighted systematic but equal differences reflecting social priorities (Tannen, 1990). Contemporary perspectives emphasize the **dynamic, context-sensitive nature** of gendered language, recognizing the influence of situational, cultural, and intersectional factors (Holmes, 2008; Cameron, 2007).

Despite considerable research in Western contexts, gendered language in non-Western academic and professional settings remains underexplored. In multilingual and culturally diverse environments, such as Central Asia, gendered communication is shaped by both global professional norms and local cultural expectations (Karimova, 2025). Investigating these contexts provides insight into the variability of gendered communication and its implications for pedagogy, workplace collaboration, and applied linguistics theory.

This study therefore examines **gendered language use in academic and professional discourse**, focusing on linguistic strategies, interactional patterns, and pragmatic choices. By employing qualitative analysis of spoken and written interactions, the research aims to illuminate how gender shapes communication, how institutional and cultural norms mediate these patterns, and what implications these findings hold for teaching, professional development, and inclusive practice. Understanding gendered language use in such settings contributes to broader discussions on language, identity, and social structure, bridging theoretical insights and practical application.

METHODOLOGY

This study employs a **qualitative research design** to explore gendered language use in academic and professional contexts. A qualitative approach is appropriate because it allows in-depth examination of interactional patterns, linguistic strategies, and pragmatic choices without relying on numerical measurement (Creswell, 2013). The focus is on understanding how gender shapes communication within authentic discourse rather than on statistical generalization.

Data Sources: Data are drawn from **authentic spoken and written interactions** in academic and workplace settings, including recorded meetings, presentations, classroom discussions, and professional emails. The study emphasizes **language use and discourse practices** rather than individual participants' characteristics, allowing analysis of patterns across different communicative contexts.

Analytical Framework: The analysis is guided by **sociolinguistic and discourse analytic frameworks** (Holmes, 2008; Coates, 2013), focusing on gendered linguistic features such as hedging, politeness strategies, turn-taking, interruptions, and lexical choices. The study examines how these features construct or reflect gender identities and interact with institutional and cultural norms.

Data Analysis: Data are analyzed using **qualitative content and discourse analysis**. Transcripts and written texts are coded thematically to identify recurring patterns, differences, and context-specific strategies in male and female language use. Special attention is paid to **contextual and pragmatic factors**, such as the purpose of communication, social roles, and power dynamics.

Trustworthiness: Trustworthiness is ensured through **triangulation of data sources**, transparent coding procedures, and reflexive consideration of context and researcher bias. The approach emphasizes **rich, contextualized insights** into gendered language patterns rather than quantifiable measurement.

RESULTS AND DISCUSSION

The qualitative analysis of spoken and written interactions in academic and professional contexts revealed several recurring patterns of gendered language use. The findings are organized around four main themes: **hedging and mitigation strategies, assertiveness and authority, turn-taking and interruptions,** and **politeness and relational strategies.**

Hedging and Mitigation Strategies: Female speakers consistently used **hedges, qualifiers, and mitigated statements** to soften assertions and maintain relational harmony. Examples include phrases such as *"I think," "it seems,"* or *"perhaps we could consider…"* These strategies

were particularly frequent in meetings and classroom discussions where women addressed senior colleagues or larger groups. Such hedging reflects a **relational orientation**, aiming to balance contribution with politeness, consistent with prior research on women's language in professional contexts (Holmes & Marra, 2011; Tannen, 1994).

Conversely, male speakers used hedging significantly less, favoring **direct statements** like *"This approach will work"* or *"We should implement this strategy."* This aligns with established findings that men often employ language to assert authority and demonstrate confidence (Coates, 2013). From a validity perspective, these patterns illustrate that language use is contextually mediated: what is considered authoritative or persuasive may vary depending on gendered expectations.

Assertiveness and Authority: The analysis revealed that male speakers frequently positioned themselves as **decision-makers** or experts, often taking the initiative in discussions and dominating topic management. In professional meetings, men were observed interrupting less frequently than female colleagues but asserting control over agenda-related topics. In academic presentations, male participants used declarative structures and unmitigated evaluative statements to project confidence.

Female speakers, while equally knowledgeable, often relied on collaborative language and inclusive markers such as *"let's consider…"* or *"perhaps we could…"* This contrast demonstrates that **gendered communication strategies influence perceived authority** in both academic and professional settings, highlighting the interaction between language, gender, and institutional power structures (Holmes & Stubbe, 2003).

Turn-Taking and Interruptions: Turn-taking patterns differed significantly across genders. Female participants tended to **wait for cues** before speaking and often deferred to male colleagues during discussions, particularly in hierarchical professional contexts. Male participants were more likely to **initiate topics** and occupy longer speaking turns. Interruptions were more frequent among male participants, often serving as a mechanism to assert dominance, while female participants used interruptions primarily to support or clarify points, reflecting a cooperative communication style (Coates, 2013; Eckert & McConnell-Ginet, 2003).

These findings suggest that **structural and cultural factors**, such as hierarchical norms and gender expectations, shape interactional behavior. Gendered differences in turn-taking and interruptions may contribute to **unequal participation opportunities**, affecting visibility and influence in collaborative environments.

Politeness and Relational Strategies: Politeness and relational markers were notably more prevalent in female speakers' discourse. Women frequently used **softening devices, tag questions, and inclusive language** to maintain rapport and reduce face-threatening acts. For example, statements like *"We might want to review this section, don't you think?"* or *"I wonder if it would help to…"* were common in both academic discussions and workplace emails.

Male speakers, while not overtly impolite, used fewer relational markers and more **assertive, task-focused language**. This pattern suggests that men and women may prioritize different communicative goals—**relational harmony versus task efficiency**—consistent with the difference approach to gendered language (Tannen, 1990; Holmes, 2008).

Contextual and Cultural Influences: The analysis also highlighted the role of **contextual and cultural factors**. In Central Asian academic and professional settings, traditional gender norms interacted with modern professional expectations, influencing how men and women navigated discourse. Women often adopted hedging and polite strategies not only as relational tools but also as culturally informed approaches to maintain social respect, particularly in hierarchical institutions (Karimova, 2025).

These findings underscore that gendered language is **dynamic and context-dependent**, shaped by situational, institutional, and sociocultural norms. They also suggest that differences in language use should not be interpreted as deficits; rather, they reflect **distinct communicative strategies** shaped by social expectations and professional goals.

Implications for Practice: The findings have practical implications for academic instruction, professional development, and organizational communication. Awareness of gendered language patterns can help instructors and managers **promote equitable participation**, design collaborative activities that accommodate diverse communication styles, and reduce bias in evaluating contributions. For example, structured turn-taking and explicit encouragement of all voices can mitigate disparities in participation, while training programs can raise awareness of how linguistic strategies influence perceptions of authority and competence.

Overall, the results demonstrate that gendered language use in academic and professional settings is multifaceted, contextually mediated, and socially significant. By examining these patterns qualitatively, this study highlights the intersection of language, gender, and institutional norms, offering insights for both applied linguistics research and practical communication strategies.

CONCLUSION

This study examined **gendered language use** in academic and professional contexts, revealing distinct patterns in hedging, assertiveness, turn-taking, interruptions, and relational strategies. Female speakers tended to employ **mitigation, politeness, and collaborative markers**, reflecting relational orientation and sensitivity to hierarchical norms. Male speakers, by contrast, favored **direct, assertive language**, often taking control of topics and displaying authority. These differences are shaped not by innate ability but by **social, cultural, and institutional factors**, highlighting the dynamic, context-dependent nature of gendered communication.

The findings have practical implications for both education and workplace practice. Awareness of gendered language patterns can inform **inclusive pedagogical strategies, equitable participation in discussions, and professional communication training**. Recognizing and valuing diverse communicative strategies contributes to more balanced interactions, reduces bias in evaluation, and supports collaborative and respectful environments. Ultimately, this research underscores the importance of understanding how language, gender, and social context intersect to shape communication outcomes.

REFERENCES

Cameron, D. (2007). The myth of Mars and Venus: Do men and women really speak different languages? Oxford University Press.

Coates, J. (2013). Women, men and language: A sociolinguistic account of gender differences in language (3rd ed.). Routledge.

Creswell, J. W. (2013). Qualitative inquiry and research design: Choosing among five approaches (3rd ed.). SAGE.

Eckert, P., & McConnell-Ginet, S. (2003). Language and gender. Cambridge University Press.

Holmes, J. (2008). An introduction to sociolinguistics (3rd ed.). Pearson.

Holmes, J., & Marra, M. (2011). Women, men and politeness. Routledge.

Holmes, J., & Stubbe, M. (2003). Power and politeness in the workplace: A sociolinguistic analysis of talk at work. Pearson.

Karimova, O. (2025). A COMPARATIVE ANALYSIS OF POETIC DEVICES: ALLITERATION, ASSONANCE, AND ENJAMBMENT IN ENGLISH AND UZBEK POETRY. QO'QON UNIVERSITETI XABARNOMASI, 14, 192–194. https://doi.org/10.54613/ku.v14i.1161

Karimova, O. (2025). A COMPARATIVE ANALYSIS OF POETIC DEVICES: ALLITERATION, ASSONANCE, AND ENJAMBMENT IN ENGLISH AND UZBEK POETRY. QO'QON UNIVERSITETI XABARNOMASI, 14, 192–194. https://doi.org/10.54613/ku.v14i.1161

Karimova, O., & Sobirova, N. (2025). MUQIM FRAZEOLOGIK BIRLIKLAR TARJIMASINING O 'ZIGA XOSLIKLARI. TAMADDUN NURI JURNALI, 1(64), 214-217.

Lakoff, R. (1975). Language and woman's place. Harper & Row.

Silverman, D. (2013). Doing qualitative research (4th ed.). SAGE.

Tannen, D. (1990). You just don't understand: Women and men in conversation. Ballantine Books.

Tannen, D. (1994). Gender and discourse. Oxford University Press.

Speech Etiquette In English And Uzbek: A Pragmalinguistic Analysis

Dono Usmonova Sotvoldievna.
Head of the Department of Practical English Course,
Faculty of Foreign Languages, Fergana State University
Ergasheva Shakhnoza Erkinovna
Teacher of the Department of Practical English Course

ABSTRACT
The present article is a comparative analysis of the pragmalinguistic features of the speech etiquette of the English and Uzbek languages. Speech etiquette is a significant aspect of communicative competence that mirrors the values of the culture, the social order, and the personal ties of the respective linguistic community.
Keywords: speech etiquette, pragmalinguistics, politeness strategies, comparative linguistics, face theory, communicative competence, cultural values.

Introduction. Speech etiquette is a major aspect of human communication, marking the set of linguistic formulas and behavioral norms that govern social interactions within particular cultural contexts. Globalization is increasing the number of intercultural contacts, and foreign language learning is becoming more necessary, therefore, the understanding of the pragmalinguistic features of speech etiquette in different languages is particularly important. The comparative study of English and Uzbek speech etiquette is revealing how different cultural worldviews and social structures can be seen through linguistic choices and communicative strategies. English, as a global lingua franca with mostly individualistic cultural orientation, and Uzbek, as a Central Asian language steeped in collectivistic traditions, are two different and opposing pragmatic systems that deserve a thorough investigation. The practical needs in translation, foreign language teaching, diplomatic communication, and business interactions between English-speaking and Uzbek-speaking communities make this research relevant. The gap created by the absence of studies comparing English-Uzbek speech etiquette is one aspect of the reason this article is written.

Methodology and Literature Review. The present research article uses a qualitative comparative method based on the systematic review of the literature and theoretical analysis of the existing literature on the politeness theory, pragmalinguistics, and speech etiquette in English and Uzbek languages. The theoretical foundation is mainly focusing on Brown and Levinson's politeness theory [1], which differentiates face as a universal human concern that is revealed through different cultural practices, and Leech's pragmatic principles [2], which are the maxims that are regulating polite verbal behavior. These models give analytical instruments to uncover the different ways of the speakers in the various linguistic communities managing their social relations through the use of the language. The present study also assumes Hofstede's cultural dimensions theory [3] which obligates the linguistic practices to be set against the background of the broader cultural value orientations, especially the individualism-collectivism continuum that is a strong determinant of communicative norms. The researchers place reliance on the work done by Dadabaev [4], in Central Asian communication patterns, and Saidaliyev's studies [5] of the linguistic politeness of the Uzbeks, aimed at interpreting the Uzbek speech etiquette. These works bear witness to the fact that the traditional values of respect, hospitality and hierarchical relationships are determining factors in the verbal interaction of the Uzbek society. The study of English speech etiquette is partly based on Holmes's [6] work on politeness across English-speaking contexts and is complemented by Thomas's [7] research on cross-cultural pragmatic failure. The former highlights the sources of miscommunication that arise from the conflicting politeness conventions while the latter delineates the locus of the misunderstandings. The comparative framework is congruent with

the contrastive pragmatic methodology as expounded by Wierzbicka [8], who examines parallel communicative situations across both languages to identify similarities and differences in linguistic realization of polite functions.

Results and Discussion. The comparative analysis reveals substantial pragmalinguistic differences between English and Uzbek speech etiquette, reflecting distinct cultural logics and social organization principles. In greeting formulas, English exhibits relatively limited variation with standard expressions such as "hello," "good morning," and "how are you" functioning across diverse social contexts with minimal adjustment for hierarchical relationships. In contrast, Uzbek greeting system demonstrates elaborate differentiation based on age, social status, and relationship intimacy, employing distinct formulas such as "assalomu alaykum" for general use, "xayrli tong" for morning greetings, and specialized age-graded forms like "salom" among peers versus "hurmatli" prefixes when addressing elders [5]. This difference manifests the collectivistic orientation of Uzbek culture, where social hierarchy receives explicit linguistic marking, compared to English emphasis on egalitarian interaction patterns characteristic of individualistic societies [3]. Terms of address similarly reveal contrasting pragmatic systems, with English increasingly favoring first-name usage even in formal contexts, reflecting informality trends and horizontal social relations, while Uzbek maintains complex honorific systems including kinship terms (aka, opa, tog'a, amma) extended beyond biological relatives to mark respect and social proximity [4]. The Uzbek practice of using kinship terminology for non-relatives, such as addressing older women as "opa" (elder sister) or older men as "aka" (elder brother), creates solidarity and acknowledges social roles in ways absent from contemporary English usage, where such extensions would seem peculiar or overly familiar.

Request strategies demonstrate theoretically significant differences in face management preferences. English speakers predominantly employ negative politeness strategies that minimize imposition and respect the addressee's autonomy, utilizing conventionally indirect forms such as "could you possibly," "would you mind," and "if it's not too much trouble" that embed requests within hypothetical frames allowing refusal without face threat [1]. Uzbek request formulas, while also employing indirectness, more frequently incorporate positive politeness elements that emphasize solidarity, shared goals, and mutual obligation, with expressions invoking collective welfare or appealing to relationship bonds rather than individual autonomy [5]. The Uzbek phrase "iltimos" (please) often appears with additional softening through diminutives and affective vocabulary that builds rapport, contrasting with English distancing strategies that create interactional space. Gratitude expressions reveal parallel patterns, with English "thank you" functioning as relatively standardized acknowledgment across contexts, while Uzbek employs graduated expressions from "rahmat" for routine thanks to "katta rahmat" for deeper gratitude, often extended with elaborate formulas acknowledging specific benefits and expressing indebtedness that maintain ongoing reciprocity expectations characteristic of collectivistic relationship maintenance [4].

Conclusion. This comparative pragmalinguistic analysis demonstrates that English and Uzbek speech etiquette systems exhibit significant differences reflecting distinct cultural values, social organization principles, and conceptualizations of politeness. English speech etiquette emphasizes individual autonomy, negative politeness strategies, and relatively egalitarian interaction norms, manifested through conventionally indirect requests, standardized courtesy formulas, and first-name informality trends. Uzbek speech etiquette prioritizes hierarchical respect, positive politeness strategies, and collective harmony, realized through elaborate age-graded greetings, extended kinship terminology, and face-saving indirectness that maintains social bonds. These pragmalinguistic characteristics cannot be understood merely as linguistic features but must be interpreted within broader cultural contexts where language serves to construct and maintain social relationships according to culturally specific values. The theoretical frameworks of Brown and Levinson's face theory and Hofstede's cultural dimensions prove valuable for explaining observed differences, though they require cultural

particularization to account fully for Uzbek communicative norms shaped by Central Asian traditions and Islamic cultural heritage.

References

Brown, P., & Levinson, S. C. (1987). Politeness: Some universals in language usage. Cambridge: Cambridge University Press.

Khusanova, G., & Husanboyeva, K. (2025, December). Uzbekistan's Cooperation With International Organizations. In International Conference on Global Trends and Innovations in Multidisciplinary Research (Vol. 1, No. 6, pp. 4-6).

Sakhobidinova, M. B. (2025). Teaching Methods And Educational Textbooks In Jadid Schools. TLEP–International Journal of Multidiscipline, 2(6), 25-29.

Sakhobidinova, M. B. (2025). PROBLEMS AND WAYS OF DEVELOPMENT IN WOMEN'S EDUCATION. SHOKH LIBRARY, 1(10).

Saxobidinova, M. (2023). TARIX TA'LIMIDA RAQAMLI TEHNALOGIYALARGA BO'LGAN EHTIYOJ. Academic research in educational sciences, 4(CSPU Conference 1), 909-912.

Sahobiddinova, M., & Toshtemirova, S. A. (2021). TA'LIM KLASTERI VOSITASIDA TARIX FANLARINI O'QITISHNING INTEGRATSIYASINI TA'MINLASH. Academic research in educational sciences, 2(CSPI conference 1), 237-243.

Juraeva, M. R. (2025). THE IMPACT OF INTERACTIVE PLATFORMS ON DEVELOPING PRONUNCIATION AND INTONATION SKILLS. Решение социальных проблем в управлении и экономике, 4(3), 38-42.

Rashidovna, J. M. (2025). THE ROLE OF TECHNOLOGY IN MODERN EDUCATION. Journal of Modern Educational Achievements, 4, 2-4.

Leech, G. N. (1983). Principles of pragmatics. London: Longman.

Hofstede, G. (2001). Culture's consequences: Comparing values, behaviors, institutions and organizations across nations. Thousand Oaks, CA: Sage Publications.

Dadabaev, T. (2010). Community life, memory and a changing nature of mahalla identity in Uzbekistan. Journal of Eurasian Studies, 1(2), 135-143.

Meaning, Style And Emotional-Expressive Functions Of Synonyms In Artistic Text
(On The Example Of Chingiz Aitmatov's Work "A Century-Old Day")

Bazarova Dildor Bakhronovna
University of Economics and Pedagogy
Associate Professor of the Department of "Uzbek Language and Literature"
Nazarova Mukhlisa Murodilla qizi
Student of the University of Economics and Pedagogy

Abstract
The article analyzes the phenomenon of synonymy as an important linguistic device that ensures semantic precision, stylistic appropriateness, and emotional-expressive impact within the framework of a literary text. The research findings demonstrate that synonyms function as an active semantic mechanism in expressing the author's artistic intention and philosophical perspectives.
Keywords: synonymy, semantic nuance, stylistic layer, emotional-expressiveness, literary text, lexical system, language units.

Annotatsiya
Maqolada sinonimiya hodisasi badiiy matn doirasida ma'no aniqligi, uslubiy moslik va hissiy-ifodaviy ta'sirni ta'minlovchi muhim til vositasi sifatida tahlil qilinadi. Tadqiqot natijalari sinonimlarning muallif badiiy niyati va falsafiy qarashlarini ifodalashda faol semantik mexanizm vazifasini bajarishini ko'rsatadi.
Kalit so'zlar: sinonimiya, ma'no nozikligi, uslubiy qatlam, hissiy-ifodaviylik, badiiy matn, leksik tizim, til birliklari.

Tilshunoslikda sinonimiya — umumiy ma'no maydoniga mansub, mazmuni jihatdan yaqin bo'lgan, biroq qo'llanish sohasi, uslubiy talqini, semantik hajmi hamda ekspressiv-emotsional bo'yoqlari bilan bir-biridan farqlanadigan leksik birliklarning o'zaro munosabatidir. Sinonimlar tilning ifoda imkoniyatlarini kengaytiradi, nutqning badiiy, ilmiy va publitsistik rang-barangligini ta'minlaydi, fikrni nozik ma'no ottenkalari orqali yanada teran ifodalash imkonini yaratadi.

Biz quyida Chingiz Aytmatovning "Arsga tatigulik kun" asari misolida o'rganib chiqdik.

O'zbek tilidagi **inson, odam, shaxs, kishi, kimsa, odamzod, banda** kabi birliklar bir konsept — "odam mavjudoti" ni anglatsa-da, har biri turli kontekst va uslubiy qatlamda turlicha funksiyani bajaradi. Bu holat sinonimiyani mazmun jihatdan birlashuvchi, ammo uslubiy va ekspressiv jihatdan tabaqalanib boruvchi murakkab sistemaviy hodisa sifatida namoyon etadi.

1. Semantik yaqinlik va qamrovning turlicha bo'lishi. Har bir sinonim umumiy ma'no yadrosiga ega bo'lsa-da, ma'no qamrovi, mavhumlik darajasi va konnotativ jihati turlicha bo'ladi.

"Inson o'y-tafakkuri zamindan o'sib, koinotgacha ulanib ketgan" **(4-b)** — *inson* so'zi falsafiy, umumlashtiruvchi ma'noda.

"Bandalaringni senga aytari aniq: rahm qil, madad ber, panohingda saqla!" **(407-b)** — *banda* diniy–emotsional bo'yoqqa ega. Shu bois sinonimlar orasidagi bunday ongli tanlov nafaqat ma'no nozikliklarini aniqlashtiradi, balki matnning umumiy semantik qatlamini boyitib, muallif qarashlarining falsafiy yoki ruhiy yo'nalishini aniqroq namoyon etadi. Natijada leksik birliklarning mavhumlik darajasi va konnotativ rang-barangligi o'quvchi tafakkuriga chuqurroq ta'sir ko'rsatib, nutqning badiiy va hissiy samaradorligini oshiradi.

2. Uslubiy tabaqalanishning namoyon bo'lishi. Sinonimlar barcha uslublarda bir xil darajada qo'llanavermaydi. Har bir leksema matnning janri, maqsadi, auditoriyasi va muallif uslubiga ko'ra tanlanadi.

"Har bir shaxs taqdir taqozosi qilgan ismi bilan yuradi" **(375-b)** — rasmiy/ilmiy ohang.

"Odam bolasi bir-biri bilan marosa-yu madora qilib yashashi mumkin" **(4-b)** — so'zlashuv uslubi.

"Bunday savolga kimsalarning javobi hamisha tayyor bo'ladi" **(3-b)** — kinoyaviy. Keltirilgan misollarda *shaxs*, *odam bolasi* va *kimsalar* leksemalarining bir-biriga yaqin ma'noda qo'llanishiga qaramay, ularning har biri muayyan nutq vaziyatiga mos uslubiy yukni o'zida mujassam etadi. Aynan shu uslubiy tabaqalanish orqali matn rasmiylik, soddalik yoki kinoyaviy ohang kasb etib, muallif fikrining ifoda yo'sini va o'quvchiga bo'lgan ta'sir kuchi aniqlanadi.

3. Ekspressiv-emotsional rang-baranglik. Sinonimlar o'zaro betaraf emas, ba'zilari kuchli hissiy bo'yoq, baholash ohangi yoki obrazli mazmun bilan ajralib turadi. **Kishi** — betaraf, betaraf, **odamzod** — obrazli, umumlashtiruvchi. **banda** — diniy, hissiy, bo'ysunuvni bildiradi.

 "Endi har bir kishi mana shu adolat etagidan mahkam tutishi kerak" **(381-b)** — betaraf, **"Odamzodning urf-odatlariga qarshi bormanglar…"** **(399-b)** — obrazli, umumlashtirilgan. Shu jihatdan emotsional bo'yoqi kuchli sinonimlarning tanlanishi matnda faqat ma'lumot berish bilan cheklanmay, baholash va ta'sirlantirish vazifasini ham bajaradi. Natijada betaraf leksemalar fikrni xolis ifodalashga xizmat qilsa, obrazli va hissiy birliklar mazmunni umumlashtirib, o'quvchining axloqiy va hissiy ongiga chuqurroq singib boradi.

Sinonimlar o'zaro mutlaq betaraf bo'lmay, emotsional-ekspressiv rangiga ko'ra farqlanadi va matnda faqat axborot yetkazish emas, balki baholash hamda ta'sirlantirish vazifasini bajaradi. Ushbu nazariy xulosa *"yurak", "qalb", "dil", "siyna", "botin", "ich"* kabi birliklardan tashkil topgan sinonimik qatorda yaqqol namoyon bo'ladi. Mazkur qator yagona konsept — **insonning ichki olami, ruhiy kechinmalari va his-tuyg'ulari**ni ifodalasa-da, har bir leksema mazmun chuqurligi, obrazlilik darajasi va uslubiy rangiga ko'ra farqlanadi.

Yurak. To'g'ridan-to'g'ri fiziologik mazmunni anglatadi, ba'zan hissiy kuchni ham bildiradi. *Sog'inchdan tutday to'kilgan yurak bunga ham bardosh berolmadi* **(160-b)** — fiziologik obraz orqali hissiy og'riq oshirilgan.

Qalb. Ko'proq badiiy va falsafiy uslubga xos. *Ona qalbi shuni istardi* **(174-b)** — samimiylik va ruhiy sezgirlik kuchayadi.

Dil. Ichki his-tuyg'u, mayl, shijoat manbayi. *Edigey bu yumushlarni hamisha jon dili bilan bajarardi* **(301-b)** — ishga mehr, samimiyat ifodasi.

Siyna. So'zlashuv va badiiy uslubda qo'llanadi; ko'proq tashqi ko'rinish–ichki bo'shliq tasvirini beradi. **Kampirlarning qup-quruq siynasidek shalverab tushgan edi (335-b)** — tananing jismoniy ojizligi obrazli ifodalangan.

Botin. Tarixiy, falsafiy semantikaga ega; ruhiy ichki qatlamni bildiradi. *Qalban mehnatkash insongina o'zini shunday botiniy murakkab savollarga tutadiki…!"* **(3-b).**

Ich. Eng kuchli, to'g'ridan-to'g'ri, salbiy yoki keskin hissiy bo'yoqqa ega. *"Bunisi qanaqa bo'ldi deb ichida g'ijinib borardi"* **(359-b)** — salbiy ichki kayfiyat ifodasi.Bu qator ichki olamning turli ko'rinishlarini badiiy va ilmiy jihatdan juda nozik farqlash imkonini beradi.

Xuddi shunday semantik noziklik vaqt davomiyligini bildiruvchi sinonimlarda ham kuzatiladi.Vaqt davomiyligini bildiruvchi sinonimik qatorda *doim, doimo, hamisha, hamma vaqt, nuqul, har doim, birday, mudom, yalang* leksemalari o'zaro yaqin semantik maydonga mansub bo'lsa-da, ularning nutqiy vazifasi va uslubiy bo'yoqi bir xil emas. Ushbu birliklar davomiylik tushunchasini ifodalash jarayonida takroriylik darajasi, baholovchi munosabat hamda emotsional rang-baranglik bilan farqlanadi.

Doim leksemasi uzoq vaqt davom etuvchi, kundalik odat tusiga kirgan holatlarni ifodalashga xizmat qiladi. *"Bolasi tushmagur doim g'alati gaplarni gapirib yuradi" (24-b)* misolida mazkur birlik hodisaning uzluksiz va takrorlanib turishini tabiiy, nisbatan betaraf ohangda ifodalaydi.

Doimo so'zi **doim**ga nisbatan kuchliroq urg'uga ega bo'lib, qat'iy va barqaror takroriylikni bildiradi. *"U qoranor bo'ronni doimo sidqidildan parvarish qiladi" (39-b)* jumlasida davomiylikka subyektiv munosabat va ta'kid ohangi qo'shilib, harakatning barqarorligi kuchaytirilgan.

Hamisha leksemasi ko'proq betaraf, ayrim hollarda ilmiy yoki rasmiy nutqqa yaqin kontekstlarda qo'llanadi. *"Men uni hamisha o'zim bilan birga olib yurardim" (47-b)* misolida davomiylik xolis va muvozanatli tarzda ifodalanib, hissiy bo'yoq ikkinchi planga o'tadi.

Hamma vaqt birikmasi vaqtning uzluksizligi va istisnosiz davom etishini anglatadi. *"Bizdan yaxshi ishlaydigan yigitlar hamma vaqt topiladi" (71-b)* jumlasida mazkur birlik umumlashma va qat'iylikni kuchaytirib, hodisaning doimiy qonuniyati sifatida qabul qilinishini ta'minlaydi.

Nuqul leksemasi davomiylikni ko'proq salbiy baholovchi munosabat bilan ifodalaydi. *"Simyog'ochlar ham nuqul g'uvillab turardi" (7-b)* misolida takroriylik keraksiz, bezovta qiluvchi holat sifatida idrok etilib, emotsional salbiylik yaqqol seziladi.

Har doim birikmasi so'zlashuv nutqiga xos bo'lib, o'rtacha darajadagi davomiylikni bildiradi. *"Qanday bo'lmasin, haqiqat har doim bo'ladi" (366-b)* jumlasida mazkur birlik umumiy haqiqatni ifodalashda mantiqiy urg'u vazifasini bajaradi.

Birday leksemasi intensiv, tinimsiz davomiylikni anglatib, ko'pincha salbiy yoki kuchaytirilgan bo'yoqda namoyon bo'ladi. *"Yiroqni birday yorutuvchi chiroqlari ko'zini qamashtirib qo'ydi" (10-b)* misolida uzluksizlik ortiqcha ta'sir kuchi bilan uyg'unlashadi.

Mudom badiiy uslubga xos bo'lib, davomiylikni nisbatan yumshoq, poetik ohangda ifodalaydi. *"Mudom birga o'ynab-kulishar, goh bu uyga, goh narigi uyga chopqillashar edilar" (300-b)* jumlasida harakatning uzluksizligi tabiiy va jonli tasvir orqali berilgan.

Yalang leksemasi mazkur sinonimik qatorda bevosita vaqt ma'nosini emas, balki holatning bo'shligi va ochiqligini ifodalash orqali davomiylikni bilvosita aks ettiradi. *"Dunyoda faqat ikki tabiiy kuch mavjud edi: osmon va yalang cho'l" (372-b)* misolida vaqt va makon uzviy bog'liq holda umumlashtirilgan tasvir yaratiladi. Shunday qilib, mazkur sinonimik qator birliklari nutqda vaqt davomiyligini ifodalashda o'ziga xos semantik, uslubiy va emotsional tafovutlarni yuzaga chiqarib, badiiy matnning ma'no qatlamini boyitadi.

Xulosa qilib aytganda, sinonimiya til tizimining faqat leksik boyligini emas, balki uning semantik chuqurligi, uslubiy moslashuvchanligi va ekspressiv imkoniyatlarini namoyon etuvchi murakkab hodisadir. Chingiz Aytmatovning *"Asrga tatigulik kun"* asari misolida olib borilgan tahlillar shuni ko'rsatadiki, sinonimlar nutqda oddiy almashtirish vositasi emas, balki muallifning badiiy niyati, baholovchi munosabati va falsafiy qarashlarini ifodalovchi muhim semantik mexanizm vazifasini bajaradi. Inson, odam, shaxs, kishi, banda singari birliklar orqali ijtimoiy, diniy va axloqiy qatlamlar yoritilsa, yurak, qalb, dil, botin, ich kabi sinonimik qatorlar inson ruhiyatining turli darajalari va hissiy intensivligini ochib beradi. Xuddi shuningdek, vaqt davomiyligini bildiruvchi sinonimlar harakat va holatning uzluksizligini nafaqat miqdoriy, balki baholovchi va emotsional jihatdan ham farqlash imkonini yaratadi. Demak, sinonimlar o'zaro ma'nodosh bo'lsa-da, ularning har biri matnda alohida semantik yuk, uslubiy vazifa va ta'sir kuchiga ega bo'lib, badiiy asarning ichki mazmun qatlamini boyitadi. Bu holat sinonimiyani tilning dinamik va ko'p qirrali tizimiy birligi sifatida baholash zarurligini yana bir bor tasdiqlaydi.

Adabiyotlar ro'yxati

N.Mahmudov va b. O'zbek tili sinonimlarining izohli lug'ati: / N.Mahmudov tahriri ostida. – T.: G'afur G'ulom nomidagi nashriyot-matbaa ijodiy uyi, 2023. – 512 b.

Шоабдураҳмонов Ш., Асқарова М., Ҳожиев А. ва бошқ. Ҳозирги ўзбек адабий тили. I қисм. – Тошкент: Ўқитувчи, 1980. – Б.115.

A.Hojiyev. O'zbek tili sinonimlarining izohli lug'ati: – T.: O'qituvchi nashriyoti, 1974. – 308 b.

Ch. Aytmatov. Asrga tatigulik kun. Roman. Yoshlar nashriyoti uyi. T.: – 2018. 424-b.

D.B.Bazarova. Til tizimidagi so'z variantlari va ularning kommunikativ roli. Innovation in the modern education system.2024.

S Hayitova, D Bazarova. 5-sinf "adabiyot" darsligidagi maqollar mavzusini o'rganish. Hamkor konferensiyalar, 2024.

B.D Baxronovna. On taye artistic skills of Erkin Vahidov (as an example of the "Dream World" collection). Ethiopian International Journal of Multidisciplinary…, 2024.

Bazarova D. (2024). Ta'lim rus tilida olib boriladigan guruhlarda O'zbek tilida so'z tarkibill mavzusini o'rgatish tajribasidan. O'zbek tilining xorijda o'qitilishi: Ta'lim nazariyasi va amaliyoti, 1(01), 88-90.

Аликулова, М Шерали кизи. Сравнение Онегина и Обломова: два пути «лишних людей». Multidisciplinary and Multidimensional Journal, (2024). 3(11), 6-12.

Аликулова, М. (2024). Лингвистические особенности повестей А.И. Куприна 1890-1910 годах. Hamkor konferensiyalar, 1(2), 502-504.

Аликулова, М. (2023). Использование эпитетов в произведениях А.И. Куприна. Scientific progress, 4(5), 387-390.

Aliqulova, M. (2024). Анализ изучения языка и стиля произведений А.И Куприна. O'zbek tilining xorijda o'qitilishi: ta'lim nazariyasi va amaliyoti, 1(01), 82-87.

Аликулова, М. Ш. (2023). Лексико-семантические особенности рассказов Александра Куприна. Центральноазиатский журнал образования и инноваций, 2(12 Part 2), 172-174.

Makhmudova M. (2024). The use of paronymous words in speech. Ethiopian International Journal of Multidisciplinary Research. 2024/12/11.

М Аликулова. Морфологические варианты в русском языке. Theory and analytical aspects of recent research. International scientific-online conference. part 33: january 9th, 2025.

M.Maxmudova. Boshlang'ich ta'limda matn yaratish ko'nikmasini rivojlantirishning ahamiyati. Innovation in the modern education system 5 (47), 367-371.

Bazarova D, Ro'ziyeva O. The use of synonyms in Said Ahmad's work "Silence". Educator Insights: Journal of Teaching Theory and …, 2025.

The Legal Nature Of Contract And Contractual Obligations In Civil Law

Umirzokov Shohrukh Shukhrat ugli
Lecturer, University of World Economy and Diplomacy
umirzoqov.sh@uwed.uz
Abdurakhmonov Sultonbek Kamoljon ogli
Student, Faculty of International Law,
University of World Economy and Diplomacy

Abstract
This article analyzes the legal nature, substance, and distinctive characteristics of contracts and contractual obligations, which constitute a key institution of civil law. The discussion also addresses the role of a contract as a basis for creating obligations, as well as the rights and duties of the parties involved.
Keywords: Contract, obligation, contractual obligations, parties, civil law.

In the conditions of a market economy, the importance of the institution of the contract is steadily increasing. This is because most proprietary and non-proprietary relations are regulated precisely through contracts. A contract is a crucial legal instrument that gives rise to rights and obligations based on the mutual agreement of the parties. Therefore, the scientific analysis of contracts and the contractual obligations arising from them is one of the most relevant issues.

The concept of a contract and its legal significance holds an important place in civil law. Precisely for this reason, a contract is considered an agreement between two or more persons aimed at creating, modifying, or terminating their civil rights and obligations. A contract is based on the will of the parties and ensures the stability of legal relations. The primary legal significance of a contract lies in the fact that it clearly and obligatorily defines the relations between the parties and provides legal protection for their interests.

In civil law, there is another golden rule: **"Any contract can be an agreement, but not every agreement can be a contract"**. From this rule, it is understood that a contract is always a document that involves parties, and it is distinguished by the fact that when there are parties, they are two or more, each with certain rights and obligations. An agreement, however, can also be unilateral. The Civil Code contains a separate legal institution dedicated to contracts, and within this institution, we can see the diversity of contracts. If we take a simple look at our lives, contractual arrangements are everywhere-even when we are not aware of them. For example, take an ordinary delivery service: we order a product or food, and at that moment we have the obligation to pay the purchase price and the right to receive the specified product in full, intact, and as stipulated in the agreement. This is a simple example, one that occurs very frequently in our lives. In this context, it is necessary to focus on the concept of "contractual obligation". This concept is a key element that demonstrates the practical force of a contract. That is why, in a contract, the parties and their respective rights and obligations are firmly established. We have said that contractual obligations are legal obligations arising from the conclusion of a contract, whereby one party (the debtor) must perform a certain action or refrain from performing it, and the other party (the creditor) has the right to demand fulfillment of this obligation. Now it becomes clear that we can delve a little deeper into the concept of obligation. Contractual obligations consist of the following elements:

- **Subjects of the obligation (parties);**
- **Object of the obligation;**
- **Content of the obligation.**

The presence of these elements ensures that the obligation is complete and lawful. To understand the nature of an obligation, it is appropriate to analyze one type of obligation

provided in the Civil Code. Thus, Article 256 of the Civil Code is titled "Alternative Performance of Obligations" [1]. According to the Article: The performance by one party of an obligation made conditional upon the performance by the other party of its obligations in accordance with the contract shall be considered alternative performance. If the obliged party has not performed the obligation stipulated in the contract or if there is a clear indication that the obligation will not be performed within the specified period, the party assuming the alternative performance shall have the right to suspend the performance of its obligation, to refuse to perform this obligation, and to demand compensation for the damage incurred. If the obligation specified in the contract has not been performed in full, the party assuming the alternative performance has the right to suspend or refuse to perform the part of its obligation that corresponds to the unperformed portion of the other party's obligation. If, despite one party's failure to perform its obligation stipulated in the contract, the other party has performed the obligation alternatively, the first party shall be obliged to perform its obligation. The rules provided for in the second, third, and fourth parts of this Article shall apply unless otherwise stipulated by the contract or law. This Article makes it clear that, figuratively speaking, we should understand the principle of "If you do your part, we will do ours." The parties must stipulate obligations in the contract according to their mutual will and perform them in the manner agreed upon in the contract. This Article serves as the legal basis for the alternative performance of obligations. For example, suppose we hire a craftsman to demolish an old wall in our house and build a new one in its place.

According to our agreement, we were to pay half the agreed amount after the wall was demolished and the remaining half after the new wall was built. However, time passed and no craftsman arrived, and the agreement was not fulfilled. We are not obliged to pay because, according to the agreement, the craftsman had the obligation to demolish the wall and build a new one, but failed to do so. This situation releases us from the obligation to pay the fee. According to the Article, if one party does not perform the agreed obligation, the other party is released from performing its obligation and is entitled to claim compensation for damages incurred. In this case, we would have the right to demand that the craftsman compensate for any material or non-material damage caused. What kind of damage could this be? The situation is quite simple: the completion of the new wall could have protected our house from wind or certain external influences. Since the wall was not completed on time, a certain amount of damage was caused to our house. We can hold the craftsman liable for compensating this damage [2].

However, this is not all: what happens if obligations are partially performed in the alternative manner? This question is also addressed in the Civil Code, which provides that, unless otherwise stipulated in the contract, the rules set out in Article 256 of the Code shall apply. Paragraph three of Article 256 stipulates that where an obligation has not been performed in full, the party that has undertaken an alternative performance is entitled to suspend the performance of that part of its obligation which corresponds to the part of the other party's obligation that has not been fully performed, or to refuse performance altogether [1].

How is this process regulated in the practice of foreign countries? For example, in Germany. German civil legislation, namely the *Bürgerliches Gesetzbuch* (BGB) [3], is considered one of the most authoritative legal systems in the world. Many provisions of the Civil Code of the Republic of Uzbekistan, including Article 256, closely correspond to the German Civil Code. This rule also exists in German law and is known in legal doctrine as the **"Einrede des nichterfüllten Vertrages,"** that is, the *defense of non-performance of contract*. Paragraph 320 of the *Bürgerliches Gesetzbuch* provides as follows: *"A person who is obliged under a reciprocal contract may refuse to perform his obligation if the other party has not performed the corresponding obligation incumbent upon it"* [3]. This rule demonstrates that the civil legislation of our country and that of Germany are highly similar in many respects. No significant differences were identified between the two states with regard to the legal regulation of this civil law norm or the application of measures in cases of non-performance of obligations. According to the analysis, in Germany, as in our country, where a breach of contractual

obligations occurs, issues of liability are resolved by the courts in accordance with the relevant statutory provisions or in the manner stipulated in the contract.

References

Civil Code of the Republic of Uzbekistan https://lex.uz/mact/-111189

Umirzoqov. Sh.Sh., Legal And Strategic Evolution Of International Joint Ventures: Case Studies Of Sony Ericsson, Daimler - Chrysler, And Renault-Nissan - Konferensiya to'plami (Toshkent 2025l) pp.120-131

Bürgerliches Gesetzbuch (BGB) https://www.gesetze-im-internet.de/bgb/BJNR001950896.html

Analysis of Cosmetic Product Names and Innovations in the Modern Cosmetic Industry

Rakhmanova Nilufar Bakhodirovna
Lecturer, Department of World Languages, Kokand University

Abstract
This article analyzes the Uzbek equivalents of cosmetic product names and innovations in the modern cosmetic industry. The study examines the international names of cosmetic products and their use in Uzbek, highlighting the balance between global marketing strategies and language adaptation. The article examines the historical development of the cosmetic industry from ancient civilizations to the present day, the formation of major brands, and today's innovations in areas such as AI, environmental friendliness, and personalized care. The study used web sources, industry reports, and works by leading authors in cosmetic science (Perry Romanowski, Nava Dayan, Randy Schueller) as a basis. The results of the article identify important areas for future scientific research on the localization of cosmetic names and environmental sustainability.

Annotatsiya
Ushbu maqolada kosmetika mahsulotlari nomlarining o'zbek tilidagi ekvivalentlari va zamonaviy kosmetika sanoatidagi innovatsiyalar tahlil qilingan. Tadqiqotda kosmetika mahsulotlarining xalqaro nomlari va ularning o'zbekcha ishlatilishi o'rganilib, global marketing strategiyalari va til moslashtiruvi o'rtasidagi muvozanat yoritilgan. Maqolada qadimgi sivilizatsiyalardan boshlab hozirgi zamongacha kosmetika sanoatining tarixiy rivojlanishi, yirik brendlarning shakllanishi va bugungi kunda AI, ekologik tozalik, shaxsiylashtirilgan parvarish kabi yo'nalishlardagi innovatsiyalar ko'rib chiqilgan. Tadqiqotda veb-manbalar, soha hisobotlari va kosmetika ilm-faniga oid yetakchi mualliflarning (Perry Romanowski, Nava Dayan, Randy Schueller) asarlari asos sifatida foydalanilgan. Maqola natijalari kosmetika nomlarini mahalliylashtirish va ekologik barqarorlik yo'lida kelajakdagi ilmiy izlanishlar uchun muhim yo'nalishlarni belgilaydi.

Kirish

Kosmetika mahsulotlari nomlari va kosmetika sanoatining rivojlanishi global miqyosda madaniy, iqtisodiy va texnologik ta'sirlar bilan chambarchas bog'liqdir. Kosmetika mahsulotlari insoniyat tarixida qadimdan foydalanilib kelinadi va ular turli madaniyatlar orasida o'ziga xos nomlar bilan mashhur. Kosmetika mahsulotlari insonlarning go'zallik, sog'liq va ijtimoiy maqom bilan bog'liq ehtiyojlarini qondirishga xizmat qiladi. Bu tadqiqotning asosiy maqsadi kosmetika mahsulotlari nomlarining o'zbek tilidagi ekvivalentlarini aniqlash va zamonaviy kosmetika sanoatidagi innovatsiyalarni chuqur tahlil qilishdan iborat.

Metodologiya

Ushbu tadqiqotda kosmetika mahsulotlarining xalqaro va o'zbek tilidagi nomlari, shuningdek kosmetika sanoatining rivojlanish tarixi va sohadagi innovatsiyalar bo'yicha mavjud bo'lgan adabiyotlar tahlil qilindi. Tadqiqot jarayonida kosmetika mahsulotlarining keng tarqalgan 15 nomi tanlanib, ularning xalqaro va o'zbek tilidagi ekvivalentlari batafsil ko'rib chiqildi. Bundan tashqari, kosmetika sanoatining tarixiy rivojlanishi va zamonaviy innovatsiyalariga oid ilmiy adabiyotlar, jurnal maqolalari, veb-manbalar va kosmetika sohasidagi yirik brendlarning hisobotlari ham o'rganildi.

Natijalar

Kosmetika mahsulotlari xalqaro nomlar bilan o'zbek tiliga moslashtirilmagan holda keng qo'llaniladi. "Pudra", "ruj", "maskara", "suyuq tonik" kabi xalqaro atamalar asosan original shaklda ishlatiladi, o'zbek tilidagi "chang", "lab bo'yog'i", "kirpik bo'yog'i", "tonal krem" kabi atamalar esa kamroq qo'llaniladi. Boshqa keng qo'llaniladigan kosmetika mahsulotlariga misollar sifatida "shampun", "dezodorant", "peeling", "balsam", "kremlar", "parfyum",

"losyonlar", "primer", "eyeliner" va "kontur" atamalari kiritildi. Bu holat global marketing va brendlash strategiyalari bilan bevosita bog'liqdir.

Kosmetika sanoatining tarixiy rivojlanishi qadimgi Misrdan boshlangan bo'lib, ular kosmetikani diniy va sog'liqni saqlash maqsadlarida ham qo'llaganlar. Misol uchun, qora kohl ko'z uchun ishlatilgan va parfyum diniy marosimlarda ham ishlatilgan. Qadimgi Rim va Gretsiya madaniyatlarida kosmetika yuqori tabaqaga xos bo'lgan ijtimoiy ahamiyatga ega edi, ular yuz va lab uchun bo'yoqlar hamda yuz kremlarini qo'llashgan. O'rta asrlarda Yevropada kosmetika ishlatish diniy sabablarga ko'ra cheklangan bo'lsa-da, Islom dunyosida parfyumeriya va kosmetika rivojlanishda davom etdi, misol sifatida atirlar va yog'lar keng qo'llanilgan.

20-asr boshlarida kosmetika sanoati sanoatlashib, Max Factor, L'Oréal, Estée Lauder kabi kompaniyalar jadal rivojlandi. Kino sanoati bilan bog'liq professional makiyaj mahsulotlari paydo bo'ldi va bu global brendlarning shakllanishiga olib keldi. Misol uchun, Revlon birinchi rangli lab bo'yog'ini ishlab chiqdi va bu mahsulot keng ommalashdi.

Zamonaviy davrda kosmetika sanoati innovatsiyalar jihatidan keskin rivojlanmoqda. Shaxsiylashtirilgan kosmetika, ekologik toza va vegan mahsulotlar, shuningdek, AI va smart texnologiyalar tobora ommalashmoqda. CBD va adaptogen kabi moddalar kosmetik mahsulotlar tarkibida sog'liqni mustahkamlash va stressni kamaytirishga yordam beradi. Teri mikrobiomi bilan bog'liq tadqiqotlar yangi kosmetika mahsulotlarini ishlab chiqishga imkon yaratmoqda. Shuningdek, smart texnologiyalar bilan ta'minlangan mahsulotlar, masalan, terining holatini aniqlovchi luminometrlar va terini analiz qiluvchi ilovalar tobora keng foydalanilmoqda.

Muhokama

Kosmetika mahsulotlari nomlarining xalqaro shaklda qolishi global iqtisodiy manfaatlar va madaniy integratsiya bilan bog'liq. Xalqaro atamalarning keng qo'llanishi global bozorlarda marketing strategiyalarini samarali amalga oshirishga yordam beradi. Shu bilan birga, mahalliy tilga moslashtirilgan atamalarning yetarlicha qo'llanilmasligi milliy til rivojiga salbiy ta'sir qilishi mumkin.

Zamonaviy kosmetika sanoatidagi innovatsiyalar odamlarning teri va umumiy sog'lig'ini mustahkamlashga qaratilgan bo'lib, mahsulotlarning ekologik xavfsizligini ham ta'minlamoqda. AI texnologiyalari yordamida kosmetika mahsulotlarini foydalanuvchilarning individual ehtiyojlariga ko'ra ishlab chiqish keng tarqalmoqda. Bundan tashqari, smart kosmetika mahsulotlari foydalanuvchilar uchun qo'shimcha qulaylik yaratadi va ularning ta'sirini oshiradi. Ekologik toza kosmetika mahsulotlarining kengayishi tabiatni asrash va ekologik barqarorlikni ta'minlash bo'yicha global tendensiyalarga javobdir. Vegan va hayvonlarga zarar yetkazilmaydigan mahsulotlar tobora ko'proq mijozlar tomonidan talab qilinmoqda.

Xulosa

Kosmetika mahsulotlarining xalqaro nomlar bilan keng qo'llanilishi global iqtisodiy va madaniy integratsiya natijasidir. Zamonaviy kosmetika sanoati innovatsiyalar orqali insonlarning go'zallik, sog'liq va ekologik xavfsizlikka bo'lgan ehtiyojlarini qondirmoqda. Kelajakdagi tadqiqotlarda kosmetika mahsulotlarining mahalliy tillarga moslashtirilishini yaxshilash va innovatsion texnologiyalardan foydalanishni kengaytirish imkoniyatlari batafsil ko'rib chiqilishi zarur.

Manbalar va adabiyotlar

Romanowski, Perry. (2017). "Beginning Cosmetic Chemistry". Allured Publishing.

Dayan, Nava. (2016). "Skin Microbiome Handbook: From Basic Research to Product Development". Wiley.

Schueller, Randy. (2018). "Cosmetic Formulation of Skin Care Products". CRC Press.

Рахмонова, Н. (2024). ЛИНГВИСТИЧЕСКИЕ ОСНОВЫ КОСМЕТОЛОГИЧЕСКОЙ ТЕРМИНОЛОГИИ В АНГЛИЙСКОМ, РУССКОМ И УЗБЕКСКОМ ЯЗЫКАХ И ПРОБЛЕМЫ ПЕРЕВОДА. Talqin va tadqiqotlar ilmiy-uslubiy jurnali, 2(56), 134-140.

Рахмонова, Н. (2024). ЛЕКСИКО-СЕМАНТИЧЕСКИЙ АНАЛИЗ КОСМЕТОЛОГИЧЕСКИХ ТЕРМИНОВ В АНГЛИЙСКОМ, РУССКОМ И УЗБЕКСКОМ ЯЗЫКАХ: СТРАТЕГИИ

ЗАИМСТВОВАНИЯ И ПРОБЛЕМЫ ИНТЕРПРЕТАЦИИ. Talqin va tadqiqotlar ilmiy-uslubiy jurnali, 2(56), 127-133.

Max Factor. "Company History." Max Factor Official Website. [online] Available at: https://www.maxfactor.com

L'Oréal. "Annual Reports and History." L'Oréal Official Website. [online] Available at: https://www.loreal.com

Estée Lauder. "Company History and Reports." Estée Lauder Official Website. [online] Available at: https://www.esteelauder.com

Revlon. "About Us." Revlon Official Website. [online] Available at: https://www.revlon.com

Cosmetic Ingredient Review. (2021). Safety assessment reports. CIR Website. [online] Available at: https://www.cir-safety.org

Cosmetic Executive Women (CEW). "Beauty Industry Trends and Reports." CEW Website. [online] Available at: https://www.cew.org

Mintel. "Global Beauty Trends Report." Mintel Official Website. [online] Available at: https://www.mintel.com

A Comparative Legal Analysis Of The Legislation Of Uzbekistan And Switzerland In The Field Of Contract Formation, Amendment, And Termination

Umirzokov Shohrukh Shukhrat ugli
Lecturer, University of World Economy and Diplomacy
umirzoqov.sh@uwed.uz
Kholikulov Elyorjon
Student, Faculty of International Law,
University of World Economy and Diplomacy

Abstract
This article provides a comparative legal analysis of the provisions of the Civil Code of the Republic of Uzbekistan and Swiss contract law governing the formation, amendment, and termination of contracts. The study examines in detail the concept of a contract, the principle of freedom of contract, types of contracts, the fundamental rules of contract formation, the form of contracts, mandatory contract formation, as well as the procedures for amending and terminating contracts. Through comparative analysis, the distinctive features, advantages, and potential areas for further development of national legislation are identified.
Keywords: Contract; freedom of contract; offer and acceptance; form of contract; mandatory contract; amendment of contract; termination of contract; Swiss law of obligations; fundamental change of circumstances.

Introduction

The majority of civil law relations are implemented through contracts. In a market economy, a contract serves as an essential legal instrument that coordinates the proprietary interests of the parties and clearly defines their rights and obligations. For this reason, rules governing the formation, amendment, and termination of contracts occupy a significant place in the legal systems of all states. While the Civil Code of the Republic of Uzbekistan [1] provides detailed regulation of contractual relations, Code of Obligations (*Obligationenrecht*) [2] stands out as a classic example of continental European law, distinguished by its flexible and liberal approach. This article undertakes a comparative analysis of these two legal systems. Article 353 of the Civil Code of the Republic of Uzbekistan [1] defines a contract as an agreement between two or more persons aimed at the creation, modification, or termination of civil law relations. Under this provision, a contract is presented not only as an agreement producing legal consequences, but also as a legal instrument ensuring stability in civil circulation. The notion of "agreement" used in the article implies the free and conscious alignment of the parties' intentions.

In Swiss law of obligations [2], the concept of a contract is enshrined in Article 1, which provides that a contract is formed through the expression of the parties' mutually corresponding intentions. The emphasis is placed not on the external form of the contract, but on the concordance of wills. Under Swiss law, a contract is primarily interpreted as a mechanism for giving legal form to economic needs. From a comparative perspective, while Uzbek legislation defines the concept of a contract with a clear focus on specific legal consequences, Swiss law approaches the concept largely through a legal-philosophical and doctrinal framework. This distinction reflects the general legal policy orientations of the two legal systems. Article 354 of the Civil Code of the Republic of Uzbekistan [1] enshrines the principle of freedom of contract, providing that persons are free, at their own discretion, to conclude or refrain from concluding a contract, as well as to determine its terms freely. This provision represents the principle of private autonomy in civil law. At the same time, it is recognized that such freedom is not absolute and may be limited by law and considerations of public interest. The Code distinguishes between named and unnamed contracts, thereby ensuring flexibility in adapting to the development of economic relations. In particular, the recognition of mixed contracts

enables legal subjects to incorporate complex economic relationships into a single legal framework. In Swiss law of obligations, freedom of contract is expressed even more broadly in Articles 19–20 [2]. In this legal system, the content of a contract is restricted only by the requirement that it must not contravene the law, morality, or public order. Swiss law does not adhere to a strict classification of contract types, which facilitates adaptation to the dynamic development of market relations.

Articles 364–376 of the Civil Code of the Republic of Uzbekistan [1] provide detailed regulation of the process of contract formation. Under these provisions, a contract is primarily concluded through the mechanism of offer and acceptance. An offer is understood as a proposal that clearly expresses the intention to conclude a contract and contains its essential terms. Acceptance, in turn, signifies full and unconditional consent to the offer. The Code specifies the period of validity of an offer, the consequences of delayed acceptance, as well as the possibility of revoking an offer. These rules are designed to prevent disputes in the process of contract formation. In Swiss law of obligations [2], offer and acceptance also constitute the principal mechanism of contract formation; however, the law places particular emphasis on commercial usages, prior dealings between the parties, and the overall context of the situation. In certain cases, silence may be interpreted as consent, which demonstrates the flexible approach of Swiss law [3].

According to Article 366 of the Civil Code of the Republic of Uzbekistan [1], contracts may be concluded orally or in writing. For certain types of contracts, written or notarized form is mandatory, which aims to ensure legal clarity and ease of proof. Failure to comply with the required form of a contract often renders it invalid. In Swiss contract law, the principle of freedom of form prevails. Article 11 of the Swiss Code of Obligations (OR) [2] stipulates that, unless otherwise required by law, a contract may be concluded in any form. This approach is based on the principles of good faith and trust.

Article 377-378 of the Civil Code of Uzbekistan articulate the concept of mandatory contract formation, stipulating that in cases provided by law, a party's refusal to enter into a contract may be remedied through compulsory formation by court order. This provision serves to stabilize relations of social significance. In Swiss law, the notion of compulsory contracting is exceptional in nature and arises only in situations involving monopolies or public services. This reflects the priority of the principle of private autonomy.

According to Articles 382–384 of the Civil Code of Uzbekistan [1], amendment of a contract is carried out by agreement of the parties. Modification through the court is permissible only in cases of material breach of contract or significant change of circumstances. Article 383 provides explicit criteria for the concept of a significant change of circumstances. In Swiss contract law, modification of a contract has been primarily developed through case law and is grounded in principles of equity and good faith. This approach enables the preservation of legal balance in extraordinary situations.

According to Articles 382 and 385 of the Civil Code of Uzbekistan [1], a contract may be terminated either by mutual agreement of the parties or by court decision. Termination discharges the obligations, but the duty to compensate for damages survives. This provision serves to reinforce contractual discipline. In Swiss contract law, termination of a contract is regulated by Articles 107–109 of the Code of Obligations (OR) [2], granting the creditor the right to rescind the contract in the event of non-performance of an obligation. This institution ensures a balance of interests between the contracting parties.

The conducted comparative legal analysis reveals that the institution of contract serves as a fundamental and central element of civil transactions under both the Civil Code of the Republic of Uzbekistan and Swiss contract law. In both legal systems, a contract is recognized as a legal agreement based on the free will of the parties. However, certain distinctions exist in the normative expression, application, and boundaries of judicial intervention regarding this institution. In the Civil Code of the Republic of Uzbekistan, contractual relations are highly regulated, with the concept of a contract, its formation procedure, form, as well as grounds for

its amendment and termination, being detailed in specific articles. This approach serves to ensure legal certainty and enhances stability and predictability in contractual relations. In particular, the establishment of strict procedural conditions for amending and terminating contracts prevents the unjustified infringement of the parties' rights. Conversely, the approach to the contract institution in Swiss contract law is relatively flexible and liberal. Significant emphasis is placed on the principle of freedom of contract, party autonomy, and commercial customs. In the process of contract formation and modification, courts tend to base their decisions more on criteria of equity, good faith, and economic logic than on rigid normative rules. This increases the ability of Swiss law to adapt swiftly to actual economic relations.

The analysis further indicates that in Uzbek legislation, the doctrine of a significant change of circumstances (hardship) has a clear normative basis, providing crucial guidance for the courts. In Swiss law, while this doctrine is not codified in a specific provision, it is effectively applied in case law through the principles of good faith and equity. This situation highlights the strengths of both approaches: one ensures legal certainty, while the other provides flexibility. Additionally, a notable difference exists between the two systems concerning compulsory contracting. In Uzbek legislation, this institution is clearly regulated as a tool for protecting social and economic interests. In Swiss law, compulsory contracting is considered an exceptional measure, with priority given to private autonomy. This divergence can be explained by the differing degree of state intervention in the economy and the prevailing directions of legal policy in each jurisdiction.

In summary, the comparative analysis demonstrates that while the Civil Code of the Republic of Uzbekistan is oriented towards ensuring legal order and clarity in contractual relations, Swiss contract law is grounded in freedom of contract and flexibility. A harmonization of these two approaches could hold significant potential for improving national legislation. Specifically, studying the flexible mechanisms based on Swiss judicial practice could contribute to the further development of contract law in Uzbekistan. The results of this article indicate that comparative legal analysis holds important methodological value for refining contract law, as studying foreign legal experience provides an opportunity to adapt national legislation to modern economic relations.

Reference

Civil Code of the Republic of Uzbekistan https://lex.uz/mact/-111189
Swiss Code of Obligations, https://www.fedlex.admin.ch/eli/cc/27/317_321_377/en
Swiss Civil Code, https://www.fedlex.admin.ch/eli/cc/24/233_245_233/en

Analysis Of Errors In Translating English Collocations Into Uzbekistan

Rakhmanova Nilufar Bakhodirovna
Teacher of the Department of World Languages,
Kokand University

Introduction

The process of globalization and the strengthening of the position of the English language as a means of international communication have sharply increased the need for translation activities. Today, translation from English into Uzbek occupies an important place not only in the activities of professional translators, but also in the activities of students, teachers and researchers studying in higher educational institutions. In this process, the issue of correct understanding and adequate translation of the lexical features of the English language, especially collocations, is becoming an urgent problem.

Kirish

Globalizatsiya jarayoni va ingliz tilining xalqaro muloqot vositasi sifatidagi mavqei mustahkamlanib borishi tarjima faoliyatiga bo'lgan ehtiyojni keskin oshirdi. Bugungi kunda ingliz tilidan o'zbek tiliga tarjima nafaqat professional tarjimonlar, balki oliy ta'lim muassasalarida tahsil olayotgan talabalar, o'qituvchilar va tadqiqotchilar faoliyatida ham muhim o'rin egallamoqda. Shu jarayonda ingliz tilining leksik xususiyatlari, ayniqsa kollokatsiyalarni to'g'ri tushunish va adekvat tarjima qilish masalasi dolzarb muammoga aylanmoqda.

Kollokatsiyalar tilning tabiiyligini, nutqning ravonligini va mazmunning aniqligini ta'minlovchi muhim birliklar hisoblanadi. Ingliz tilida so'zlarning bir-biri bilan barqaror tarzda birikishi ko'p hollarda o'zbek tilidagi mos birliklar bilan to'liq mos kelmaydi. Natijada tarjimada sun'iylik, semantik yo'qotish yoki grammatik jihatdan to'g'ri, biroq nutqiy jihatdan g'ayritabiiy bo'lgan konstruktsiyalar yuzaga keladi. Ayniqsa, so'zma-so'z tarjimaga moyillik inglizcha kollokatsiyalarni o'zbek tilida noto'g'ri ifodalashga sabab bo'lmoqda.

Mazkur maqolaning asosiy maqsadi inglizcha kollokatsiyalarni o'zbek tiliga tarjima qilishda uchraydigan xatolarni tizimli tahlil qilish, ularning lingvistik va kognitiv sabablarini aniqlash hamda tarjima amaliyoti va til o'qitishda kollokatsion kompetensiyani rivojlantirish bo'yicha ilmiy-metodik xulosalar berishdan iborat.

Kollokatsiya tushunchasining nazariy asoslari. Tilshunoslikda kollokatsiya tushunchasi so'zlarning til tizimi tomonidan belgilangan, nisbatan barqaror va odatiy birikmalarini anglatadi. Mashhur ingliz tilshunosi J. R. Firth "You shall know a word by the company it keeps" degan mashhur g'oyani ilgari surib, so'z ma'nosini tushunishda uning atrofidagi birliklar muhimligini ta'kidlagan. Keyinchalik bu yondashuv leksik semantika va korpus lingvistikasida keng rivojlandi.

Kollokatsiyalar frazeologik birliklardan farqli ravishda ma'lum darajada semantik shaffoflikka ega bo'lsa-da, ular erkin so'z birikmalari kabi to'liq erkinlikka ega emas. Masalan, ingliz tilida *strong tea* tabiiy kollokatsiya bo'lsa, *powerful tea* grammatik jihatdan to'g'ri bo'lsa-da, nutqiy jihatdan qabul qilinmaydi. O'zbek tilida esa *quyuq choy* yoki *damli choy* kabi ekvivalentlar mavjud bo'lib, bu holat tillararo kollokatsion nomuvofiqlikni yaqqol ko'rsatadi.

O'zbek tilida ham kollokatsiyalar muhim rol o'ynaydi: *qaror qabul qilmoq*, *keskin burilish*, *og'ir oqibat*, *katta ahamiyat* kabi birliklar til me'yorida mustahkam o'rin egallagan. Biroq ingliz va o'zbek tillaridagi kollokatsion modellar har doim ham bir-biriga mos kelmaydi, bu esa tarjimada maxsus yondashuvni talab qiladi.

Inglizcha kollokatsiyalarni o'zbek tiliga tarjima qilishda yuzaga keladigan xatolar. Tadqiqot davomida ingliz tilini o'rganuvchilar, talabalar va tarjimonlar tomonidan bajarilgan

yozma ishlar, tarjima mashqlari hamda dars jarayonidagi kuzatishlar asosida eng ko'p uchraydigan xatolar bir necha asosiy guruhlarga ajratildi.

So'zma-so'z tarjima kollokatsion xatolarning eng keng tarqalgan manbalaridan biridir. Tarjimon inglizcha birlikdagi har bir so'zni alohida tarjima qilib, ularni o'zbek tilida mexanik tarzda birlashtiradi. Masalan:

make a decision → X qaror yasamoq
qaror qabul qilmoq

take a photo → X foto olish
suratga olish

give a speech → X nutq berish
nutq so'zlamoq

Bu kabi xatolar tarjimada ingliz tilidagi fe'l tanlovini bevosita o'zbek tiliga ko'chirish natijasida yuzaga keladi. Aslida esa o'zbek tilida mazkur tushunchalar boshqa fe'llar orqali ifodalanadi.

Ingliz tilida ma'lum otlar bilan qo'llanadigan fe'llar o'zbek tilida boshqa fe'llar bilan ifodalanadi. Masalan:

make a mistake → X xato yasamoq
xato qilmoq

pose a problem → X muammoni qo'ymoq
muammo tug'dirmoq

pay attention → X e'tibor to'lamoq
e'tibor qaratmoq

Bu xatolar fe'lning semantik doirasini chuqur tushunmaslik va kollokatsion cheklovlarni e'tiborsiz qoldirish bilan bog'liq.

Emotsional kollokatsiyalarning noto'g'ri tarjimasi

Emotsional holatni ifodalovchi kollokatsiyalar tarjimada alohida murakkablik tug'diradi, chunki ular ko'pincha obrazli va intensiv ma'noga ega bo'ladi:

a surge of anger → X g'azab
to'satdan g'azab to'lqini

a pang of nostalgia → X sog'inch
birdan kelgan sog'inch

burst into tears → X yig'lash
yig'lab yubormoq

Bu holatda tarjimon nafaqat leksik ma'noni, balki hissiy kuch va dinamikani ham hisobga olishi lozim.

Idiomatik kollokatsiyalarning noto'g'ri talqini

Ba'zi kollokatsiyalar idiomatik xususiyatga ega bo'lib, ularni so'zma-so'z tarjima qilish mutlaqo noto'g'ri natijaga olib keladi:

pain in the neck → X bo'yin og'rig'i
joniga tekkan odam/narsa

learn the hard way → X qiyin yo'l bilan o'rganmoq
achchiq tajriba orqali o'rganmoq

Bu kabi birliklar madaniy va pragmatik bilimni talab qiladi.

Kollokatsiya tarjimasida kognitiv va madaniy omillar. Kollokatsiyalar til egalari dunyoni qanday idrok etishini aks ettiradi. Ingliz tilida hissiyotlar ko'pincha fizik kuch, to'lqin yoki portlash metaforalari orqali ifodalanadi (*surge*, *burst*, *swell*), o'zbek tilida esa bu holatlar ichki kechinma va ruhiy holat bilan bog'lanadi. Shu sababli tarjimada to'g'ridan-to'g'ri moslik har doim ham mavjud bo'lmaydi.

Masalan, *swell with pride* iborasi o'zbek tilida faxrdan to'lib ketmoq tarzida beriladi. Bu holat tillararo kognitiv model farqlarini yaqqol namoyon etadi.

Pedagogik jihatlar va metodik tavsiyalar. Ingliz tilini o'qitishda kollokatsiyalarni alohida e'tiborga olish zarur. Ularni faqat lug'aviy birlik sifatida emas, balki tayyor nutq birliklari sifatida o'rgatish lozim. Quyidagi metodik yondashuvlar samarali hisoblanadi:

ingliz va o'zbek kollokatsiyalarining qiyosiy tahlili;

xato–to'g'ri–izoh asosidagi mashqlar;

kontekstga asoslangan tarjima topshiriqlari;

tematik kollokatsiyalar (emotion, movement, pain) bilan ishlash.

Bu yondashuvlar talabalar nutqida tabiiylik va aniqlikni oshiradi.

Xulosa

Mazkur tadqiqot shuni ko'rsatadiki, inglizcha kollokatsiyalarni o'zbek tiliga tarjima qilishda yuzaga keladigan xatolar asosan so'zma-so'z tarjima, kollokatsion cheklovlarni e'tiborsiz qoldirish hamda madaniy-kognitiv farqlarni hisobga olmaslik bilan bog'liq. Kollokatsiyalar tarjimasida semantik aniqlik, nutqiy tabiiylik va pragmatik moslik asosiy mezon bo'lishi lozim. Shu bois, kollokatsiyalarni chuqur o'rganish va o'qitish tarjima sifati va til kompetensiyasini oshirishning muhim sharti hisoblanadi.

Foydalanilgan adabiyotlar

Benson, M., Benson, E., Ilson, R. The BBI Combinatory Dictionary of English.

Lewis, M. The Lexical Approach.

McCarthy, M., O'Dell, F. English Collocations in Use.

Firth, J. R. Papers in Linguistics.

Rakhmanova, N. (2023). LANGUAGE AND CULTURE: INVESTIGATE THE CONNECTION AMONG LANGUAGE AND CULTURE, ANALYZING HOW LANGUAGE REFLECTS AND SHAPES SOCIAL STANDARDS, VALUES, AND PERSONALITIES. Talqin va tadqiqotlar, 1, 31.

Raxmonova, N. (2024). THE ROLE OF EDUCATIONAL GAMES IN TEACHING ENGLISH AS A FOREIGN LANGUAGE. University Research Base, 900-904.

The Role Of Digitalization In The Development Of Small Business

Ismoilov Botir Mukhamedovich
Teacher of Kokand University,
ismoilovbotirjon3@gmail.com

Annotation
This article scientifically analyzes the role and importance of digitalization processes in the development of small business. The study highlights the impact of digital technologies on the activities of small business entities, in particular, the effectiveness of business process automation, e-commerce, digital payment systems, and customer relationship management mechanisms. Also, based on international and national experience, the role of digitalization in increasing the competitiveness of small businesses, reducing costs, and expanding market access opportunities is substantiated. The article also considers the problems arising in the process of digital transformation, including limited financial resources, a shortage of digital infrastructure, and qualified personnel. The results of the study indicate the need for consistent development of digitalization in the small business sector.
Keywords: small business, digitization, digital economy, e-commerce, digital technologies, business processes, innovative development

Annotatsiya
Ushbu maqolada kichik biznes sohasining rivojlanishida raqamlashtirish jarayonlarining o'rni va ahamiyati ilmiy jihatdan tahlil qilingan. Tadqiqot davomida raqamli texnologiyalarning kichik biznes subyektlari faoliyatiga ta'siri, xususan, biznes jarayonlarini avtomatlashtirish, elektron savdo, raqamli to'lov tizimlari hamda mijozlar bilan munosabatlarni boshqarish mexanizmlarining samaradorligi yoritib berilgan. Shuningdek, xalqaro va milliy tajriba asosida raqamlashtirishning kichik biznes raqobatbardoshligini oshirish, xarajatlarni kamaytirish va bozorga kirish imkoniyatlarini kengaytirishdagi roli asoslab berilgan. Maqolada raqamli transformatsiya jarayonida yuzaga kelayotgan muammolar, jumladan moliyaviy resurslar cheklanganligi, raqamli infratuzilma va malakali kadrlar tanqisligi masalalari ham ko'rib chiqilgan. Tadqiqot natijalari kichik biznes sohasida raqamlashtirishni izchil rivojlantirish zarurligini ko'rsatadi.
Kalit so'zlar: kichik biznes, raqamlashtirish, raqamli iqtisodiyot, elektron savdo, raqamli texnologiyalar, biznes jarayonlari, innovatsion rivojlanish

Kirish. Kichik biznes zamonaviy milliy iqtisodiyotning muhim tarkibiy qismi bo'lib, bandlikni ta'minlash, raqobat muhitini rivojlantirish hamda iqtisodiy o'sishni jadallashtirishda yetakchi rol o'ynaydi. Jahon tajribasi shuni ko'rsatadiki, kichik biznes subyektlari yalpi ichki mahsulotning sezilarli qismini shakllantiradi va innovatsion faoliyatning muhim manbai hisoblanadi. Xususan, O'zbekiston Respublikasida kichik tadbirkorlik subyektlarining iqtisodiyotdagi ulushi yuqori bo'lib, rasmiy statistik ma'lumotlarga ko'ra, so'nggi yillarda kichik biznes va xususiy tadbirkorlikning YaIMdagi ulushi 50 foizdan ortiqni tashkil etmoqda. Bu holat kichik biznesning mamlakat ijtimoiy-iqtisodiy rivojlanishidagi strategik ahamiyatini yaqqol namoyon etadi. So'nggi yillarda global miqyosda raqamli texnologiyalarning jadal rivojlanishi kichik biznes faoliyatini tashkil etish va boshqarishda tub o'zgarishlarga olib keldi. Raqamlashtirish jarayoni kichik biznes subyektlariga bozorga kirish imkoniyatlarini kengaytirish, xarajatlarni kamaytirish va faoliyat samaradorligini oshirish imkonini bermoqda. Xalqaro tashkilotlar, jumladan, Iqtisodiy hamkorlik va taraqqiyot tashkiloti (OECD) ma'lumotlariga ko'ra, raqamli texnologiyalarni joriy etgan kichik va o'rta biznes subyektlari an'anaviy faoliyat yuritayotgan korxonalarga nisbatan yuqori unumdorlik va barqarorlikka ega bo'lmoqda.

Raqamlashtirishнинг kichik biznes rivojiga ta'siri faqat elektron savdo yoki onlayn marketing bilan cheklanmaydi. Bulutli texnologiyalar, CRM va ERP tizimlari, elektron to'lovlar hamda raqamli hisob-kitob mexanizmlarining joriy etilishi biznes jarayonlarini avtomatlashtirish,

mijozlar bilan munosabatlarni samarali boshqarish va boshqaruv qarorlarini tezkor qabul qilish imkonini yaratmoqda. Jahon iqtisodiy forumi tahlillariga ko'ra, raqamli transformatsiyani faol qo'llagan kichik biznes subyektlari yangi bozorlarni egallash va eksport salohiyatini oshirish imkoniyatiga ega bo'lmoqda. Shu bilan birga, raqamlashtirish jarayonida kichik biznes subyektlari bir qator muammolarga duch kelmoqda. Jumladan, moliyaviy resurslarning cheklanganligi, raqamli infratuzilmaning yetarli darajada rivojlanmaganligi va malakali kadrlar yetishmasligi raqamli texnologiyalarni keng joriy etishga to'sqinlik qilmoqda. Shunga qaramay, davlat tomonidan olib borilayotgan raqamli iqtisodiyotni rivojlantirishga qaratilgan islohotlar kichik biznes uchun yangi imkoniyatlar yaratmoqda.

Asosiy qism. Raqamlashtirish kichik biznes subyektlarining faoliyat samaradorligini oshirishda hal qiluvchi omillardan biri hisoblanadi. Raqamli texnologiyalarni joriy etish orqali kichik korxonalar ishlab chiqarish, boshqaruv va xizmat ko'rsatish jarayonlarini optimallashtirish, resurslardan samarali foydalanish hamda bozor talablariga tezkor moslashish imkoniyatiga ega bo'lmoqda. Ayniqsa, raqamli transformatsiya kichik biznesning an'anaviy cheklovlarini bartaraf etib, ularning raqobatbardoshligini sezilarli darajada oshirmoqda. Kichik biznes sohasida raqamlashtirishning eng muhim yo'nalishlaridan biri — bu biznes jarayonlarini avtomatlashtirishdir. Buxgalteriya hisobi, soliq hisobotlari, ombor va logistika tizimlarining raqamlashtirilishi operatsion xarajatlarni kamaytirish bilan bir qatorda, inson omiliga bog'liq xatoliklar ehtimolini ham pasaytiradi. Amaliy kuzatuvlar shuni ko'rsatadiki, avtomatlashtirilgan boshqaruv tizimlaridan foydalangan kichik biznes subyektlarida ish unumdorligi sezilarli darajada oshadi va moliyaviy intizom mustahkamlanadi.

Raqamlashtirishning yana bir muhim jihati — bu mijozlar bilan munosabatlarni samarali boshqarish imkoniyatidir. CRM tizimlarining joriy etilishi kichik biznes subyektlariga mijozlar ehtiyojlarini chuqur tahlil qilish, ularning xarid xatti-harakatlarini prognozlash va individual yondashuvni shakllantirish imkonini bermoqda. Natijada, mijozlar qoniqish darajasi oshib, uzoq muddatli hamkorlik aloqalari mustahkamlanadi. Bu holat, ayniqsa, xizmat ko'rsatish va savdo sohalarida faoliyat yuritayotgan kichik bizneslar uchun muhim ahamiyat kasb etadi.

Elektron savdo va raqamli marketing vositalarining keng qo'llanilishi ham kichik biznes rivojlanishida muhim rol o'ynamoqda. Onlayn platformalar orqali mahsulot va xizmatlarni sotish kichik biznes subyektlariga geografik cheklovlarsiz faoliyat yuritish, yangi bozorlarga chiqish va iste'molchilar bilan to'g'ridan-to'g'ri aloqalarni o'rnatish imkonini bermoqda. Raqamli marketing texnologiyalari, jumladan, ijtimoiy tarmoqlar, qidiruv tizimlari va maqsadli reklama vositalari kichik biznes uchun nisbatan kam xarajat evaziga keng auditoriyani qamrab olish imkonini yaratadi. Raqamli to'lov tizimlarining rivojlanishi kichik biznes faoliyatini moliyaviy jihatdan yanada barqaror qilmoqda. Naqd pulsiz hisob-kitoblar ulushining oshishi pul aylanmasini tezlashtiradi, moliyaviy oqimlarning shaffofligini ta'minlaydi va soliq ma'muriyatchiligini soddalashtiradi. Shu bilan birga, elektron to'lovlar va mobil bank xizmatlari kichik biznes subyektlariga moliyaviy resurslardan foydalanish imkoniyatlarini kengaytirib, kredit va investitsiyalarni jalb etishda qulay sharoit yaratadi.

Biroq, kichik biznes sohasida raqamlashtirish jarayoni bir qator muammolar bilan kechmoqda. Avvalo, moliyaviy resurslarning cheklanganligi raqamli texnologiyalarni joriy etish imkoniyatlarini toraytiradi. Bundan tashqari, ayrim hududlarda raqamli infratuzilmaning yetarli darajada rivojlanmaganligi va internet tezligining pastligi raqamli xizmatlardan to'liq foydalanishga to'sqinlik qilmoqda. Shuningdek, raqamli ko'nikmalarga ega bo'lgan malakali kadrlar yetishmasligi ham kichik biznes subyektlari uchun dolzarb muammo hisoblanadi. Mazkur muammolarni bartaraf etishda davlatning roli alohida ahamiyatga ega. Davlat tomonidan olib borilayotgan raqamli iqtisodiyotni rivojlantirishga qaratilgan strategiyalar, soliq va moliyaviy rag'batlantirish mexanizmlari kichik biznes subyektlarini raqamlashtirish jarayoniga faol jalb etishga xizmat qilmoqda. Xususan, elektron hukumat tizimlari, onlayn ro'yxatdan o'tish va litsenziyalash xizmatlarining joriy etilishi tadbirkorlik muhitini sezilarli darajada yengillashtirmoqda.

Umuman olganda, raqamlashtirish kichik biznes sohasining barqaror va innovatsion rivojlanishini ta'minlovchi asosiy omillardan бири бўлиб, унинг самарали жорий этилиши иқтисодий ўсиш, бандлик ва рақобатбардошликни оширишга хизмат қилади.

Xulosa. O'tkazilgan tahlillar shuni ko'rsatadiki, kichik biznes sohasining barqaror va raqobatbardosh rivojlanishi raqamlashtirish jarayonlari bilan bevosita bog'liqdir. Raqamli texnologiyalarning joriy etilishi kichik biznes subyektlariga ishlab chiqarish va xizmat ko'rsatish jarayonlarini optimallashtirish, xarajatlarni kamaytirish hamda bozor talablariga tezkor moslashish imkonini bermoqda. Ayniqsa, avtomatlashtirilgan boshqaruv tizimlari, raqamli to'lov vositalari va elektron savdo platformalari kichik biznesning iqtisodiy samaradorligini oshirishda muhim rol o'ynamoqda.

Shu bilan birga, tadqiqot натижалари kichik biznes sohasida raqamlashtirish jarayoni бир қатор muammolar bilan kechayotganini ko'rsatadi. Moliyaviy resurslarning cheklanganligi, raqamli infratuzilmaning yetarli darajada rivojlanmaganligi va malakali kadrlar tanqisligi raqamli texnologiyalarni keng joriy etishga to'sqinlik qilmoqda. Mazkur muammolarni bartaraf etish uchun davlat tomonidan olib borilayotgan raqamli iqtisodiyotni rivojlantirishga qaratilgan islohotlar alohida ahamiyat kasb etadi.

Xulosa qilib aytganda, kichik biznes sohasida raqamlashtirish nafaqat zamonaviy iqtisodiy talab, balki uzoq muddatli barqaror rivojlanishni ta'minlovchi strategik omil hisoblanadi. Raqamli transformatsiyani izchil va tizimli joriy etish kichik biznesning innovatsion salohiyatini oshirish, bandlikni kengaytirish va milliy iqtisodiyotning raqobatbardoshligini mustahkamlashga xizmat qiladi.

Foydalanilgan adabiyotlar

O'zbekiston Respublikasi Davlat statistika qo'mitasi. Kichik biznes va xususiy tadbirkorlikning ijtimoiy-iqtisodiy ko'rsatkichlari. – Toshkent, 2023. Manba: https://stat.uz

O'zbekiston Respublikasi Prezidentining "Raqamli O'zbekiston – 2030" strategiyasi to'g'risidagi Farmoni. – Toshkent, 2020.

O'zbekiston Respublikasi Iqtisodiyot va moliya vazirligi. Kichik biznes va tadbirkorlikni rivojlantirish bo'yicha tahliliy ma'lumotlar. – Toshkent, 2022.

OECD. The Digital Transformation of SMEs. – Paris: OECD Publishing, 2021. DOI: https://doi.org/10.1787/bdb9256a-en

OECD. Digitalisation of SMEs: Policy Issues and Recommendations. – Paris, 2022. Manba: https://www.oecd.org/sme

World Economic Forum. Digital Transformation: Powering the Great Reset. – Geneva, 2021. Manba: https://www.weforum.org

World Bank. Small and Medium Enterprises (SMEs) Finance: Improving SMEs' Access to Finance and Finding Innovative Solutions. – Washington DC, 2020. Manba: https://www.worldbank.org

UNCTAD. Digital Economy Report 2021: Cross-border Data Flows and Development. – New York and Geneva, 2021.

Laudon, K.C., Laudon, J.P. Management Information Systems: Managing the Digital Firm. – 16th ed. Pearson Education, 2020.

Kotler, P., Keller, K.L. Marketing Management. – 15th ed. Pearson Education, 2019.

Ismoilov, B. M. (2025, yanvar). Davlat xaridlarini rivojlantirishga ta'sir etuvchi omillar. In INTERNATIONAL CONFERENCE ON INTERDISCIPLINARY SCIENCE (T. 2, № 2, b. 33–39).

The Impact Of Small Businesses And Employment On Poverty Reduction In Uzbekistan

Yusupov Abboskhon Aliyevich
Doctor of Philosophy (PhD) in Economics,
Kokand University
abboskhony90@gmail.com

Abstract.
This article analyzes the impact of small business entities and employment on poverty reduction in the Republic of Uzbekistan. Based on official statistical data for 2024–2025, the role of small business in economic growth, income growth, and job creation is highlighted. The study shows the effectiveness of programs implemented by the Government of Uzbekistan, such as "Every Family is an Entrepreneur", "Youth is Our Future", as well as the role of microfinance, vocational training, and employment policies in poverty reduction. The article analyzes the socio-economic importance of supporting small businesses and justifies the need for a systematic approach to combating poverty.

Keywords: poverty, small business, employment, population income, economic growth, microfinance, entrepreneurship, sustainable development, unemployment, social policy.

Annotatsiya
Ushbu maqolada O'zbekiston Respublikasida kichik biznes subyektlari va aholi bandligining kambag'allikni qisqartirishdagi ta'siri tahlil qilinadi. 2024–2025 yillarga oid rasmiy statistik ma'lumotlar asosida kichik biznesning iqtisodiy o'sish, daromadlarni oshirish va yangi ish o'rinlari yaratishdagi roli yoritilgan. Tadqiqotda O'zbekiston hukumati tomonidan amalga oshirilayotgan "Har bir oila – tadbirkor", "Yoshlar – kelajagimiz" kabi dasturlarning samarasi, shuningdek, mikromoliyalashtirish, kasbiy o'qitish va bandlik siyosatlarining kambag'allikni kamaytirishdagi o'rni ko'rsatib o'tilgan. Maqola kichik biznesni qo'llab-quvvatlashning ijtimoiy-iqtisodiy ahamiyatini tahlil qilib, kambag'allikka qarshi kurashda tizimli yondashuv zarurligini asoslab beradi.

Kalit so'zlar: kambag'allik, kichik biznes, bandlik, aholi daromadi, iqtisodiy o'sish, mikromoliyalashtirish, tadbirkorlik, barqaror rivojlanish, ishsizlik, ijtimoiy siyosat.

Kirish. So'nggi yillarda O'zbekiston iqtisodiyoti tez sur'atda o'zgargan va kambag'allikni qisqartirishda sezilarli yutuqlar kuzatilmoqda. Xususan, rasmiy va xalqaro manbalar 2024 yil yakunlariga ko'ra mamlakatda kambag'allik darajasi keskin kamayganini ko'rsatadi: 2024 yilda milliy aniqlovga ko'ra kambag'allik 8.9% gacha tushgani ma'lum qilindi, bu 2023 yilga nisbatan qariyb 2–3 foizlik pasayishdir va 719 mingdan ortiq insonni kambag'allikdan chiqarishga imkon berdi.

Bu ijobiy tendensiyada kichik biznes (micro va small enterprises) ham muhim rol o'ynaydi. Milliy statistika ma'lumotlariga ko'ra, 2025 yil boshiga kelib faol kichik korxonalar va mikrofirmalar soni taxminan 358,1 mingni tashkil etdi; 2024 yilda esa 77 mingga yaqin yangi kichik korxona tashkil etilgan — bu mahalliy darajada ish bilan ta'minlash va daromad manbalarini kengaytirishga xizmat qilmoqda.

Bandlik va mehnat bozori holati ham yaxshilanishni ko'rsatadi: 2024 yilda mehnat kuchi hajmi taxminan 14 mln atrofida hisoblanadi, va rasmiy baholashlar bo'yicha ishsizlik darajasi 4–5% darajasida barqarorlashgan. Bu shuni anglatadiki, kichik biznes yangi ish o'rinlari yaratishda va iqtisodiy faollikni oshirishda bevosita ishtirok etmoqda — ayniqsa savdo, xizmatlar va kichik ishlab chiqarish tarmoqlarida.

Biroq, kichik biznesning kambag'allikni qisqartirishdagi salohiyatidan to'liq foydalanish uchun bir qator shart-sharoitlar muhim: barqaror kredit va mikromoliyalashtirish mexanizmlari, kasbiy va tadbirkorlik ko'nikmalarini oshirish dasturlari, infratuzilma va bozorlarga chiqish imkoniyatlarini kengaytirish, hamda ijtimoiy himoya va bandlik siyosatlari bilan

integratsiyalashgan yondashuvlar zarur. Jahon banki va mintaqaviy tashkilotlar tadqiqotlari shuni ko'rsatadiki, kambag'allikni kamaytirish uchun daromadni oshirish va ish o'rinlari yaratishdagi eng samarali yo'llardan biri — kichik va o'rta tadbirkorlikni qo'llab-quvvatlashdir. Kichik biznes va bandlikning kambag'allikni qisqartirishdagi mexanizmlarini (masalan, ish o'rinlari yaratish, daromadlarni barqarorlashtirish, ijtimoiy himoya bilan integratsiya), so'nggi rasmiy statistik misollarni va amaliy tavsiyalarni rasmiy manbalar va xalqaro tahlillar asosida chuqur tahlil qiladi. Maqsad — kichik biznes orqali inklyuziv va barqaror ijtimoiy-iqtisodiy taraqqiyotni ta'minlash imkoniyatlarini aniqroq ko'rsatish.

Asosiy qism. Kambag'allikni kamaytirish milliy hamda global siyosatlarda eng muhim vazifalardan biri bo'lib qolmoqda. O'zbekiston misolida so'nggi yillarda bu boradagi ijobiy tendensiyalar ma'lumotlar bilan tasdiqlanmoqda: 2023 yilda mamlakatda kambag'allik darajasi 14 foizdan 11 foizga tushganligi ma'lum qilingan. Keyingi yillarda ushbu pasayish davom etib, 2024 yil yakunlariga ko'ra kambag'allik darajasi 8,9 foizgacha tushgani e'lon qilingan. Bu farq — munosib siyosat, iqtisodiy o'sish va ijtimoiy himoya choralarining natijasi sifatida ko'rilishi mumkin.

Shunday bo'lsa-da, ushbu statistik ko'rsatkichlar ortida yetarlicha tarkibiy omillar va mexanizmlar yotadi. Ayniqsa, kichik biznes subyektlari va bandlik siyosati kambag'allikni qisqartirishda bevosita vosita sifatida namoyon bo'ladi. Bu yo'nalishda quyidagi jihatlar muhim. Kichik biznes va mikrofirmalar aholi ish bilan bandligini oshirishda eng mos instrumentlardan biridir. O'zbekiston Statistik agentligi va Andstat tomonidan berilgan ma'lumotlarga ko'ra, kichik tadbirkorlik rivojlanishi, uning iqtisodiyotdagi ulushi va band bo'lganlar soni o'zgaruvchan dinamikaga ega. Kichik biznes o'ziga xos moslashuvchanlik tufayli bozor sharoitlariga tez moslasha oladi va kichik miqyosdagi loyihalarni tez tatbiq etishi mumkin.

Misol tariqasida, savdo, xizmat ko'rsatish, qishloq xo'jaligi qo'shimcha tarmoqlari kichik korxonalar uchun maksimal imkoniyatlar yaratadi va mahallar darajasida bandlikni oshiradi. Shuningdek, davlat tomonidan "kichik biznes uyushmasi" tashkil etilishi kabi tashabbuslar 2025 yilda e'lon qilindi, bu subyektlar o'rtasida hamkorlikni, tajriba almashishni va huquqiy hamda iqtisodiy himoyani kuchaytirishni maqsad qilgan.

Daromad oshishi orqali kambag'allikni qisqartirish maqsadida ish o'rinlari ko'payishi va barqaror ish haqlarning mavjudligi orqali kambag'al qatlamdagilarning daromadlari oshadi, bu esa kambag'allik chegarasidan chiqish imkonini yaratadi. 2025-yilda minimal iste'mol xarajatlari indikatoriga ko'ra kambag'allik chegarasi bir oy uchun kishi boshiga 669 ming so'mga belgilandi.

Bu miqdor yuqori bo'lishi mumkin, lekin baribir qonuniy daromad olish imkoniyati bo'lgan kichik biznes subyektlari uchun asosiy maqsadga — daromadni keng qamrovda oshirishga — yo'l ochadi. Kichik biznesni rivojlantirish esa bu imkoniyatni kengaytiradi: xorijiy tajribalar va ichki tahlillarga ko'ra, kichik korxonalar innovatsiyalar bilan shug'ullanishi, qo'shimcha xizmatlar qo'shishi va maxsus bozor segmentlarini egallashi orqali foyda olish imkoniyatini oshiradi. Daromad oshishi esa to'g'ridan-to'g'ri kambag'allikka qarshi kurashda muhim vosita bo'lishi mumkin.

Kambag'allikni qisqartirishda davlat siyosati institutsional va moliyaviy qo'llab-quvvatlashlari o'ta muhim rol o'ynaydi. O'zbekiston Respublikasi Prezidentining PF-5052 farmoni kichik tadbirkorlik subyektlariga mikromoliya yordam ko'rsatishni, bandlikni oshirishni maqsad qilgan. Shuningdek, mikrokredit vositalarini kengaytirish, byurokratik to'siqlarni kamaytirish va grants/subsidiya mexanizmlarini joriy etish taklif etiladi.

Bu qo'llab-quvvatlashlar kichik subyektlarning ish boshlash xarajatlarini kamaytiradi, risklarni qisqartiradi va barqarorlikni oshiradi. Shu tariqa kichik biznes faoliyatini kengaytirish orqali bandlik va daromadlarni mustahkamlashga hissa qo'yiladi.

Amaliyotda kichik biznesning rivojlanishi va kambag'allikni qisqartirish yo'lida bir qator muammolar ham mavjud. Eng asosiylari — foydalanishdagi kredit va kapitalga cheklangan kirish, infratuzilma etishmovchiligi, malakali ishchi kuchi va bozor yetishmovchiligi.

Shuningdek, rasmiy sektorda ish bilan bandlik darajasi bilan norasmiy ish joylari aralash bo'lishi problematik jihatdir. Ma'lumotlarga ko'ra, 2025-yil yanvar-iyun holatiga nisbatan jami bandlarning taxminan 2/5 qismi rasmiy sektorda shakllangan. Bu demak, norasmiy sektor bilan aloqador bandlik va daromadlar statistikasining kirib kelishining cheklanganligi aholi real holatini to'liq aks ettirmasligi mumkin.

Bundan tashqari, kichik biznes subyektlari orasida bozor raqobati, marketing qobiliyati, resurs yetishmovchiligi va soliq-yuridik murakkabliklar ham mavjud. Bular qisqa muddatda biznesning o'sishini sekinlashtirishi mumkin.

Xulosa. O'zbekiston Respublikasida kichik biznes subyektlari va aholi bandligining kambag'allikni qisqartirishdagi o'rni so'nggi yillarda yanada kuchayib bormoqda. Kichik biznes iqtisodiyotning eng faol segmenti bo'lib, u nafaqat yangi ish o'rinlarini yaratmoqda, balki aholining daromadlarini oshirish, mahalliy ishlab chiqarishni rivojlantirish va eksport salohiyatini kengaytirishda ham muhim rol o'ynamoqda. 2024-yilda O'zbekistonda 77 mingdan ortiq yangi kichik korxona tashkil etilgani, ularda yuz minglab fuqarolar ish bilan ta'minlangani bunga yaqqol misoldir. Bu esa kambag'allik darajasining 2022-yildagi 17% atrofidan 2024-yilda 8.9% gacha kamayishiga sezilarli hissa qo'shdi.

Shuningdek, mehnat bozorining barqarorlashuvi, o'zini o'zi band qilish dasturlarining kengayishi va oilaviy tadbirkorlik loyihalarining rivojlanishi iqtisodiy faollikni oshirmoqda. Bu jarayonda "Har bir oila – tadbirkor" dasturi, mikromoliyalashtirish va kasb-hunar o'qitish tashabbuslari aholining o'z daromad manbaiga ega bo'lishini ta'minladi. Jahon banki va boshqa xalqaro tashkilotlarning fikriga ko'ra, O'zbekistonda kichik biznesni yanada qo'llab-quvvatlash orqali 2030-yilgacha kambag'allikni 5% darajasigacha qisqartirish mumkin.

Xulosa qilib aytganda, kichik biznesni rivojlantirish, bandlik siyosatini takomillashtirish va aholining iqtisodiy faolligini rag'batlantirish — kambag'allikka qarshi kurashning eng samarali yo'lidir. Shu bois, davlat tomonidan yaratilayotgan qulay shart-sharoitlar, soliq imtiyozlari va moliyaviy qo'llab-quvvatlash mexanizmlari uzoq muddatli barqaror iqtisodiy o'sish va farovon jamiyat sari muhim qadamdir.

Foydalanilgan adabiyotlar ro'yxati:

O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning 2024-yil 20-dekabr kuni "Kambag'allikni qisqartirish va bandlikni oshirish masalalari" bo'yicha yig'ilishdagi nutqi. — Prezident.uz

O'zbekiston Respublikasi Davlat statistika qo'mitasi. "Aholi bandligi va kambag'allik darajasi to'g'risida 2024-yil yakuniy hisobot". — https://stat.uz

O'zbekiston Respublikasi Iqtisodiyot va moliya vazirligi. "Kichik biznesni rivojlantirishning 2024-yil yakunlari bo'yicha ma'lumotnoma". — https://www.mf.uz

Jahon banki. Uzbekistan Poverty Assessment Report 2024: Creating Jobs and Reducing Poverty through Private Sector Growth. — https://www.worldbank.org

Osiyo Taraqqiyot Banki (OTB). Uzbekistan Country Economic Review 2024. — https://www.adb.org

Mehnat va bandlik munosabatlari vazirligi. "2024-yilda aholi bandligi holati va yangi ish o'rinlari ko'rsatkichlari". — https://mehnat.uz

Strategik islohotlar agentligi huzuridagi "Iqtisodiy sharh" markazi. "O'zbekistonda kambag'allikni qisqartirishning yangi yondashuvlari", 2025. — https://strategy.uz

UNDP Uzbekistan. Inclusive Growth and Poverty Reduction Initiatives in Uzbekistan, 2024-yil hisobot. — https://www.undp.org/uzbekistan

OECD Development Centre. SME Policy Index: Central Asia 2024 – Uzbekistan Country Profile. — https://www.oecd.org

Proreforms.uz. "Kichik biznes va oilaviy tadbirkorlik — kambag'allikka qarshi kurashning asosiy omili sifatida". — https://proreforms.uz

Yusupov, A. A. (2024). Oʻzbekistonning kichik biznes subyektlarida inson resurslarini samarali foydalanishning tashkiliy mexanizmini tahlil qilish. European Journal of Economics, Finance and Business Development, 2(5), 70

Ismoilov, B. M. (2025, yanvar). Davlat xaridlarini rivojlantirishga taʼsir etuvchi omillar. In INTERNATIONAL CONFERENCE ON INTERDISCIPLINARY SCIENCE (T. 2, № 2, b. 33–39).

The Depiction Of Magical Objects In English And Uzbek Fairy Tales

Safarova Zilola Tolibovna
Associate professor, BSU
Temurova Dilorom Turob kizi
MA student, Bukhara state university

Abstract.
It is widely known that magical objects constitute core narrative and symbolic parts of folk tales. Through the analysis of English and Uzbek fairy tales it has been proved that such objects not only help develop the plot of the narrative but also illustrate national culture, moral values and religious beliefs of people. The following article investigates the depiction and artistic functions of magical images in English and Uzbek folk tales. Through the comparative literary analysis of fairy tales and textual examples, the article reveals that magical objects used in English and Uzbek folklore share common literary functions, though their forms and meanings have been shaped in different cultural contexts.
Keywords: folk tales, magical objects, national identity, English fairy tales, Uzbek fairy tales, symbolic meanings.

INTRODUCTION

In all the cultures fairy tales are considered to be an essential component of folklore through which people pass from generation-to-generation cultural traditions, ethical norms, and collective imagination. The presence of magical objects – extraordinary items embodied with supernatural power – is one of the distinctive features of folk tales. This kind of items serve as helpers or protectors of the main heroes, when they face with difficulty. Sometimes magic objects are presented to them as a tool that punish the negative characters.

So, in both English and Uzbek fairy tales, magical objects carry similar narrative functions, however, due to cultural, historical and religious factors their symbolic meanings may differ. In English fairy tales, magical objects are often associated with heroism, royal authority, and divine destiny, while Uzbek fairy tales embed magic in everyday household items and traditional artifacts. These differences can be seen through the analysis of the examples given below.

In Uzbek folk tales, magical devices are one of the main elements that drive the plot. For example, the tale "Ur toqmoq" is of particular importance in this regard, in which several magical devices appear in sequence and determine the fate of the hero. These magical devices serve to artistically express the moral views of the people, their ideas about justice, and the struggle between good and evil.

The first magical device in the tale is "Ochil dasturxon" – a magic tablecloth, which is presented as a reward for the hero's hard work and good intentions. This situation is described in the tale as follows:

"When he spread the tablecloth and said, 'Open!', various delicacies appeared."[3]

As can be seen from this passage, the tablecloth is activated by a command. This aspect shows that the magical device obeys to the power of words. In Uzbek people's imagination, words have sacred power, and therefore in the tale, miracles happen through words.

The word "dastarxan" has a special meaning for uzbek nation. It represents prosperity, hospitality, generosity, and divine blessing—core values in Uzbek culture.

At the next stage of the tale, the hero acquires "Qaynar xumcha" – a magic pot. This item also works on command: *He says, "Boiling pot, boil!" and gold begins to pour out of the pot.*[3]

The pot is depicted in the tale as a source of material wealth. However, when it is used incorrectly or when greed increases, it can also lead to negative consequences. Through this, the tale teaches that the attitude towards it, not wealth itself, is important.

The next item is "Ur toqmoq" — a punitive magic device. The main magic device that gave the name to the fairy tale is the hammer, which is presented as a means of restoring justice. In the fairy tale, it is described as follows:

"Hammer, hit!" — *as soon as the hammer jumped out and hit the tyrants.*[3]

This magical item is fundamentally different from other magical devices. While the tablecloth and the pot grant blessings, the hammer acts as a punitive force. The hammer acts only on command and only against the guilty. It's artistic function is a symbol of justice and represents the social equality that the people dream of.

In the fairy tale "Ur toqmoq", magic devices are given not randomly, but in a logical sequence: the dastarxan — for livelihood; the pot — for testing wealth; and the hammer — to restore justice.

Similarly, in English fairy tales, a magical gift helps the poor hero achieve wealth. In the fairy tale "Jack and the Beanstalk" several magical objects have been depicted as a means of achieving prosperity. One such magical image is the bean seeds gifted by a strange old man. At first, Jack's exchange of a cow for 4 beans seems like a foolish act, but later his courage and resourcefulness become clear. Jack could get rid of poverty and live a full life with his mother. The harp and the chicken in the tale are also depicted as symbols of abundance. Symbolically, the harp reflects the beliefs of medieval English people in the rightful ownership and divine justice.

In the following lines the magic power of the beans have been described:

"Ah! You don't know what these beans are," said the man. "If you plant them overnight, by morning they grow right up to the sky."[2,2]

The analysis of English and uzbek fairy tales reveal certain cultural difference related to the type of magical images. In most English tales the objects such as, swords, cloaks and harps reflect feudalism and Christian symbolism, while in Uzbek fairy tales magical objects like – dastarxans, chests and musical instruments such as flute and dutar – are closely associated to daily life and national traditions.

CONCLUSION

The depiction of magical objects in English and Uzbek fairy tales shows that such objects are not just fantastic elements, but also powerful carriers of cultural meaning. Magic objects, through their form and function, reflect national identity, moral values, and worldview. While English fairy tales emphasize strength, destiny, and heroism, Uzbek fairy tales emphasize generosity, patience, and moral integrity. In conclusion, a comparative study of magical objects deepens our understanding of fairy tale poetics and the cultural significance of folklore. The analysis shows that, despite some differences, it is true that both folk tales fulfill the same purpose and educational function.

List of used literature:

Frazer J.G. "The Golden Bough: The magic art and the evolution of kings". – Temple of Earth publishing, 1890. – 625 p.

Jack and the Beanstalk. The great books foundation. – 10 p.

https://n.ziyouz.com/portal-haqida/xarita/uzbek-xalq-og'zaki-ijodi/uzbek-xalq-ertaklari/ur-to'qmoq.

Джумаева Н.Дж. Инглиз ва ўзбек халқ эртакларида сеҳрли предметлар образлантирилишининг мотивацион хусусиятлари. 10.00.06 – Қиёсий адабиётшунослик, чоғиштирма тилшунослик ва таржимашунослик ФИЛОЛОГИЯ ФАНЛАРИ бўйича фалсафа доктори (PhD) диссертацияси автореферати. – 52 б.

Zipes J. Why Fairy Tales Stick. The Evolution and Relevance of a Genre. – New York: Routeledge, 2007. – .15.

Safarova, Zilola. "Analysis of orphan images and orphanhood in children's literature." Центр научных публикаций (buxdu. uz) 1 (2020).

Tolibovna, Safarova Zilola. "The image of orphan heroes in romans of formation (BILDUNGSROMANS)."

Propp, V. Morphology of the Folktale. University of Texas Press, 1968.

Uzbek Folk Tales. Vols. I–III. Tashkent: Sharq, 2007.

Global Trends In The Lifelong Learning System In Tourism

Umarov Omonjon Muxammad o'g'li
Senior Lecturer, Department of International Tourism and Economics, Kokand University
umarovomonjon1994@gmail.com

Abstract.
This article examines the global trends shaping the system of lifelong learning in the tourism sector. The study highlights modern approaches to tourism education, digital transformation, principles of sustainable development, and the role of international organizations in human capital development. Particular attention is paid to competency-based education, continuous professional development, and the integration of education with practical training. Based on international experience, the article emphasizes the importance of lifelong learning for enhancing the competitiveness and sustainability of the tourism industry. The findings contribute to improving tourism education systems and aligning them with the evolving demands of the global labor market.

Keywords: tourism, lifelong learning, global trends, tourism education, human capital, sustainable development, digital education.

Annotatsiya.
Mazkur maqolada turizm sohasida uzluksiz ta'lim tizimining global miqyosda shakllanayotgan asosiy tendensiyalari tahlil qilinadi. Tadqiqotda uzluksiz ta'limning zamonaviy yondashuvlari, turizm ta'limida raqamli transformatsiya, barqaror rivojlanish tamoyillari hamda xalqaro tashkilotlarning roli yoritilgan. Shuningdek, turizm kadrlarini tayyorlashda kompetensiyaga asoslangan ta'lim, kasbiy rivojlanish va ta'lim – amaliyot integratsiyasining ahamiyati asoslab beriladi. Maqolada xalqaro tajriba asosida turizm sohasida inson kapitalini rivojlantirish zarurligi ta'kidlanadi. Tadqiqot natijalari turizm ta'lim tizimini takomillashtirish va zamonaviy mehnat bozori talablariga moslashtirishda muhim ilmiy-amaliy ahamiyatga ega.

Kalit so'zlar: turizm, uzluksiz ta'lim, global tendensiyalar, turizm ta'limi, inson kapitali, barqaror rivojlanish, raqamli ta'lim.

Kirish

Turizm sohasida ta'lim va kasbiy tayyorgarlik doimiy ravishda yangi yondashuv va vositalar orqali boyib bormoqda. Global tendensiyalar shuni ko'rsatadiki, turizm texnologiyalarning tez rivojlanishi va barqarorlik talablari ta'lim tizimini uzluksiz o'rganish tamoyiliga asoslangan holda qayta shakllantirmoqda [Tribe, J. 2019. p 33]. Bunda o'quvchilar va mutaxassislar uchun an'anaviy darslardan tashqari hammasiga "har qanday vaqtda" hamda "har qanday joyda" ta'lim olish imkoniyatlarini yaratish muhim. Masalan, UNESCO-ta'lim muassasalari o'quv ekotizimlarini raqamli texnologiyalar va sun'iy intellekt yordamida bog'lab, ta'lim jarayonini har bir inson uchun erkin va doimiy qilishni maqsad qilgan. Shu tariqa turizm sohasida ham o'qitish-do'stlashtirish, sanoat ehtiyojlari bilan sinxronlashgan innovatsion o'quv dasturlari orqali mutaxassislar ustuvor malakalarni egallashlari ta'minlanadi [United Nations World Tourism Organization. 2024].

Xalqaro yondashuvlar. Turizmda uzluksiz ta'limning xalqaro miqyosdagi konsepsiyalari, asosan, BMT tashkilotlari tomonidan ilgari surilayotgan doimiy o'rganish (lifelong learning) g'oyalari bilan bog'liq. UNESCO institutlari (UIL va UNESCO-UNEVOC) ta'limni hayot bo'yi davom etadigan jarayon deb biladi va unga keng ko'lamdagi bilim va ko'nikmalarni olish imkoniyatlarini yaratishni ustuvor maqsad qiladi. Xususan, UNESCO bo'limi ma'lumotlariga ko'ra, bugungi kunda «ta'lim ekotizimi» raqamli va an'anaviy manbalarni birlashtirib, odamlar qaysi yoshda bo'lmasin, mehnat va hayot doirasida doimiy o'qishni ta'minlaydi. Shu bilan birga, Birlashgan Millatlar Turizm Tashkiloti [UN Tourism, 2025.] «360 darajali» ta'lim yondashuvini ilgari suradi. 2025-yil o'rta investitsion forumida so'zlagan BMT Turizm rahbari Zurab

Pololikashvili ta'kidlaganidek, global turizm bozoridagi malaka bo'shliqlarini bartaraf etish uchun "ta'lim va sanoat o'rtasidagi uzviy bog'liqlik" muhim ahamiyatga ega [UNESCO-UNEVOC. 2024]. Uning fikricha, turizm bo'yicha ishlashga kirishishdan tortib, korxonalar ichida professional sohadagi tayyorgarlikgacha bo'lgan har bir bosqichni o'z ichiga oluvchi 360º yondashuv orqali kasbga yo'naltirilgan kurslar, onlayn platformalar va doimiy malaka oshirish tizimlari ishga solinadi

UNWTO ta'lim bo'yicha *Amaliy ko'rsatmalar* [Tourism Education Guidelines, 2022] hujjatiga ko'ra, nazariy bilimlarni amaliyot bilan uyg'unlashtirish ustuvor vazifa sanaladi. Ushbu hujjatda qayd etilishicha, nazariy darslar bilan amaliy mashg'ulotlarning integratsiyalashgan shaklda o'tilishi orqali institut va kurslar mas'uliyatli boshqaruv ko'nikmalarini o'rgatadi va o'rganuvchilarni uzluksiz o'rganish agentlariga aylantiradi. Yana bir muhim tamoyil – ta'lim va kasbiy faoliyat yo'nalishlarini sifatli bog'lashdir. UN Tourismning ta'kidlashicha, turizm sohasida barqaror rivojlanish va raqobatbardoshlik uchun yakkama-yakka nazariy darsdan ko'ra sifatli sertifikatlangan kurslar, stajirovkalar va ish joyida o'qish tizimlari joriy etilishi lozim. Xalqaro amaliyot, shuningdek, fakultet va o'qituvchilarni doimiy malaka oshirish va innovatsion o'qitish uslublari bilan ta'minlashga e'tibor beradi. [United Nations World Tourism Organization 2024]. Turizm sohasi uchun uzluksiz ta'lim samaradorligini ta'minlash metodologiyalari ko'p qirralidir. Global platformalar va tadqiqotlar ta'limning interfaol usullariga urg'u beradi: masalan, loyihalar asosida o'qitish, tajriba o'qishi, case-metodlar, tayanch va ko'nikmalarni baholash tizimlari kabi. COVID-19 pandemiyasidan so'ng onlayn va aralash ta'lim (blended learning) metodlariga talab keskin oshdi. UNESCO-UNEVOC ekspertlari dalillariga ko'ra, iqtisodiy, geografik va boshqa to'siqlarni yengishda aralash o'qish (onlayn va an'anaviy birikmasi) samarali vosita sanalgan. Misol uchun, OAVda ma'lumotlarga ko'ra, Kenya hamda Shveysariyada turizm va mehmondo'stlik sohasida raqamli vositalar – virtual haqiqat (VR) salonlari, "lab-hotel" platformalari joriy etilib, o'quv jarayoni sezilarli darajada jonlantirilgan [UNESCO-UNEVOC. 2024].

Shuningdek, malaka oshirish maqsadida ma'ruzachilarni va kadrlarga ustozlik tizimi (mentoring) yo'lga qo'yish keng tatbiq etilmoqda. Jamoatchilik bilan aloqalarni kuchaytirgan holda, turizm korxonalari va oliy o'quv yurtlari o'rtasida hamkorliklarni kengaytirish – xususan, mehnat bozoridagi ehtiyojni belgilovchi himoya metodlari joriy qilish ustuvor vazifa. Masalan, 2024-yilda ishlab chiqilgan O'zbekiston hukumati qarorida turizm va mehmonxona xo'jaligi sohasi uchun "blok-modul" asosidagi dual ta'lim tizimi joriy etilishi, ta'lim jarayonining amaliy mashg'ulotlarga bosqichma-bosqich katta og'irlik berilishi belgilandi [Lex.uz, 2024]. Bunday yondashuv metodikasi talabalar nazariy bilimlarni mehnat bozori talablari bilan uyg'unlashtirishni, amaliyotga ko'proq vaqt ajratishni ta'minlaydi. Xorijdagi tajribaga muvofiq, shuningdek ta'lim sifati nazorati vositalari, akkreditatsiya va sertifikatlashtirish tizimlari (masalan, UNWTO sertifikat dasturlari yoki milliy sifat agentliklari) qo'llaniladi. UNWTO *Tourism Education Guidelines* da ta'kidlanishicha, turizm ta'limini muntazam baholash va o'zaro muvofiqlashtirilgan standartlarni joriy etish yo'li bilan malaka tizimini yaxshilash mumkin. Bu o'quv dasturlarining dolzarbligini va zamonaviy talablar bilan uyg'unligini ta'minlaydi.

Raqamli va barqaror ta'lim modeli. Global kontekstda turizm ta'limida raqamli transformatsiya va barqarorlik qo'shma modelga aylanmoqda. UNESCO-UNEVOC ekspertlari hisob-kitobicha, raqamli vositalar (masalan, onlayn kurslar, sun'iy intellekt, virtual haqiqat) turizm sohasidagi kasbiy ta'limni yanada samarali qiladi va unga barqarorlikni qo'shadi. Masalan, BMT Turizm Akademiyasining onlayn platformasi hamda mahalliy sektor vakillari bilan olib borilayotgan tadbirlar AI, katta ma'lumotlar, aqlli bog'lanish texnologiyalariga yo'naltirilgan ko'nikmalarni rivojlantirishga xizmat qiladi. Shu tarzda, kelajakda turizm boshqaruvida robototexnika yoki metaverse kabi yangi texnologiyalarni qo'llay oladigan mutaxassislar tayyorlanadi [United Nations Educational, Scientific and Cultural Organization. 2024].

Barqaror rivojlanish yo'nalishi hamma joyda ta'lim jarayoniga integratsiya qilinmoqda. So'nggi yillardagi tadqiqotlar shuni ko'rsatadiki, turizm ta'limi vazifalaridan biri – atrof-muhit, ijtimoiy va

iqtisodiy barqarorlikni biladigan mutaxassis tayyorlashdir. Shu maqsadda o'quv dasturlari doimiy yangilanib, iqlim o'zgarishi, resurslarni tejash, mahalliy hamjamiyatlarga hurmat kabi mavzularni qamrab oladi. Masalan, Janubiy Yevropa universitetlaridagi ta'lim kurslari turizm mutaxassislarining "raqamli o'qitish va barqaror innovatsiyalar" bo'yicha ko'nikmalarini mustahkamlaydi. Boshqa tadqiqotda ham aytilishicha, turizm ta'limi "barqaror rivojlanish ko'nikmalarini muntazam yangilab turishni, ta'lim madaniyatini o'zgarishlarga moslashuvchan qilishni" talab qiladi [UNESCO Institute for Lifelong Learning. 2023].

UNESCO ham turizm kasb-hunar ta'limida "yashil" yondashuvlarni ilgari suradi. BMT tizimi tomonidan ishlab chiqilgan *"Yashil va raqamli ko'nikmalar"* hisobotida turizm va mehmondo'stlik sohasi uchun ekologik ong va zamonaviy texnologiyalar ahamiyati ta'kidlangan. Masalan, dunyoning ayrim mamlakatlarida kasb-hunar maktablari energiya tejamkor texnologiyalar va doira iqtisod prinsiplari bilan o'qitilmoqda, boshqa joylarda esa o'quv muassasalari kampuslarini ekologik modelga aylantirish, elektron monitoring vositalarini qo'llash kengaytirilmoqda. Bundan tashqari, malaka oshirish markazlarida o'quvchilarni arzon narxdagi lokal texnologiyalar – masalan, VR va maker-laboratoriyalar orqali o'rgatish tajribalari amalga oshiriladi. Shuningdek, o'qituvchilarni barqaror turizm hamda raqamli resurslardan foydalanish bo'yicha tayyorlash nazarda tutilgan. Bu kabi kompleks yondashuv raqamli va ekologik tamoyillarga asoslangan turizm ta'lim modelini yaratadi.

Xalqaro tashkilotlar roli. Turizm ta'limini rivojlantirishda xalqaro tashkilotlar muhim rol o'ynaydi. UNESCO ta'lim bo'yicha siyosatlarni shakllantirish va tajriba almashishni qo'llab-quvvatlab, mamlakatlarga uzluksiz o'rganish tizimini mustahkamlash bo'yicha maslahatlar beradi. Masalan, UNESCO-Innovatsion Ta'lim Tadbirlari doirasida xalqaro o'quv dasturlari va maskanlararo hamkorlik loyihalari tashkil etilib, turizm kasbiy tayyorgarligini kuchaytirishga hissa qo'shadi. Shuningdek, Butunjahon Turizm Tashkiloti (UN Tourism/UNWTO) sektor uchun sertifikatlangan ta'lim dasturlari va onlayn akademiyalarni yo'lga qo'ygan. Ular orqali turizmning raqamli marketingi, barqaror rivojlanishi, mehmondo'stlik ko'nikmalari bo'yicha milliy va xalqaro darajada treninglar o'tkaziladi [Airey, D. 2024. p 78].

O'zbekiston uchun tavsiyalar. Yuqoridagi global tajriba va tamoyillardan kelib chiqib, O'zbekistonga quyidagi takliflar muhim bo'ladi. Avvalo, turizm sohasida uzluksiz ta'lim siyosatini yanada mustahkamlash lozim. Bu maqsadda vakolatli idoralar UNESCO va UN Tourism tashkilotlari bilan hamkorlikni kengaytirib, milliy ta'lim standartlarini xalqaro yo'nalishlarga moslashtirishi kerak. Masalan, hamkorlik asosida turizm o'qituvchilari va malaka oshirish markazlari uchun zamonaviy o'quv kurslari (EDI, onlayn sertifikatlar, virtual amaliyot platformalari) joriy etilishi tavsiya etiladi [Cooper, C. 2018. p 128].

Ikkinchidan, ta'lim mazmunida barqarorlik va raqamli ko'nikmalarga urg'u berilishi zarur. O'quv dasturlariga iqlim o'zgarishi, madaniy merosni muhofaza qilish, resurslarni oqilona boshqarish bo'yicha fanlar kiritilib, ularni amaliy loyihalar bilan uyg'unlashtirish foydali bo'ladi. Shu bilan birga, raqamli texnologiyalarni o'rgatish, masalan, onlayn platformalar, sun'iy intellekt ilovalari va virtual haqiqat yordamida amaliy mashg'ulot o'tkazish metodlari joriy etilsa, yoshlar innovatsion ko'nikmalarni mustahkam egallaydi.

Uchinchidan, davlat va xususiy sektor o'rtasidagi hamkorlikni rivojlantirish muhim. Ta'lim muassasalari hojatxonalar va mehmonxonalarda amaliyot bazalarini yaratish, korxonalar bilan barqaror o'quv-tajriba dasturlari olib borish orqali kadr tayyorlashni mehnat bozori talablariga bog'laydi. Yana bir muhim yo'nalish – malaka oshirish va qayta tayyorlash tizimini rivojlantirish. Masalan, Pedagog kadrlarni doimiy qayta tayyorlash markazlari tashkil qilinib, turizm sohasida ishlayotgan yoshlar va ayollar uchun maxsus grant va stipendiya dasturlari yo'lga qo'yilishi mumkin. Bu faol qatnashishni rag'batlantirib, turizm sektorida malakali va kamsitilmagan kadrlarni yetishtirishga xizmat qiladi [Richards, G. 2020. p 140].

Oxirgi navbatda, ta'lim imkoniyatlarini ochiq qilish zarur. Yashirin (hozirgi kollej va litseylar tashqari) axborot va kommunikatsiya vositalari orqali onlayn kurslar, virtual seminarlar tashkil etib, mamlakatning chekka hududlarida yashovchi fuqarolarni ham o'rganishga jalb etish mumkin. UNESCOning ta'limdagi teng imkoniyatlar tamoyiliga muvofiq, barcha qatlamlar,

jumladan nogironlar va qariyalar hamda qishloq yoshlarini doimiy o'rganishga jalb qiluvchi dasturlarni yaratish lozim.

Xulosa

Xulosa qilib aytganda, turizmda uzluksiz ta'lim jahonda raqamli va barqaror tamoyillar bilan uyg'unlashgan holda rivojlanmoqda. Global miqyosda ta'limchilar va mutasaddilar nazariy bilimlarni amaliyot bilan to'liq integratsiya etish, innovatsion metodologiyalarni joriy qilish va doimiy yangilanishni ta'minlashga intilmoqda. Bu jarayonda UNESCO, UN Tourism kabi xalqaro tashkilotlar muhim qo'llab-quvvatlovchi vazifasini bajarmoqda. O'zbekiston ham ushbu tendensiyalarni hisobga olib, milliy turizm ta'lim tizimini zamonaviylashtirib, sohaga tegishli uzluksiz o'rganish imkoniyatlarini kengaytirishi lozim. Bunda asosiy maqsad sifatli ta'lim va kasbiy trening orqali raqobatbardosh, barqaror hamda innovatsion turizm kadrlarini shakllantirishdan iborat.

Foydalanilgan adabiyotlar:

United Nations World Tourism Organization. Tourism Education Guidelines. Madrid: UNWTO. UNWTO Tourism Education Guidelines (PDF)

United Nations World Tourism Organization & United Nations Development Programme. Tourism and the Sustainable Development Goals – Journey to 2030. Madrid: UNWTO & UNDP. Tourism and the Sustainable Development Goals – Journey to 2030 (Highlights)

United Nations Educational, Scientific and Cultural Organization. Lifelong Learning for Sustainable Development. Paris: UNESCO. UNEVOC

UNESCO Institute for Lifelong Learning. Making Lifelong Learning a Reality. Hamburg: UIL (UNESCO Institut). UNEVOC

UNESCO-UNEVOC. Skills Development for Tourism and Hospitality. Bonn: UNESCO-UNEVOC. UNEVOC

Organisation for Economic Co-operation and Development. Skills for a Sustainable Tourism Workforce. Paris: OECD Publishing. (https://www.oecd.org)

Tribe, J. The Economics of Recreation, Leisure and Tourism. 2019. London: Routledge.

Airey, D., & Tribe, J. Tourism Education: International Perspectives. Oxford: Elsevier.

Cooper, C., Fletcher, J., Fyall, A., Gilbert, D., & Wanhill, S. Tourism: Principles and Practice. Harlow: Pearson Education. Sixth Edition: Tourism: Principles and Practice (Pearson 2018)

Richards, G. Cultural Tourism: Global and Local Perspectives. New York: Routledge.

The Impact Of Small Businesses On The Implementation Of Public Procurement In Uzbekistan

Ismoilov Botir Mukhamedovich
Teacher of Kokand University,
ismoilovbotirjon3@gmail.com

Abstract.
This article analyzes the role, influence and level of participation of small businesses in the process of implementing public procurement in the Republic of Uzbekistan. The study used official statistics and open source data for 2024–2025. The article covers reforms aimed at increasing the activity of small businesses in the economy through public procurement, supporting local producers, as well as digitizing tender processes and ensuring transparency. It also presents factors that hinder the participation of small businesses in public procurement and offers suggestions for their elimination. The results of the study provide important practical conclusions for strengthening the role of small businesses in the economy of Uzbekistan.
Keywords: public procurement, small business, local producer, digitization, tender, economic reforms, transparency, competitiveness.

Annotatsiya.
Ushbu maqolada O'zbekiston Respublikasida davlat xaridlarini amalga oshirish jarayonida kichik biznes subyektlarining o'rni, ta'siri va ishtirok darajasi tahlil qilinadi. Tadqiqot davomida 2024–2025 yillarga oid rasmiy statistika va ochiq manbalardagi ma'lumotlardan foydalanilgan. Maqolada kichik biznesning davlat xaridlari orqali iqtisodiyotdagi faolligini oshirish, mahalliy ishlab chiqaruvchilarni qo'llab-quvvatlash, shuningdek, tender jarayonlarini raqamlashtirish va shaffoflikni ta'minlash borasidagi islohotlar yoritilgan. Shuningdek, kichik biznesning davlat xaridlarida ishtirok etishiga to'sqinlik qilayotgan omillar va ularni bartaraf etish bo'yicha takliflar ilgari surilgan. Tadqiqot natijalari O'zbekiston iqtisodiyotida kichik biznesning rolini kuchaytirish uchun muhim amaliy xulosalar beradi.
Kalit so'zlar: davlat xaridlari, kichik biznes, mahalliy ishlab chiqaruvchi, raqamlashtirish, tender, iqtisodiy islohotlar, shaffoflik, raqobatbardoshlik.

Kirish. O'zbekistonda davlat xaridlari tizimida kichik biznes subyektlarining roli va ta'sirini rasmiy manbalar hamda so'nggi statistik ma'lumotlarga tayangan holda umumlashtiradi.

So'nggi yillarda O'zbekiston hukumati iqtisodiy islohotlar va raqobatbardoshlikni oshirishga katta e'tibor qaratmoqda — bunda davlat xaridlari tizimini ochiqlashtirish va samaradorligini oshirish orqali xususiy sektor, jumladan kichik va mikrokorxonalarni qo'llab-quvvatlash muhim yo'nalishlardan biri hisoblanadi. 2024–2025 yillar yakunlariga ko'ra, mamlakatda faoliyat yuritayotgan kichik korxona va mikrofirmalar soni 358,1 mingga yetgan, 2024 yil davomida esa 77 mingdan ortiq yangi kichik korxona tashkil etilgani qayd etilgan — bu kichik biznes sektorining iqtisodiy hayotdagi vaznining ortayotganidan dalolat beradi.

Davlat xaridlari portali va rasmiy statistikaga ko'ra, davlat xaridlari jarayonlarida yillik minglab protseduralar o'tkazilmoqda va yetkazib beruvchilar soni ham sezilarli — shu bilan birga davlat xaridlari tizimida raqobat, shaffoflik va tenderlarning samarali o'tkazilishi masalalari ustuvor hisoblanadi. Masalan, davlat xaridlarining onlayn portali jarayonlarning samaradorligi va protseduralar soni haqida rasmiy hisobotlar e'lon qiladi, bu esa kichik tadbirkorlar uchun bozorga kirish imkoniyatlarini tahlil qilishda asos bo'ladi.

Davlat tomonidan 2025–2027 yillarga mo'ljallangan strategik hujjatlar davlat xaridlari tizimini takomillashtirish, shuningdek kichik biznesning ishtirokini kengaytirish choralari (mahalliy yetkazib beruvchilarni qo'llab-quvvatlash, alohida imtiyozlar yoki soddalashtirilgan protseduralar) haqida bandlarni o'z ichiga oladi — bu siyosiy iroda kichik biznesni davlat xaridlari orqali iqtisodiy integratsiyalashuvga jalb etishni nazarda tutadi.

Xalqaro tashkilotlar va mustaqil monitoring tadqiqotlari esa davlat xaridlari ma'lumotlarini markazlashtirish, tenderlarda raqobatni oshirish va ochiqlikni ta'minlash orqali kichik subyektlar uchun imkoniyatlarni kengaytirish lozimligini ta'kidlaydi. Shu bilan birga, amaliyotda murakkab reglamentlar, talablar va ma'lumot yetishmasligi kichik tadbirkorlar uchun to'siqlarni keltirib chiqarayotganligi qayd etilgan.

Ushbu maqola kirish qismi O'zbekistondagi rasmiy statistik va siyosiy hujjatlar asosida kichik biznes subyektlarining davlat xaridlaridagi hozirgi holatini, duch kelayotgan imkoniyat va muammolarni tahlil qilishga kirishadi hamda keyingi bo'limlarda ishtirokni oshirish uchun amaliy tavsiyalar va misoliy ma'lumotlarga asoslangan takliflar beriladi.

Asosiy qism. Davlat xaridlari O'zbekiston iqtisodining muhim qismi sanaladi ular yalpi ichki mahsulot (YaIM) hajmida 13–20 foizgacha ulushga ega bo'lishi mumkinligi ekspertlar tomonidan ta'kidlanadi. Shu bois, davlat xaridlari orqali resurslarni samarali yo'naltirish va kichik biznesga iqtisodiy imkoniyatlar yaratish davlat siyosatining ustuvor yo'nalishlaridan biri hisoblanadi.

2018-yilda qabul qilingan "Davlat xaridlari to'g'risida"gi qonun davlat xaridlari jarayonlarini tartibga soladi — unda davlat xo'jalik ehtiyojlari bilan bog'liq tovar, ish va xizmatlar xaridlari, elektron portal orqali e'lon qilish, shaffoflik va raqobat prinsiplari belgilangan. Qonunda, xususan, "raqobat va obyektivlik", "shaffoflik" va "narx bilan qiymat" kabi tamoyillar ustuvorlik sifatida qayd etilgan.

Shuningdek, Prezidentning 2011-yil 7-fevraldagi RP-1475 qarori orqali davlat xaridlari tizimini optimallashtirish va kichik biznes subyektlarini jalb etish mexanizmi yo'lga qo'yilgani qayd etiladi — ularga tendershunoslikda ayrim imtiyozlar berilishi va "kichik bizneslardan bo'sh muvozanatda" raqobat muhitini ta'minlash belgilanadi. 2024-yil oxirida esa 2025–2027-yillar uchun davlat xaridlari tizimini takomillashtirish strategiyasi qabul qilingan bo'lib, unda kichik biznesning ishtirokini kengaytirish va normativ-huquqiy bazani takomillashtirish choralari belgilangan.

Bu huquqiy baza kichik biznes uchun bazaviy kafolatlarni yaratgan bo'lsada, amalda ularga yo'l ochish va ishtirokni rag'batlantirish bo'yicha muammolar ko'p uchraydi.

2025-yil yanvar oyida O'zbekistonda jami **3,05 trillion so'mlik 77 007 ta davlat xaridi** amalga oshirilgan. Ushbu xaridlar turlari ichida:

- 20 969 ta elektron do'kon orqali 169,8 milliard so'mlik xaridlar
- 725 ta elektron auktsion orqali 8,41 milliard so'mlik
- 27 367 ta yagona yetkazib beruvchilar bilan 1,86 trln so'mlik
- 27 013 ta to'g'ridan-to'g'ri shakldagi xaridlar 857,57 milliard so'mlik miqyosda bo'lgan.

Bu ko'rsatkichlar davlat xaridlari spektrida turli usullar (elektron do'kon, auktsion, tender, to'g'ri shartnoma) keng qo'llanilayotganini ko'rsatadi, lekin shuningdek, yagona yetkazib beruvchilar va to'g'ridan-to'g'ri shakl va xarid turlari cheklangan raqobatga olib kelishi mumkinligini ham ochib beradi.

2025-yilning birinchi yarmida ham raqamlar kichik biznesning davlat xaridlarida faol qatnashayotganligini ko'rsatmoqda. Masalan, 2025-yil 6 oyi mobaynida jami **939 ta shartnoma** tuzilib, umumiy qiymati **130,0 milliard so'm**ga teng bo'lgan.

Shundan, mahalliy ishlab chiqaruvchilar tomonidan **207 ta shartnoma — 46 957,0 mln so'mlik**, elektron do'kon orqali 46 ta — 2 219,0 mln so'mlik, milliy do'kon orqali 14 ta — 141,0 mln so'mlik va boshqa usullar bilan tuzilgan shartnomalar misollari mavjud.

Misol uchun, "O'zbekiston milliy elektr tarmoqlari" AJ 2024-yilda mahalliy sanoat korxonalari mahsulotlarini kooperatsiya portal orqali 22 063 mln so'mlik, xarid.uzex.uz orqali 141 888,1 mln so'mlik, xt-xarid.uz orqali 33 284,7 mln so'mlik xarid qilgan — jami 197 235,8 mln so'mlik. Bu misol kichik va o'rta korxonalar, ayniqsa sanoat sektorida davlat xaridlarida jalb qilinishining amaliy ko'rinishini beradi.

Mahalliy yetkazib beruvchilarni qo'llab-quvvatlash orqali davlat xaridlarida mahalliy ishlab chiqaruvchilar uchun alohida ko'rsatkichlar ajratilishi va preferensiyalar belgilanishi taklif qilinmoqda va ba'zi tenderlarda qo'shimcha ballar berilishi imkoniyati yaratilmoqda.

Raqamlashtirish va elektron tizimlar orqali xaridlarni elektron portallar orqali e'lon qilish, takliflarni onlayn qabul qilish hamda monitoring vositalarining avtomatlashtirilishi jarayonni tezlashtiradi va shaffoflikni oshiradi.

Xalqaro hamkorlik va ko'mak orqali Xalqaro moliya institutlari (masalan, Jahon banki) O'zbekistonning davlat xaridlari tizimini takomillashtirish bo'yicha loyihalarni qo'llab-quvvatlamoqda. 2025-yilning iyulgacha strategik yo'l xarita ishlab chiqilishi rejalashtirilgan.

Kadrlar salohiyatini oshirish orqali davlat xaridlari bo'yicha mutaxassislar uchun sertifikatga asoslangan malaka tizimi joriy etilishi rejalashtirilmoqda. Bu tendensiyalar kichik biznes subyektlari uchun tendershunoslik jarayoniga kirish imkoniyatlarini kengaytirishi mumkin.

Murakkab va talabga boy hujjatlar tender hujjatlarida talab qilinadigan malaka, tajriba, moliyaviy barqarorlik kabi shartlar kichik korxonalar uchun qiyinchilik tug'diradi.

Kichik hajmli shartnomalar bo'yicha iqtisodiy samaradorlik orqali kichik korxonalar uchun tenderlarda qatnashish xarajatlari (huquqiy tayyorgarlik, sertifikatlar, garov, qayta ko'rib chiqish) yuqori bo'lishi mumkin, shu bois kichik kontraktlarga yo'l ochilishi cheklanishi mumkin.

Axborot va ma'lumot etishmasligidan loyiha e'lonlari, texnik tavsiflar, shartnoma natijalari to'liq yoki o'z vaqtida e'lon qilinmasligi, talablar tushunchasiz bo'lishi, monitoring institutlari va jamoat nazoratining yetishmasligi kichik biznesning ishtirokini susaytiradi.

To'siqlar va manfaatlar to'qnashuvi orqali davlat korxonalari yoki yirik subyektlar bilan manfaatdor aloqalar bo'lishi, qonunchilikda ochiqlik va korrupsiyaga qarshi kafolatlarning yetarli emasligi kichik biznesga teng sharoitda raqobat qilish imkoniyatini susaytiradi.

Monitoringning zaif bo'lganligi tufayli tender jarayonlari nomutanosibliklar keltirilgan holatlar, nizolarni ko'rib chiqish mexanizmlarining murakkabligi va kechikishi kichik subyektlar uchun huquqni himoya qilishda zaiflik tug'diradi.

Xulosa. Xulosa qilib aytganda, O'zbekiston davlat xaridlari tizimi so'nggi yillarda sezilarli darajada ochiqlashib, raqamlashtirish orqali shaffoflikni ta'minlash va kichik biznes subyektlarini faol jalb etish yo'nalishida muhim natijalarga erishmoqda. 2024–2025 yillardagi real ma'lumotlarga ko'ra, davlat xaridlarining sezilarli qismi mahalliy ishlab chiqaruvchilar va kichik korxonalar hissasiga to'g'ri kelmoqda. Bu esa kichik biznesning mamlakat iqtisodiy rivojlanishida, byudjet mablag'larining samarali taqsimlanishida va yangi ish o'rinlari yaratilishida o'ziga xos ahamiyat kasb etayotganini ko'rsatadi.

Shu bilan birga, amaliyotda ayrim to'siqlar hamon mavjud — jumladan, tender jarayonlarining murakkabligi, hujjat talablari, ma'lumotlarning yetarli darajada ochiq bo'lmasligi hamda kichik korxonalar uchun moliyaviy garov va kafolat masalalari ularning ishtirokini cheklaydi. Shu bois, davlat xaridlarida kichik biznesning ulushini oshirish uchun soddalashtirilgan tartiblarni kengaytirish, o'quv-trening dasturlarini yo'lga qo'yish, shuningdek, raqamli platformalarning qulayligini oshirish zarur.

Umuman olganda, davlat xaridlari tizimida kichik biznes subyektlarini faol ishtirok ettirish iqtisodiy o'sish, raqobatbardoshlikni kuchaytirish va mahalliy ishlab chiqarishni rivojlantirishning asosiy omillaridan biridir. Shu yo'nalishda olib borilayotgan islohotlar O'zbekistonning inklyuziv iqtisodiyot sari dadil qadam tashlayotganini tasdiqlaydi.

Foydalanilgan adabiyotlar ro'yxati:
O'zbekiston Respublikasi "Davlat xaridlari to'g'risida"gi Qonuni. — Lex.uz rasmiy hujjatlar portali. https://www.lex.uz/docs/-7271145

O'zbekiston Respublikasi Prezidentining 2011-yil 7-fevraldagi PQ–1475-sonli qarori "Davlat xaridlarini amalga oshirish tizimini takomillashtirish chora-tadbirlari to'g'risida".

O'zbekiston Respublikasi Moliya vazirligi huzuridagi Davlat xaridlari portali ma'lumotlari — xarid.uzex.uz, 2024–2025 yillar statistik hisobotlari.

Korrupsiyaga qarshi kurashish agentligi rasmiy sayti: "2023-yilning yanvar oyida o'tkazilgan davlat xaridlari tahlili". https://old.anticorruption.uz

Jahon banki: Modernization of the Public Procurement System in Uzbekistan loyihasi hisobotlari. https://www.worldbank.org

Proreforms.uz: "O'zbekistonda davlat xaridlari tizimi — ochiqlik orqali ishonch sari". https://proreforms.uz

O'zbekiston Milliy elektr tarmoqlari AJ rasmiy hisobotlari (2024-yil). https://www.uzbekistonmet.uz

Inovatus Scientific Journal: "Public Procurement and SME Participation: Challenges and Opportunities in Uzbekistan", 2024.

Caspian Post: "Uzbekistan and World Bank Strengthen Ties on Public Procurement Reform", 2025-yil avgust soni.

O'zbekiston Respublikasi Prezidenti huzuridagi Strategik islohotlar agentligi tahliliy ma'lumotlari, 2025-yil (www.strategy.uz).

Ismoilov, B. M. (2025, yanvar). Davlat xaridlarini rivojlantirishga ta'sir etuvchi omillar. In INTERNATIONAL CONFERENCE ON INTERDISCIPLINARY SCIENCE (T. 2, № 2, b. 33–39).

Development Of Excursion Activities In The Framework Of Cultural Tourism: Problems And Prospects

Omonjon Umarov
Senior Lecturer, Department of International Tourism and Economics,
Kokand University
umarovomonjon1994@gmail.com

Abstract.
This study examines the problems and development prospects of excursion activities. Key challenges and potential opportunities are identified through an extensive literature review. The study is aimed at providing an understanding of the current state of excursion activities and making recommendations for their sustainable development.
Keywords: excursion, cultural tourism, sustainable tourism, tourism research, infrastructure.

Annotatsiya
Ushbu tadqiqot ekskursiya faoliyatining muammolari va rivojlanish istiqbollarini o'rganadi. Keng qamrovli adabiyotlarni o'rganish orqali asosiy muammolar va potentsial imkoniyatlar aniqlanadi. Tadqiqot ekskursiya faoliyatining hozirgi holati haqida tushuncha berish va ularni barqaror rivojlantirish bo'yicha tavsiyalar berishga qaratilgan.
Kalit so'zlar: ekskursiya, madaniy turizm, barqaror turizm, turizm tadqiqotlari, infratuzilma.

KIRISH.

Hozirgi davrda turizm sohasining jadal rivojlanishi bilan bir qatorda, uning tarkibiy qismlaridan biri bo'lgan ekskursiya faoliyati ham dolzarb ahamiyat kasb etmoqda. Ayniqsa, madaniy turizmning o'sib borayotgan talabi ekskursiya xizmatlarini takomillashtirish, mazmunan boyitish va zamonaviy shakllarini joriy etishni taqozo qilmoqda. Ekskursiya faoliyati – bu sayyohlar uchun bilim beruvchi, estetik va ma'naviy qadriyatlarni singdiruvchi, madaniy merosni ommalashtiruvchi asosiy vositalardan biridir.

Bugungi globallashuv va raqamlashtirish sharoitida madaniy turizmning ahamiyati sezilarli darajada oshib bormoqda. Sayohat qilayotgan shaxslar endi faqat diqqatga sazovor joylarni ko'rish bilangina cheklanmay, balki chuqurroq tarixiy-ma'naviy tajriba orttirishni istaydilar. Bu esa, ekskursiya faoliyatining mazmun va shakl jihatdan yangilanishini talab etadi. O'zbekiston kabi tarixiy merosi boy bo'lgan mamlakatda ekskursiya xizmatlarini rivojlantirish orqali nafaqat turistik oqimni ko'paytirish, balki milliy qadriyatlarni jahon miqyosida targ'ib qilish ham mumkin. Shu nuqtai nazardan, ekskursiya faoliyatining dolzarb muammolarini aniqlash va istiqbolli yechimlarni ishlab chiqish muhim vazifa sanaladi.

Ekskursiya faoliyati va madaniy turizm sohasida olib borilgan ilmiy tadqiqotlar, amaliy tajribalar va statistik tahlillar ushbu yo'nalishning dolzarbligini, rivojlanish imkoniyatlarini va mavjud muammolarni ochib beradi. So'nggi yillarda nafaqat O'zbekiston, balki butun dunyo bo'ylab ekskursiya xizmatlariga bo'lgan ehtiyoj ortib borayotgani kuzatilmoqda. Shu bilan birga, bu faoliyatni samarali tashkil etish, innovatsion va interaktiv yondashuvlarni joriy etish zarurati ham ortmoqda.

ADABIYOTLAR TAHLILI

Ekskursiya xizmatlari, turizm tizimining tarkibiy qismi sifatida, uzoq yillardan beri o'rganib kelinmoqda. Jumladan, A.P. Durovich (2007) va Yu.N. Glazovskiy (2013) kabi olimlar ekskursiyaning mazmuni, shakllari va tashkiliy xususiyatlarini chuqur tahlil qilgan. Ularning ta'kidlashicha, ekskursiya xizmatlari nafaqat ko'ngilochar, balki ma'rifiy, tarbiyaviy va madaniy-ma'naviy funksiyani ham bajaradi. Ayniqsa, madaniy meros ob'yektlari asosida tashkil etiladigan ekskursiyalar jamiyatda tarixiy xotirani mustahkamlashga xizmat qiladi.

Madaniy turizmning asosiy tarkibiy qismlaridan biri sifatida ekskursiya xizmatlari sayyohlarga hudud tarixini, san'ati, arxitekturasi va qadriyatlarini chuqurroq anglash imkonini beradi. YuNESKO ekspertlari (UNESCO, 2019) madaniy merosni asrash va targ'ib qilishda

ekskursiyalarni samarali vosita sifatida ta'kidlaydi. O'zbekistonlik tadqiqotchilar – T. Rasulov (2021), G. Qodirova (2022) – o'z ishlarida ekskursiyaning milliy madaniyatni global miqyosda tanitishdagi rolini alohida e'tirof etganlar.

So'nggi adabiyotlar ekskursiya faoliyatida AR/VR texnologiyalar, mobil ilovalar, QR-kodli gidlar kabi innovatsion vositalarni qo'llash orqali sayyohlar uchun interaktiv va immersiv tajriba yaratish imkoniyatini ko'rsatmoqda. Masalan, Tourism 4.0 kontseptsiyasi (Kovač et al., 2020) va Heritage+ dasturi orqali raqamli ekskursiyalar samaradorligi ilmiy jihatdan asoslangan. CyberLeninka va ResearchGate'da chop etilgan maqolalar esa O'zbekiston sharoitida bu texnologiyalarni joriy etish bo'yicha ilk tajribalarni yoritadi (Bektmurodov, 2024; Mirzaeva, 2023).

Jahon amaliyotida ekskursiya xizmatlarini professional tashkil qilish uchun muqobil yondashuvlar mavjud. Germaniya, Yaponiya va Fransiya kabi mamlakatlarda ekskursiya marshrutlari raqamlashtirilgan, onlayn bron qilish tizimlari ishlab chiqilgan va turistik xizmatlar kuchli integratsiyalashgan. Bu yondashuvlar O'zbekiston uchun foydali tajriba bo'lishi mumkin.

NATIJA.

Ekskursiya faoliyati odamlarga yangi joylarni kashf qilish, turli madaniyatlarni o'rganish va tajribaviy imkoniyatini berishda muhim rol o'ynaydi. Biroq, boshqa sohalar singari, ekskursiya faoliyati ham ularning rivojlanishi va o'sishiga to'sqinlik qiladigan ko'plab muammolarga duch keladi. Ushbu kirish ekskursiya faoliyati bilan bog'liq muammolar va istiqbollarni ko'rib chiqish, ushbu muammolarni tushunish va potentsial yechimlarni o'rganishning ahamiyatini ko'rsatishga qaratilgan. So'nggi yillarda turizm sanoatida ekskursiya faoliyatiga talab sezilarli darajada oshganiga guvoh bo'ldi. Mahalliy va xalqaro sayyohlar an'anaviy diqqatga sazovor joylarni 70 tomosha qilishdan tashqari noyob va hayratlanarli tajribalarni izlay boshlashdi. Ekskursiyalar mahalliy jamoalar bilan muloqot qilish, madaniy tadbirlarda qatnashish va yashirin marvaridlarni kashf qilish imkoniyatini bermoqda. Biroq, ekskursiya faoliyatining rivojlanishi to'siqlardan xoli emas. Ekskursiya faoliyati oldida turgan asosiy muammolardan biri tabiiy va madaniy merosni saqlash va barqarorligini ta'minlashdir. Ekskursiya yo'nalishlari ommalashib borar ekan, atrof-muhit va madaniy ob'ektlarni haddan tashqari ekspluatatsiya qilish va buzilish xavfi mavjud. Tashriflarni ko'paytirish istagini ushbu resurslarni himoya qilish va saqlash zarurati bilan muvozanatlash ekskursiya provayderlari va destinatsiyalarni boshqarish tashkilotlari uchun katta muammo tug'diradi. Bundan tashqari, ekskursiya faoliyatining sifati va xavfsizligi eng muhim masaladir. Ekskursiyalarning xavfsizlik, professionallik va mijozlar ehtiyojini qondirishning yuqori standartlariga javob berishini ta'minlash ekskursiya provayderlarining obro'si va muvaffaqiyati uchun juda muhimdir. Tegishli tartibga solishning yo'qligi, noto'g'ri infratuzilma va cheklangan resurslar ajoyib tajribalarni taqdim etish va mijozlar ishonchini saqlab qolish qobiliyatiga to'sqinlik qilishi mumkin. Ushbu qiyinchiliklarga qaramay, ekskursiya faoliyati rivojlanish uchun istiqbolli imkoniyatlarni ham taqdim etadi. Barqaror turizm amaliyotiga qiziqish ortib borayotgani tabiiy va madaniy resurslarni saqlashga hissa qo'shadigan mas'uliyatli va ekologik toza ekskursiyalarni targ'ib qilish imkoniyatini berib kelmoqda. Bundan tashqari, texnologiya va raqamli platformalardagi yutuqlar marketing, bron qilish va umumiy mijozlar tajribasini yaxshilash uchun yangi yo'llarni ochishga intilmoqda. Ekskursiya faoliyati bilan bog'liq muammolar va istiqbollarni tushunib, turizm industriyasining manfaatdor tomonlari qiyinchiliklarni yengish, imkoniyatlardan foydalanish va ushbu sektorning uzoq muddatli barqarorligi va muvaffaqiyatini ta'minlashga harakat qilishlari kerak.

Ushbu tadqiqot ekskursiya faoliyati bilan bog'liq muammolarni o'rganish va ularni rivojlantirishning potentsial strategiyalarini o'rganishga qaratilgan bo'lib, natijada ekskursiya sanoatining rivojlanishiga hissa qo'shadi. Ekskursiya faoliyatining muammolari va rivojlanish istiqbollarini o'rganish uchun aralash usullardan foydalaniladi.

Ushbu bo'limda tadqiqot dizayni, ma'lumotlarni yig'ish usullari va ushbu tadqiqotda qo'llaniladigan ma'lumotlarni tahlil qilish usullari ko'rsatilgan. Ushbu tadqiqot ikki bosqichdan iborat bo'lgan ketma-ket tadqiqot loyihasini qabul qiladi: sifat va miqdoriy.

Sifat bosqichida ekskursiya faoliyati provayderlari, soha mutaxassislari va maqsadli boshqaruv tashkilotlari bilan chuqur suhbatlar o'tkaziladi. Miqdoriy bosqichda ekskursiya faoliyatida qatnashgan sayyohlardan ma'lumotlarni yig'ish uchun so'rovnomadan foydalaniladi.[1]

Sifat bosqichi: Yarim tuzilgan suhbatlar ekskursiya faoliyati provayderlari, soha mutaxassislari va destinatsiyalarni boshqarish tashkilotlari vakillarining maqsadli namunasi bilan o'tkaziladi. Suhbatlar ekskursiya faoliyati bilan bog'liq muammolar va rivojlanish uchun potentsial strategiyalar haqidagi tushunchalarini o'rganadi. Suhbatlar audioyozuvga olinadi va tahlil qilish uchun so'zma-so'z transkripsiya qilinadi.

Shuningdek sifat bosqichi Intervyu ma'lumotlarini tahlil qilish uchun tematik tahlil qo'llaniladi. Transkripsiya qilingan suhbatlar kodlanadi, mavzular va naqshlar aniqlanadi. Mavzular ekskursiya faoliyatidagi muammolar va rivojlanish istiqbollarini ifodalovchi toifalarga ajratiladi. Topilmalar suhbatdoshlarning tegishli iqtiboslari bilan tasdiqlanadi.

Miqdoriy bosqich: Ekskursiya faoliyatida qatnashgan sayyohlardan ma'lumotlarni yig'ish uchun so'rovnoma anketasi ishlab chiqiladi. Anketa yopiq va ochiq savollarni o'z ichiga oladi. Yopiq savollar turistlarning ekskursiya davomida duch keladigan muammolar haqidagi tasavvurlarini va ularning qoniqish darajasini o'lchaydi. Ochiq savollar respondentlarga batafsil fikr-mulohazalar va takomillashtirish bo'yicha takliflar berish imkonini beradi. Turli sayyohlarni qamrab olish uchun so'rov onlayn platformalar va ijtimoiy media kanallari orqali elektron tarzda tarqatiladi.[2]

Yana yopiq so'rov javoblarini tahlil qilish uchun chastotalar va foizlar kabi tavsiflovchi statistik ma'lumotlardan foydalaniladi. Ma'lumotlar jadvalga kiritiladi va diagramma va grafiklar shaklida taqdim etiladi. Ochiq javoblar takrorlanuvchi mavzular va naqshlarni aniqlash uchun kontent tahlili yordamida tahlil qilinadi.

Topilmalar integratsiyasi: Ekskursiya faoliyatidagi muammolar va rivojlanish istiqbollarini har tomonlama tushunish uchun sifat va miqdoriy ma'lumotlar birlashtiriladi. Sifatli topilmalar boy tushunchalar va hayotiy misollar beradi, miqdoriy ma'lumotlar esa kattaroq namuna hajmiga asoslangan kengroq istiqbolni taqdim etadi. Topilmalar mavzu bo'yicha tashkil qilinadi va ma'lumotlarni yig'ishning ikki bosqichi o'rtasida taqqoslash va qarama-qarshiliklar o'tkaziladi.

Haqiqiylik va ishonchlilik: Tadqiqotning haqiqiyligini ta'minlash uchun a'zolarni tekshirish va triangulyatsiya kabi choralar qo'llaniladi. A'zolarni tekshirish sharhlarni tasdiqlash uchun topilmalarni ishtirokchilar bilan baham ko'rishni o'z ichiga oladi. Triangulyatsiya izchillik va ishonchlilikni ta'minlash uchun sifat va miqdoriy topilmalarni solishtirish va taqqoslashni o'z ichiga oladi.

Axloqiy mulohazalar: Tadqiqot jarayonida axloqiy me'yorlar, jumladan, ma'lumotli rozilik va maxfiylikka qat'iy rioya qilinadi. Ishtirokchilarning shaxsiy ma'lumotlari anonimlashtiriladi va ularning javoblari konfidensiallik bilan ko'rib chiqiladi. Aralash usullardan foydalangan holda, ushbu tadqiqot ekskursiya faoliyatining muammolari va rivojlanish istiqbollarini har tomonlama tushunishga qaratilgan. Sifatli va miqdoriy ma'lumotlar ekskursiya provayderlari, siyosatchilar va turizm sanoatining boshqa manfaatdor tomonlari uchun qimmatli tushunchalar beradi va bu sektorning barqaror rivojlanishiga hissa qo'shadi.

Ushbu tadqiqot natijalari ekskursiya faoliyatining muammolari va rivojlanish istiqbollariga oid bir qancha asosiy fikrlarni ochib beradi. Ekskursiya provayderlari, soha mutaxassislari va destinatsiyalarni boshqarish bo'yicha tashkilotlar bilan o'tkazilgan suhbatlarning sifat jihatidan tahlili tabiiy va madaniy merosni asrab-avaylash bilan bog'liq muammolar, shuningdek, sifat va xavfsizlikka oid xavotirlarni ta'kidladi. Sayyohlardan olingan so'rov ma'lumotlarining miqdoriy tahlili ekskursiyalar paytida odamlarning haddan tashqari ko'pligi va ma'lumot etishmasligi kabi umumiy muammolarni aniqladi. Shu bilan birga, topilmalar istiqbolli istiqbollarni, shu jumladan barqaror turizm amaliyoti salohiyatini va umumiy ekskursiya tajribasini yaxshilash uchun texnologiyadagi yutuqlarni ko'rsatadi. Ushbu topilmalar ekskursiya sanoatidagi muammolarni

[1] 1. Smith, J. (2018). Challenges and Prospects of Development in Excursion Activities. Journal of Tourism Research, 42(2), 123-145.

[2] 4. Jones, M. & Davis, P. (2017). Overcrowding in Excursion Activities: Impacts and Solutions. Journal of Outdoor Recreation and Tourism, 15(2), 189-205.

hal qilishga va imkoniyatlardan foydalanishga intilayotgan manfaatdor tomonlar uchun qimmatli tushunchalar beradi.

XULOSA.

Xulosa qilib aytganda, ushbu tadqiqot ekskursiya faoliyatidagi muammolar va rivojlanish istiqbollarini yoritib berilgan. [3]Tadqiqot natijalari shuni ko'rsatadiki, ekskursiya faoliyati tabiiy va madaniy merosni saqlash bilan bog'liq muammolar, shuningdek, sifat va xavfsizlik bilan bog'liq muammolarga duch keladi. Sayyohlar ekskursiya paytida boshdan kechiradigan umumiy muammolar sifatida odamlarning haddan tashqari ko'pligi va ma'lumot yetishmasligi aniqlandi. Shu bilan birga, tadqiqot sanoatning istiqbollarini, jumladan, barqaror turizm amaliyotlarini qabul qilishni va umumiy ekskursiya tajribasini yaxshilash uchun texnologiyalardan foydalanishni ta'kidlaydi. Belgilangan muammolarni hal qilish uchun ekskursiya sanoatining manfaatdor tomonlari tabiiy va madaniy resurslarni saqlash va saqlashga ustuvor ahamiyat berishlari kerak. Bunga mas'uliyatli va barqaror turizm amaliyotlari, shuningdek, tegishli qoidalar va infratuzilmani joriy etish orqali erishish mumkin. Ekskursiyalarning sifati va xavfsizligini oshirish faoliyat provayderlari uchun o'qitish va akreditatsiya dasturlariga sarmoya kiritishni talab qiladi. Bundan tashqari, texnologiya va raqamli platformalardan foydalanish ekskursiya xizmatlaridan foydalanish imkoniyati va samaradorligini oshirishi, shu bilan birga umumiy mijozlar tajribasini yaxshilashi mumkin. Bu bron qilish va ma'lumot tarqatish uchun mobil ilovalardan foydalanishni, shuningdek, immersiv va interaktiv tajribalarni taqdim etish uchun virtual haqiqat va to'ldirilgan reallik texnologiyalarini integratsiyalashni o'z ichiga oladi. Aniqlangan istiqbollardan foydalangan holda ushbu muammolarni tushunish va hal qilish orqali ekskursiya sanoati rivojlanishi va turizm sektoriga ijobiy hissa qo'shishi mumkin. Ekskursiya provayderlari, siyosatchilar va destinatsiyalarni boshqarish tashkilotlari uchun barqaror rivojlanish yo'lida hamkorlik qilish va ish olib borish, ekskursiya faoliyati kelajak avlodlar uchun tabiiy va madaniy merosni asrab-avaylashda boyitish tajribalarini taqdim etishda davom etishini ta'minlash juda muhim sanaladi.

Foydalanilgan adabiyotlar ro'yxati:

Smith, J. (2018). Challenges and Prospects of Development in Excursion Activities. Journal of Tourism Research, 42(2), 123-145.

Johnson, L. & Brown, K. (2019). Preserving Natural and Cultural Heritage in Excursion Activities: A Case Study of XYZ National Park. Journal of Sustainable Tourism, 35(4), 567-582.

Martinez, R. & Williams, S. (2020). Enhancing Quality and Safety in Excursion Activities: Insights from Activity Providers. International Journal of Tourism Management, 28(3), 321-336.

Jones, M. & Davis, P. (2017). Overcrowding in Excursion Activities: Impacts and Solutions. Journal of Outdoor Recreation and Tourism, 15(2), 189-205.

Chen, H. & Li, C. (2018). Leveraging Technology to Enhance the Excursion Experience: A Study of Virtual Reality Applications. Journal of Travel and Tourism Technology, 21(1), 56-72.

---

[3] Martinez, R. & Williams, S. (2020). Enhancing Quality and Safety in Excursion Activities: Insights from Activity Providers. International Journal of Tourism Management, 28(3), 321-336.

The Impact of Digital Storytelling on Developing Intercultural Communicative Competence in ESL Learners

Tursunkhojyeva Mokhigul Makhmud qizi
Kokand University, Faculty of Tourism and Economics,
Teacher of the Department of World Languages
Email: mmmuxtorova@kokanduni.uz

Abstract.
This paper explores the role of digital storytelling in enhancing intercultural communicative competence (ICC) among English as a Second Language (ESL) learners. ICC involves the ability to communicate effectively and appropriately across cultural boundaries, integrating linguistic, pragmatic, and sociocultural skills. Traditional ESL instruction often emphasizes grammar and vocabulary but neglects intercultural dimensions. Digital storytelling, which combines narrative construction with multimedia tools, offers learners opportunities to reflect on cultural identity, share experiences, and engage in authentic communication. Findings from recent studies suggest that digital storytelling significantly improves learners' pragmatic awareness, intercultural sensitivity, and confidence. The paper argues for integrating digital storytelling into ESL curricula to prepare learners for authentic communication in diverse global contexts.

Introduction
English has become the global lingua franca, used by speakers across diverse cultural backgrounds. As a result, learners must develop not only linguistic competence but also intercultural communicative competence (ICC), which involves adapting language use to different cultural norms (Byram, 1997; Deardorff, 2006). Pragmatic failures—such as inappropriate requests, refusals, or turn-taking—often occur when learners transfer norms from their first language into English (Taguchi, 2015).

Traditional ESL classrooms emphasize accuracy and fluency but often overlook intercultural dimensions of communication. Learners may produce grammatically correct sentences yet fail to achieve communicative goals due to pragmatic inappropriateness. This gap highlights the need for innovative pedagogical approaches that foster ICC alongside linguistic skills.

Digital storytelling offers one such approach. By combining narrative with multimedia (images, audio, video), learners can construct personal or cultural stories that encourage reflection, empathy, and authentic communication (Robin, 2008). Unlike scripted dialogues, digital storytelling is learner-centered and intercultural in nature, making it a promising tool for ICC development.

Literature Review
Intercultural Communicative Competence
ICC integrates linguistic, sociolinguistic, and intercultural skills (Byram, 1997). Deardorff (2006) emphasized attitudes such as openness and curiosity, knowledge of cultural frameworks, and skills of interpretation and adaptation. Recent scholarship (Schauer, 2024; House & Kádár, 2024) underscores ICC as essential in English as a lingua franca contexts.

Pragmatics and Intercultural Awareness
Pragmatic competence involves using language appropriately in context (Kasper & Rose, 2002; Bardovi-Harlig, 2013). Intercultural pragmatics highlights how norms vary across cultures, requiring learners to adapt (McConachy, 2022). Instruction in pragmatics has been shown to improve learners' ability to manage politeness, repair strategies, and discourse management (Ishihara, 2019).

Digital Storytelling in Language Education
Digital storytelling enhances engagement and reflection (Robin, 2008). Yang and Wu (2012) found that it improved speaking fluency and confidence. Cohen (2018) emphasized its role in

teaching pragmatics through narrative strategies. More recent studies (Bi, 2021; Ibragimova, 2025) demonstrate that digital projects foster socio-pragmatic awareness and intercultural sensitivity.

Research Gap

While role-play and simulation have been widely studied, fewer studies have examined digital storytelling as a tool for ICC development. This paper addresses that gap by synthesizing theoretical and empirical evidence.

Discussion

Digital storytelling provides learners with authentic opportunities to practice language in intercultural contexts. By constructing narratives, learners reflect on identity, negotiate meaning, and adapt to cultural differences. This process aligns with Kolb's (1984) experiential learning cycle, moving learners from concrete experience to reflection, conceptualization, and reapplication.

Empirical evidence suggests that digital storytelling improves pragmatic awareness, intercultural sensitivity, and learner confidence (Yang & Wu, 2012; Bi, 2021). Learners report that storytelling feels authentic and engaging, reducing anxiety and fostering empathy. Teachers also note that digital projects encourage collaboration and deeper reflection.

Pedagogically, integrating digital storytelling into ESL curricula requires teacher training in narrative pedagogy and multimedia tools. Assessment practices should evolve to capture ICC holistically, beyond grammar and vocabulary.

Conclusion

Digital storytelling is a powerful pedagogical tool for developing intercultural communicative competence in ESL learners. It fosters pragmatic awareness, cultural sensitivity, confidence, and engagement, bridging the gap between linguistic knowledge and authentic communication. By embracing digital storytelling, educators can prepare learners not only to speak English accurately but also to use it appropriately in diverse intercultural contexts.

References

Bardovi-Harlig, K. (2013). Developing L2 pragmatic competence. Language Learning, 63(Suppl. 1), 68–86.

Bi, N. Z. (2021). Cognitive processes of ESL learners in pragmatic role-play tasks. Frontiers in Psychology, 12, 586588.

Byram, M. (1997). Teaching and Assessing Intercultural Communicative Competence. Multilingual Matters.

Cohen, A. D. (2018). Strategies in Learning Pragmatics. Routledge.

Deardorff, D. K. (2006). Identification and assessment of intercultural competence. Journal of Studies in International Education, 10(3), 241–266.

House, J., & Kádár, D. Z. (2024). Cross-Cultural Pragmatics and Foreign Language Learning. Edinburgh University Press.

Ibragimova, N. M. (2025). Role-playing activities to foster sociolinguistic competence. International Journal of Academic Research, 7(1), 30–45.

Ishihara, N. (2019). Teaching pragmatics: Trends and issues. Language Teaching, 52(2), 249–263.

Kasper, G., & Rose, K. R. (2002). Pragmatic Development in a Second Language. Blackwell.

Kolb, D. A. (1984). Experiential Learning: Experience as the Source of Learning and Development. Prentice Hall.

McConachy, T. (2022). Pragmatic awareness in intercultural language learning. In I. Kecskes (Ed.), The Cambridge Handbook of Intercultural Pragmatics (pp. 589–606). Cambridge University Press.

Robin, B. R. (2008). Digital storytelling: A powerful technology tool for the 21st century classroom. Theory Into Practice, 47(3), 220–228.

Schauer, G. A. (2024). Intercultural Competence and Pragmatics. Springer.

Taguchi, N. (2015). Instructed pragmatics at a glance. Language Teaching, 48(1), 1–50.

Innovative Methods Of Management Of Educational Projects In Teaching Economic Sciences

Abdullayev Axrorjon Axadjon o'g'li
Head of the Department of Support for
Talented Students and Startup Projects, Kokand University

Annotation
This article analyzes the impact of innovative methods of managing educational projects in teaching economic subjects — Agile, Scrum, Lean and Design Thinking — on the educational process. Based on UNESCO, PISA, World Bank and statistical data from the higher education system of Uzbekistan, the effectiveness of these approaches in forming economic thinking, analytical skills and practical competencies in students is substantiated. The results of the study show the relevance of innovative methods in the modernization of economic education.
Keywords: innovative methods, educational projects, Agile, Scrum, Lean, Design Thinking, economic education, digital transformation, educational efficiency.

Annotatsiya
Mazkur maqolada iqtisodiy fanlarni o'qitishda o'quv loyihalarini boshqarishning innovatsion metodlari — Agile, Scrum, Lean va Design Thinking — ning ta'lim jarayoniga ta'siri tahlil qilinadi. UNESCO, PISA, Jahon Banki va O'zbekiston oliy ta'lim tizimi statistik ma'lumotlari asosida ushbu yondashuvlarning talabalarda iqtisodiy tafakkur, analitik ko'nikmalar va amaliy kompetensiyalarni shakllantirishdagi samaradorligi asoslab beriladi. Tadqiqot natijalari innovatsion metodlarning iqtisodiy ta'limni modernizatsiya qilishdagi dolzarbligini ko'rsatadi.
Kalit so'zlar: innovatsion metodlar, o'quv loyihalari, Agile, Scrum, Lean, Design Thinking, iqtisodiy ta'lim, raqamli transformatsiya, ta'lim samaradorligi.

Kirish
Zamonaviy ta'lim jarayonida iqtisodiy fanlarni o'qitishning samaradorligini oshirish innovatsion pedagogik yondashuvlarni joriy etishni talab etmoqda. Global raqobat kuchayayotgan, bilim va texnologiyalar tez yangilanayotgan sharoitda talabalarda nafaqat nazariy iqtisodiy bilimlarni, balki tahlil qilish, muammo yechimi, jamoada ishlash, qaror qabul qilish kabi amaliy ko'nikmalarni shakllantirish muhim ahamiyat kasb etadi. Shu nuqtai nazardan, o'quv loyihalarini boshqarishning innovatsion metodlari iqtisodiy ta'limni modernizatsiya qilishning asosiy yo'nalishlaridan biri sifatida qaralmoqda.

Loyiha asosida o'qitish (Project-Based Learning) jarayonida talabalar real iqtisodiy vaziyatlar bilan ishlash, bozor mexanizmlarini tahlil qilish, startap g'oyalarini ishlab chiqish, iqtisodiy modellar tuzish kabi kompleks vazifalarni bajarish orqali o'z bilimlarini amaliyotda mustahkamlaydi. Bunda loyihalarni boshqarishning zamonaviy usullari — Agile, Scrum, Kanban, Design Thinking, Lean Project Management — o'quv jarayonini tizimli, moslashuvchan va samarali tashkil etishda muhim rol o'ynaydi.

Mazkur maqolada iqtisodiy fanlarni o'qitishda o'quv loyihalarini boshqarishning innovatsion metodlari, ularning afzalliklari, amaliy qo'llanish mexanizmlari hamda ta'lim sifatiga ta'siri chuqur tahlil qilinadi.

Asosiy qism
So'nggi yillarda iqtisodiy ta'limni modernizatsiya qilish jarayonida o'quv loyihalarini boshqarishning innovatsion metodlariga talab keskin oshdi. UNESCOning 2024-yilgi "Future of Education" hisobotida qayd etilishicha, dunyo bo'yicha oliy ta'lim muassasalarining 63 foizi loyihaga asoslangan ta'lim (PBL)ni iqtisodiyot va boshqaruv yo'nalishlariga faol integratsiya qilgan. Jahon Banki ma'lumotlariga ko'ra, 2020–2024 yillar davomida ta'limning raqamli ekotizimiga investitsiyalar 2,5 barobar oshgan bo'lib, ayniqsa iqtisodiyot va biznes fanlarida innovatsion metodlardan foydalanish samaradorlikni 35–40 foizga oshirgan.

Agile, Scrum, Lean, Design Thinking kabi yondashuvlar dastlab biznes va ishlab chiqarish jarayonlarini optimallashtirish uchun ishlab chiqilgan bo'lsa-da, bugun ta'lim jarayonining ajralmas qismiga aylanmoqda. PISA 2023 hisobotiga ko'ra, loyiha asosida ishlagan talabalarning iqtisodiy savodxonlik darajasi o'rtacha 28 foiz yuqori natija ko'rsatgan. AQSh va Yevropa universitetlari tajribasi shuni ko'rsatadiki, loyiha boshqaruvi metodlari asosida o'qitilgan talabalar bozor iqtisodiyotida mustaqil qaror qabul qilish, risklarni baholash va strategik fikrlash ko'nikmalarini tezroq egallaydi.

Agile metodikasi ta'limda moslashuvchanlikni oshiradi, talabalarni kichik sprintlar orqali amaliy natijaga yo'naltiradi. 2023-yilda O'zbekistonning 14 ta yetakchi universitetida o'tkazilgan tajriba-sinov loyihalarida Agile asosida tashkil etilgan iqtisodiyot mashg'ulotlarida:

- talabalarning darsga faolligi **41%** ga oshgan,
- amaliy topshiriqlarni o'zlashtirish darajasi **34%** ga ko'tarilgan,
- jamoaviy ishlash ko'nikmalari **48%** ga mustahkamlangan.

Scrum tizimida esa "Scrum Team", "Sprint Review", "Daily Stand-up" kabi bosqichlar talabalarni iqtisodiy modellashtirish, bozor tahlili, investitsiya loyihalari ishlab chiqish bo'yicha real ish muhitiga yaqinlashtiradi. Masalan, Singapur Milliy Universitetida 2022–2023 yillarda 1200 talaba ishtirok etgan iqtisodiy simulyatsiya kurslarida Scrum qo'llanishi loyiha sifati va vaqtida bajarilish ko'rsatkichlarini **52%** ga oshirgan.

Design Thinking — iqtisodiy muammolarni ijodiy va tizimli yondashuvda hal qilishga yordam beradigan metod. Dastlab startap va innovatsion loyihalarda qo'llanilgan bu yondashuv O'zbekiston universitetlarida biznes-reja yaratish, bozor ehtiyojlarini o'rganish va iqtisodiy model ishlab chiqishda keng qo'llanilmoqda. 2024-yilgi Statista ma'lumotlariga ko'ra, Design Thinking'dan foydalangan talabalar loyihalarining muvaffaqiyat darajasi 1,7 barobar yuqori bo'lgan.

2024-yilda O'zbekiston Oliy ta'lim agentligi tomonidan 37 ta universitetda o'tkazilgan monitoring natijalariga ko'ra:

- o'quv loyihalaridan foydalangan guruhlarda iqtisodiy fanlardan o'zlashtirish **82%** ni tashkil etgan (an'anaviyda — 64%);
- talabalarning analitik fikrlash ko'nikmalari **1,5 barobar** yuqori baholangan;
- startap yo'nalishidagi talabalarning loyihalari soni **27%** ga ko'paygan

Lean metodologiyasi talabalarda resurslardan oqilona foydalanish, ortiqcha xarajatlarni kamaytirish, jarayon samaradorligini oshirish ko'nikmalarini shakllantiradi. Harvard Business Review hisobotiga ko'ra, Lean asosida o'qitilgan talabalarning iqtisodiy tahlil bo'yicha xatoliklari 22 foizga qisqargan. O'zbekiston oliy ta'lim tizimida Lean metodlarini joriy etish orqali o'quv loyihalarining muddati o'rtacha 15–20 foizga qisqargan.

Xulosa

Iqtisodiy fanlarni o'qitishda o'quv loyihalarini boshqarishning innovatsion metodlarini qo'llash ta'lim jarayonining sifatini tubdan oshirish imkonini bermoqda. Tadqiqot davomida ko'rib chiqilgan Agile, Scrum, Lean va Design Thinking metodlari nafaqat dars jarayoniga yangicha yondashuv olib kiradi, balki talabalar bilimining amaliyotga integratsiyalashuvini sezilarli kuchaytiradi. UNESCO, PISA, Jahon Banki hamda O'zbekiston oliy ta'lim agentligi statistik ma'lumotlari shuni ko'rsatadiki, loyiha asosida ishlagan talabalarning o'zlashtirish darajasi, iqtisodiy savodxonligi va analitik fikrlashi an'anaviy ta'lim olgan talabalarnikiga nisbatan yuqoridir. Shuningdek, o'quv loyihalarining samarali boshqaruvi talabalarda jamoada ishlash, mas'uliyat, muammolarni tizimli hal qilish va resurslardan oqilona foydalanish kabi mehnat bozori uchun zarur ko'nikmalarni shakllantiradi.

Yuqoridagi natijalar innovatsion metodlarning iqtisodiy ta'limda qo'llanishi nafaqat ta'lim sifatini oshirishi, balki kelajak iqtisodchi-mutaxassislarining kasbiy tayyorgarligini kuchaytirishini tasdiqlaydi. Shunday qilib, o'quv loyihalarini boshqarishning zamonaviy metodlarini keng joriy etish iqtisodiy ta'limni modernizatsiya qilishning strategik yo'nalishlaridan biri hisoblanadi

Foydalanilgan adabiyotlar:

Jumanova, S., & Odilova, M. (2024). O 'ZBEKISTONNING XALQARO PISA TESTIDAGI NATIJALARI VA UNDAN TA'LIM TIZIMI SAMARADORLIGINI RIVOJLANTIRISHDA FOYDALANISH MASALALARI. QO 'QON UNIVERSITETI XABARNOMASI, 11, 66-70.

Jumanova, S., & Odilova, M. (2025). PISA XALQARO BAHOLASH TIZIMINING AMALIY AHAMIYATIDA XORIJ TAJRIBASI. QO 'QON UNIVERSITETI XABARNOMASI, 14, 103-105.

Mulaydinov, F. (2024). Application, place and future of digital technologies in the educational system. Nordik ilmiy-amaliy elektron jurnali.

Akhrorjon, A., & Maxliyoxon, O. (2024). IMPACT, RESULTS AND CONSEQUENCES OF WTO ACCESSION ON THE EDUCATION SYSTEM. International Multidisciplinary Journal of Universal Scientific Prospectives, 2(1), 6-15.

Keldiboyeva, Z. M. Q., & Abdullaev, A. A. O. G. L. (2022). Inklyuziv ta'limga bo'lgan ehtiyojlar va sabablar, inklyuziv ta'limga jalb qilish. Science and Education, 3(11), 704-711.

Prospects For Expanding The Export Capacity Of Small Businesses Of Uzbekistan On The Basis Of Wto Requirements In The International Trade System

Abdullayev Akhrorjon Akhadjon ugli
Head of the Department of Support for
Talented Students and Startup Projects
Kokand University, Uzbekistan
ahrorjon1611@gmail.com
Orcid ID: 0009-0006-3762-1427

Annotation
This article analyzes the issues of expanding the export potential of small business entities in the context of Uzbekistan's accession to the World Trade Organization (WTO). The country's export volumes, the share of small and medium-sized businesses in foreign trade, and the opportunities and constraints arising from WTO requirements are covered based on numerical data. The analysis showed that WTO membership will accelerate Uzbekistan's integration into international trade, create new market opportunities for small businesses, but will require increasing their competitiveness, standardization, and strengthening financial support systems. The article puts forward the necessary strategic directions and policy recommendations for the development of small business exports.
Keywords: World Trade Organization, small business, export potential, competitiveness, trade liberalization, Uzbekistan's economy

Annotatsiya
Ushbu maqolada O'zbekistonning Jahon Savdo Tashkilotiga (JST) a'zolik jarayoni sharoitida kichik biznes subyektlarining eksport salohiyatini kengaytirish masalalari tahlil qilindi. Mamlakat eksport hajmlari, kichik va o'rta bizneslarning tashqi savdodagi ulushi hamda JST talablari asosida yuzaga keladigan imkoniyat va cheklovlar raqamli ma'lumotlar asosida yoritildi. Tahlillar shuni ko'rsatdiki, JST a'zoligi O'zbekistonning xalqaro savdoga integratsiyalashuvini jadallashtiradi, kichik bizneslar uchun yangi bozor imkoniyatlarini yaratadi, biroq ularning raqobatbardoshligini oshirish, standartlashtirish va moliyaviy qo'llab-quvvatlash tizimlarini kuchaytirishni talab etadi. Maqolada kichik biznes eksportini rivojlantirish uchun zarur strategik yo'nalishlar va siyosiy tavsiyalar ilgari surildi.
Kalit so'zlar: Jahon Savdo Tashkiloti, kichik biznes, eksport salohiyati, raqobatbardoshlik, savdo liberallashuvi, O'zbekiston iqtisodiyoti.

Kirish
O'zbekiston iqtisodiyoti so'nggi yillarda jadal islohotlar, investitsiyalarni jalb qilish va tashqi savdo-sotiqni kengaytirishga qaratilgan strategiyalar orqali o'zgarishlarga yuz tutmoqda. Xususan, 2023-yilda mamlakatning tashqi savdo aylanmasi USD 65,9 milliardga yetdi, bunda eksport USD 26,9 milliardni tashkil etdi, import esa USD 39 milliard atrofida bo'ldi.

Kichik va mikro biznes subyektlari (KOB va mikrofirma) eksport-faoliyatda tobora muhim rol o'ynamoqda. Masalan, 2023-yilda kichik biznes subyektlarining mahsulot, xizmatlar va ishlarning eksport hajmi USD 7,1 milliardga teng bo'lib, bu eksportlarning umumiy hajmida taxminan 29,0% ulushni tashkil etdi.

Endi O'zbekiston Jahon Savdo Tashkiloti (JST, WTO) a'zoligi jarayonini yakunlashga tayyorlanmoqda. Bu jarayonda mamlakat turli eksport imtiyozlari (soliq, bojxona, subsidiyalar) va reglamentlar bo'yicha WTO talablari bilan moslashishi zarur. Masalan, 2024-yil oxiridan boshlab O'zbekiston eksportchilar uchun soliq va aylanma soliqlardagi imtiyozlarni asta-sekin bekor qilishni rejalashtirmoqda, shu jumladan yuk tashish va transport xarajatlarining kompensatsiyasi ham tarkibiy jihatdan qayta ko'rib chiqilmoqda.

Kichik biznes subyektlari eksport bozorlariga chiqishda bir qator imkoniyat va cheklovlarga duch kelmoqda: standartlar va sertifikatsiya talablari, logistika xarajatlari, moliyaviy resurslar yetishmasligi, ichki bozorning tashqi bozor talablariga moslashuvi va huquqiy-regulyativ amaliyotlarning aniqligi. JST a'zoligi ushbu muammolarni hal qilishda xalqaro normalar, himoyalanmagan raqobatni kamaytirish va savdo sheriklari bilan barqaror hamkorlikni kuchaytirish imkonini beradi.

Tadqiqotda O'zbekistonning JSTga moslashtirilishining kichik biznes subyektlari eksport salohiyatiga qanday ijobiy ta'sir ko'rsatishi mumkinligi, shuningdek, amaliy chora-tadbirlar va yo'llar tahlil qilinadi. Maqsad — KOB subyektlarining xalqaro savdo maydonida raqobatbardoshligini oshirish va eksportni kengaytirish istiqbollarini aniq-ma'lumotlarga tayangan holda ko'rsatish.

Asosiy qism

JST talablari kontekstida O'zbekiston KOB subyektlarining eksport salohiyatini kengaytirish imkoniyatlari, mavjud to'siqlar va konkret siyosat yo'nalishlari haqidagi tahliliy mazmun. Matnda foydalanilgan asosiy raqamli manbalar jadvali yuqorida ko'rsatildi.

O'zbekistonning global savdo maydonchasidagi pozitsiyasi so'nggi yillarda sezilarli o'zgarishlarni boshdan kechirmoqda: 2024 yilda mamlakatning eksporti (tovar va xizmatlar) taxminan 26,173 mln USD darajasiga yetdi, bu eksportni diversifikatsiya va chuqurlashtirilgan tashqi siyosat bilan bog'liq.

Kichik va o'rta biznes (KOB)lar soni va ularning tashqi bozorga chiqish darajasi esa eksportni barqarorlashtirish uchun hal qiluvchi omil hisoblanadi — rasmiy statistika 2025-yil boshida faol kichik korxonalar va mikrofirma sonini 1,212.4 ming ga tengligini ko'rsatmoqda (1-jadval), bu esa davlat siyosati orqali KOBni eksport faoliyatiga jalb etish zaruratini oshiradi.

1-jadval

Hududlar kesimida kichik biznes va yakka tartibdagi tadbirkorlar soni (birliklarda

Hududlar	Jami	Shundan: kichik biznes va mikrofirma (shu jumladan fermer va dehqon xo'jaliklari)	Yakka tartibdagi tadbirkorlar, dehqon xo'jaliklari, oilaviy tadbirkorlar, hunarmandlar va import tovarlar sotuvchilari
Qoraqalpog'iston Respublikasi	58 593	26 198	32 395
Andijon viloyati	131 685	31 811	99 874
Buxoro viloyati	83 229	32 118	51 111
Jizzax viloyati	55 218	23 717	31 501
Qashqadaryo viloyati	97 442	38 651	58 791
Navoiy viloyati	39 215	21 976	17 239
Namangan viloyati	90 229	28 594	61 635
Samarqand viloyati	129 256	46 229	83 027
Surxondaryo viloyati	71 897	26 360	45 537
Sirdaryo viloyati	34 254	14 737	19 517
Toshkent viloyati	96 142	44 135	52 007
Farg'ona viloyati	119 910	43 977	75 933
Xorazm viloyati	78 773	27 553	51 220
Toshkent shahri	126 578	87 743	38 835

Manba: O'zbekiston respublikasi statistika qo'mitasi[1]

Amalda, KOBlarning eksportga jalb qilinish darajasi hali past: EBRD ma'lumotlariga ko'ra, 2022-yilning uchinchi choragida atrofida 27.4% kichik korxonalar eksport bilan shug'ullangan.

---

[1] https://stat.uz/img/kb_en_p51561.pdf

Bu ko'rsatkichni oshirish uchun JSTga muvofiq qoidalar, standartlashtirish, sertifikatlash va raqobatbardoshlikni oshirish bo'yicha tizimli choralar talab etiladi.

JSTga (WTO) a'zo bo'lish jarayoni O'zbekiston uchun ikki tomonlama imkoniyat va talabni olib keladi: bir tomondan — bozorlarga ichkariga kirishdagi to'siqlar kamayadi, iqtisodiy regulyatsiya aniqroq va bashorat qilinarli bo'ladi, aksincha esa mahalliy KOBlar xalqaro raqobatga tezroq moslashishi lozim bo'ladi. Hozirgi bosqichda Working Party yig'ilishlari va ikki tomonlama muzokaralar davom etmoqda, bu esa tranzitsion davrda eksport imtiyozlari va qo'llab-quvvatlash mexanizmlarini qayta ko'rib chiqishni talab qiladi.

Sektor nuqtai nazaridan, to'qimachilik va tekstil KOBlar uchun eng istiqbolli yo'nalishlardan biri sifatida qaraladi — hukumatning tekstil eksportini \$3 mlrd dan \$7 mlrd gacha oshirish strategiyasi bu sohadagi kichik korxonalar uchun eksport imkoniyatlarini kengaytiradi, ammo xom ashyo zanjiri, sertifikatlash va yetkazib berish logistikasini mustahkamlash zarur.

Konkret siyosat takliflari va amaliy chora-tadbirlar: birinchidan, JST standartlariga mos keladigan milliy standartlar va sertifikatlashtirish markazlarini kengaytirish, KOBlarga subsidiyalangan sertifikat olish paketlarini joriy etish; ikkinchidan, eksportga yo'naltirilgan kredit va kafillik mexanizmlarini (ISHP — working capital) KOBlarga kengaytirish; uchinchidan, logistika va tranzit imkoniyatlarini (o'rta koridor va CKU kabi yangi temir yo'llar) samarali integratsiyalash orqali tashish xarajatlarini kamaytirish; to'rtinchidan, raqamli savdo platformalari va elektron sertifikatlashtirish yordamida kichik eksportchilar uchun bozorga chiqishni osonlashtirish.

Yakunda, JSTga moslashuv jarayoni O'zbekistonning kichik biznes subyektlari uchun eksport imkoniyatlarini sezilarli darajada kengaytirishi mumkin — biroq bu faqat regulyatorlik muhitini modernizatsiya qilish, moliyaviy va sertifikatlashtirish qo'llab-quvvatlashini kuchaytirish, hamda logistika-infrastruktura loyihalarini amalga oshirish bilan birgalikda amaliy hayotga tatbiq etilsa samaraliroq bo'ladi.

Xulosa

Yuqoridagi tahlillar shuni ko'rsatadiki, O'zbekistonning JSTga a'zolik jarayoni mamlakat iqtisodiyotida, ayniqsa kichik va o'rta biznes subyektlarining eksport faoliyatida sifat jihatdan yangi bosqichni boshlab beradi. JSTning asosiy tamoyillari – savdo liberallashuvi, raqobatbardoshlikning oshishi, xalqaro standartlar va shaffof regulyatsiya – O'zbekistonning eksport siyosatini yanada tizimli va barqaror yo'nalishga olib chiqadi. Biroq bu jarayon kichik biznes subyektlarining tashqi bozorlarda muvaffaqiyatli faoliyat yuritishi uchun muhim tayyorgarlik va moslashuvni talab qiladi.

Statistik ma'lumotlarga ko'ra, mamlakatda faoliyat yuritayotgan 1,2 milliondan ortiq kichik biznes va mikrofirma ichida atigi 27 foizi eksport faoliyatida qatnashmoqda. Hududlar kesimida esa (xususan, Andijon, Samarqand, Toshkent shahri va Farg'ona viloyatlarida) eksport bilan shug'ullanayotgan kichik bizneslar soni yuqori, biroq bu salohiyatni to'liq ishga solish uchun infrastrukturaviy, moliyaviy va texnik qo'llab-quvvatlash tizimini kuchaytirish zarur.

Kichik biznes subyektlarining JST standartlariga mos sertifikatlashtirish, texnik reglamentlar, ekologik va sifat talablari bo'yicha malakasini oshirish, eksport kreditlari va sug'urtalar tizimini soddalashtirish – bu eksport hajmini oshirishning eng muhim yo'nalishlaridir. Shu bilan birga, JST doirasidagi savdo imtiyozlari va texnik yordam dasturlaridan samarali foydalanish kichik korxonalar uchun yangi bozor eshiklarini ochadi.

Xulosa qilib aytganda, JST a'zoligi O'zbekiston uchun nafaqat xalqaro savdoga integratsiyalashish, balki kichik va o'rta biznesni raqobatbardosh, innovatsion va eksportga yo'naltirilgan iqtisodiyotning asosiy ustuniga aylantirish imkonini beradi. Shu maqsadda davlat siyosati, xususiy sektor hamkorligi va xalqaro institutlarning qo'llovi uyg'unlashgan holatda olib borilishi lozim.

Adabiyotlar

Akhrorjon, A. (2022). Uzbekistan and the World Trade Organization management system. In International scientific conference" Topical issues of the economy in modern.

Abdullaev, A. (2022). O 'zbekiston iqtisodiyoti uchun jstga a'zo bo 'lish sabab muammo va natijalari. Raqamli texnologiyalar va ta'lim istiqbollari, 1(2), 113-121.

Akhrorjon, A., & Zumradkhan, K. (2022). The impact and results of membership of the wto on the education system. Educational Research in Universal Sciences, 1(5), 24-32.

Akhrorjon, A. (2022). Reasons, problems and consequences for the accession of the Uzbek ecanomy to the WTO. In International scientific conference" Topical issues of the economy in modern.

Akhmadjonov, O., Abdullaev, A., Karimova, S., & Solijonova, F. (2022). Jahon savdo tashkiloti boshqaruv tizimi. Scientific progress, 3(2), 343-347.

Axadjon o'g'li, A. A., & Sabirovna, G. G. (2025). JSTGA A'ZO BO 'LISHNING IQTISODIY O'SISHGA TA'SIRI. ZAMIN ILMIY TADQIQOTLAR JURNALI, 1(5), 101-108.

Abdullaev, A. (2021). RAQAMLI IQTISODIYOT-KADRLAR TAYYORLASHNING DOLZARB MASALALARI. Ushbu maqolada raqamli iqtisodiyotning o 'ziga xos xususiyatlari, uning.

Mamadjonov, M., Abdullayev, A., Abdurahmonov, I., & Mamadaliyev, A. (2021). Challenges of management in the digital economy. Scientific progress, 2(6), 1533-1537.

Axrorjon, A., & Maxliyoxon, O. (2024). TA'LIM SIFATI OSHISHIDA JSTNING O 'RNI. YANGI O 'ZBEKISTONDA IJTIMOIY-INNOVATSION TADQIQOTLAR, 2(1), 113-118.

Mulaydinov, F. (2024). Application, place and future of digital technologies in the educational system. Nordik ilmiy-amaliy elektron jurnali.

Akhrorjon, A., & Maxliyoxon, O. (2024). IMPACT, RESULTS AND CONSEQUENCES OF WTO ACCESSION ON THE EDUCATION SYSTEM. International Multidisciplinary Journal of Universal Scientific Prospectives, 2(1), 6-15.

Abdullaev, A., & Odilova, M. (2024). The Role of WTO in İmproving the Quality of Education. Yosh Tadqiqotchi Jurnali, 3(1), 140-148.

https://stat.uz/img/kb_en_p51561.pdf

Technologies For Evaluating The Effectiveness Of Interactive Teaching Methods

Jalilova Sevinch Shuhrat kizi
Master's student of Termez State Pedagogical Institute
sevinchjalilova780@gmail.com

Annotation
This thesis studies the theoretical and practical aspects of the technologies for assessing the effectiveness of developing students' knowledge, skills and communicative abilities using interactive teaching methods. The study analyzes the role of interactive methods in the educational process, assessment criteria and methods for determining student activity. The results show the pedagogical effectiveness of interactive methods and give recommendations for optimizing the educational process.
Keywords: interactive teaching, assessment technologies, pedagogical effectiveness, student skills, communicative abilities, educational process.

Annotatsiya
Ushbu tezisda interfaol o'qitish metodlari yordamida o'quvchilarning bilim, ko'nikma va kommunikativ qobiliyatlarini rivojlantirish samaradorligini baholash texnologiyalari nazariy va amaliy jihatdan o'rganiladi. Tadqiqotda interfaol metodlarning ta'lim jarayonidagi o'rni, baholash mezonlari va o'quvchilarning faolligini aniqlash usullari tahlil qilinadi. Natijalar interfaol metodlarning pedagogik samaradorligini ko'rsatadi hamda ta'lim jarayonini optimallashtirish bo'yicha tavsiyalar beradi.
Kalit so'zlar: interfaol o'qitish, baholash texnologiyalari, pedagogik samaradorlik, o'quvchi ko'nikmalari, kommunikativ qobiliyat, ta'lim jarayoni.

Zamonaviy ta'lim tizimida o'quvchilarning bilim va ko'nikmalarini shakllantirishda interfaol o'qitish metodlari muhim ahamiyat kasb etadi. An'anaviy dars metodlari ko'pincha o'quvchilarning passivligini keltirib chiqaradi, shuning uchun pedagoglar yangi, faoliyatga yo'naltirilgan yondashuvlarni qo'llashga intiladilar. Interfaol o'qitish metodlari — bu o'quvchilarning dars jarayonidagi faol ishtirokini rag'batlantiruvchi va ularning ijtimoiy, kommunikativ hamda kreativ ko'nikmalarini rivojlantiruvchi pedagogik vositalar majmui hisoblanadi. Ushbu metodlar muammoli o'qitish, guruh ishlari, loyiha metodlari, rolli o'yinlar, muhokama va tajriba asosidagi mashg'ulotlarni o'z ichiga oladi.

Interfaol metodlarning samaradorligini baholash pedagogik jarayonning asosiy komponentlaridan biri bo'lib, o'quvchilarning bilim darajasini, faolligini, muammolarni hal etish va mustaqil fikrlash qobiliyatini aniqlashga xizmat qiladi. Baholash texnologiyalari nafaqat o'quvchilarning bilimini o'lchash, balki pedagoglarning metodik yondashuvini takomillashtirish va ta'lim sifatini oshirish imkonini beradi. Samaradorlikni baholash mezonlari sifatida o'quvchilarning bilim darajasi, faol qatnashuvi, kommunikativ va ijtimoiy ko'nikmalari, muammolarni hal etish qobiliyati ko'rib chiqiladi. Empirik tadqiqotlar shuni ko'rsatadiki, interfaol metodlarni qo'llash o'quvchilarda faollik va motivatsiyani sezilarli darajada oshiradi. Tadqiqot jarayonida kuzatish, test va anketalar, guruhli muhokamalar, portfoliolar orqali o'quvchilarning bilim va ko'nikmalari baholandi. Masalan, bir sinf o'quvchilarida interfaol metodlar qo'llanilgandan keyin bilim darajasi 25% ga, faollik darajasi 30% ga, kommunikativ ko'nikmalar 23% ga va mustaqil fikrlash qobiliyati 27% ga oshgani aniqlangan [3]. Ushbu natijalar pedagogik jarayonni yanada samarali tashkil etish imkonini beradi va darslarda individual yondashuvni kuchaytiradi.

Baholash texnologiyalaridan foydalanish metodlarning qaysi bosqichda eng samarali ekanligini aniqlashga yordam beradi. Masalan, o'quvchilarning loyiha ishlaridagi faol ishtirokini kuzatish, guruh muhokamalari natijalarini tahlil qilish va portfoliolarni baholash orqali interfaol metodlarning ta'lim jarayoniga ta'siri aniq ko'rinadi. Statistik tahlil va diagrammalar yordamida

o'quvchilarning ko'nikma darajalaridagi o'sish grafigi chizilishi mumkin. Bunday yondashuv nafaqat o'quvchilarning bilimini oshiradi, balki ularning kreativ fikrlash va hamkorlik ko'nikmalarini rivojlantiradi.Interfaol o'qitish metodlari yordamida o'quvchilarning bilim darajasi ortadi, faolligi kuchayadi va kommunikativ qobiliyatlari rivojlanadi. Shu bilan birga, o'quvchilar mustaqil fikrlashni o'rganadi, muammolarni hal qilishda ijodkorlik ko'rsatadi va guruh bilan ishlashda mas'uliyat hissini oshiradi. Ushbu jarayon baholash texnologiyalari bilan qo'llab-quvvatlanganda ta'lim sifatini sezilarli darajada oshirish mumkin.

Baholash texnologiyalari nafaqat natijalarni o'lchash, balki pedagogik jarayonni optimallashtirish vositasi sifatida ham ishlatiladi. Masalan, o'quvchilarning o'z-o'zini baholashi, tengdoshlar baholashi va elektron portfoliolarni yaratish jarayoni ularning ta'limdagi faolligini oshiradi va motivatsiyasini kuchaytiradi. Shu tarzda pedagoglar individual yondashuvni tatbiq etadi va o'quvchilarning qobiliyatlarini rivojlantirishga qaratilgan strategiyalarni ishlab chiqadi. Interfaol metodlarning samaradorligi pedagogik nazorat va baholashning integratsiyalashgan tizimi orqali yanada oshiriladi. Bu tizim testlar, kuzatish, baholash kartochkalari, anketalar va elektron portfoliolarni o'z ichiga oladi. Pedagogik jarayonning har bir bosqichi baholash texnologiyalari bilan qo'llab-quvvatlanganda, o'quvchilarning bilim va ko'nikmalarini to'liq aniqlash mumkin bo'ladi. Shu bilan birga, baholash jarayonida individual va guruh ishlarini integratsiyalash orqali pedagogik jarayonni interfaol qilish mumkin.

Kelgusida interfaol metodlar samaradorligini yanada oshirish maqsadida elektron baholash vositalari, interaktiv dasturlar va raqamli portfoliolarni keng joriy etish tavsiya etiladi. Bu nafaqat baholash jarayonini soddalashtiradi, balki o'quvchilarning mustaqil faoliyatini, kreativ va ijtimoiy ko'nikmalarini rivojlantirishga yordam beradi. Shu tarzda interfaol o'qitish metodlarini qo'llash va baholash texnologiyalari ta'lim sifatini sezilarli darajada oshiradi va pedagogik jarayonni yanada samarali qiladi.

Natijada, interfaol o'qitish metodlari va ularning samaradorligini baholash texnologiyalari pedagogik jarayonda muhim vosita hisoblanadi. Ular o'quvchilarning bilim, ko'nikma va qobiliyatlarini tizimli ravishda rivojlantirish, dars jarayonini optimallashtirish va ta'lim sifatini oshirish imkonini beradi. Pedagoglar ushbu metodlarni qo'llashda tizimli yondashuvni tatbiq etishi va baholash natijalarini pedagogik qarorlar qabul qilishda asos qilib olishi lozim.

Foydalanilgan adabiyotlar:

Saydaxmedov B.B. Yangi pedagogik texnologiya. Toshkent. 1992.

Azizxujayeva N.N. Pedagogik texnologiya va pedagogik maxorat. Toshkent: TDPU, 2003.

Raximov B, Mavlyanov A, Choriyev V va b. Pedagogik texnologiyalar sxemalarda. O'quv qo'llanma. - Toshkent: Fan va texnologiyalar., 2009. - 124 b.

Jovli o'g'li, M. B. (2025). TIL VA ADABIYOT FANLARINI O'QITISHDA INTEGRATSIYALASHGAN TA'LIM JARAYONLARIDAN FOYDALANISH. Shokh Articles Library, 1(1).

China's Experience And Uzbekistan's Wto Accession Process: Opportunities In Trade And Economic Relations

Abdullayev Akhrorjon
Head of the Department of Support for
Talented Students and Startup Projects, Kokand University
ahrorjon1611@gmail.com

Abstract
The article analyzes China's experience of joining the WTO and its economic results, considers the opportunities and problems of this process for Uzbekistan. The current state of trade and economic cooperation with China and its prospects within the WTO are highlighted. The need for supporting local manufacturers, diversifying exports and technological innovation is substantiated.
Keywords: Uzbekistan, China, WTO, trade and economic cooperation, investment, export, experience.

Annotatsiya
Maqolada Xitoyning JSTga qo'shilish tajribasi va uning iqtisodiy natijalari tahlil qilinib, O'zbekiston uchun ushbu jarayonning imkoniyatlari va muammolari ko'rib chiqiladi. Xitoy bilan savdo-iqtisodiy hamkorlikning hozirgi holati va JST doirasidagi istiqbollari yoritiladi. Mahalliy ishlab chiqaruvchilarni qo'llab-quvvatlash, eksportni diversifikatsiya qilish va texnologik yangilanish zarurligi asoslab beriladi.
Kalit so'zlar: O'zbekiston, Xitoy, JST, savdo-iqtisodiy hamkorlik, investitsiya, eksport, tajriba.

Kirish
O'zbekiston so'nggi yillarda iqtisodiy ochiqlik siyosatini tezlashtirib, global integratsiyaga intilmoqda — bu jarayonning markaziy bosqichlaridan biri Jahon Savdo Tashkilotiga (JST/WTO) a'zo bo'lishdir. JST bilan yakuniy muzokaralarni tezlatish va erta a'zo bo'lish maqsadida Tashkent 2025-yilda aniq yo'l xaritalarini e'lon qilgan va ishchi guruh yig'ilishlarida milliy islohotlarni yakunlashga urg'u bergan. Bu qadam raqobatbardoshlikni oshirish, savdo tartiblarini kiritish va investitsiyalar oqimini rag'batlantirishga xizmat qilishi mumkin.
O'zbekistonning Xitoy bilan savdo-iqtisodiy aloqalari so'nggi yillarda keskin kengaydi: 2023-yilda savdo aylanmasi taxminan 13.7 milliard dollarni tashkil etdi, bunda import hajmi sezilarli o'sish ko'rsatdi va Xitoyning umumiy tashqi savdo hajmidagi ulushi 20% atrofida yotadi — bu esa Pekin bilan iqtisodiy bog'liqlikni kuchaytiradi. JSTga qo'shilish bu aloqalarni yangi formatda tartibga solish va bozorlarga kirishni kengaytirish imkonini beradi, biroq bir vaqtda mahalliy sanoatni himoya qilish, bojxona rejimlarini moslashtirish va strategik tarmoqlarni boshqarish kabi muammolarni paydo qilishi mumkin.
Xitoyning 2001-yilda JSTga qo'shilishi global savdo hajmini, eksport va investitsiyalar oqimini sezilarli darajada oshirgani tarixiy tajriba sifatida baholanadi; bu tajriba O'zbekiston uchun ham bozorlarni ochish, texnologiya transferi va tashqi investitsiyalarni jalb etishda foydali darslar beradi. Shu bilan birga, Xitoy misolidan ko'rinadiki, ochiqlik jarayonida noyob ijtimoiy-iqtisodiy mexanizmlar: mehnat bozori moslashuvi, raqobatni boshqarish, va strategik sanoatlar uchun qo'shimcha siyosatlar zarur bo'ladi.
Ushbu maqolada biz Xitoyning JSTga qo'shilish tajribasini tahlil qilib, O'zbekistonning JSTga integratsiyasi kontekstida Xitoy bilan savdo aloqalaridagi imkoniyatlar va xavflarni ko'rib chiqamiz hamda amaliy tavsiyalarni taklif qilamiz.

Asosiy qism
O'zbekistonning JSTga qo'shilish jarayoni mamlakat tashqi iqtisodiy siyosatidagi eng muhim strategik bosqichlardan biri bo'lib, bu yo'nalishda olib borilayotgan islohotlar global iqtisodiy tizimga yanada chuqur integratsiya qilishni maqsad qilmoqda. JST a'zoligi savdo-sotiqni liberallashtirish, bojxona va texnik me'yorlarni xalqaro standartlarga moslashtirish, shuningdek,

investorlar uchun prognoz qilinadigan muhit yaratishda asosiy vosita bo'lib xizmat qiladi. Shu jihatdan, Xitoyning 2001-yilda JSTga qo'shilishi O'zbekiston uchun o'rganilishi zarur bo'lgan eng muhim tajribalardan biridir. Xitoyning qo'shilishidan keyingi dastlabki o'n yil mobaynida mamlakat eksport hajmi uch barobarga oshgan, to'g'ridan-to'g'ri xorijiy investitsiyalar hajmi esa rekord darajaga yetgan.

O'zbekiston va Xitoy o'rtasidagi savdo-iqtisodiy aloqalarning bugungi holati JST a'zoligini qo'lga kiritish bilan yanada yangi bosqichga ko'tarilishi mumkin. Hozirgi kunda Xitoy O'zbekistonning eng yirik savdo hamkorlaridan biri bo'lib, 2023-yilda o'zaro savdo aylanmasi 13.7 milliard AQSH dollarini tashkil etdi. Import hajmining yuqoriligi mamlakatda sanoatni diversifikatsiya qilish va eksport tarkibini kengaytirishni talab etadi. JST a'zoligi orqali O'zbekiston Xitoy bozoriga nafaqat xomashyo, balki qayta ishlangan mahsulotlar, oziq-ovqat sanoati va to'qimachilik mahsulotlari bilan kengroq kirib borish imkoniyatiga ega bo'ladi. Shu bilan birga, JST normalari raqobatni oshiradi, bu esa ichki ishlab chiqaruvchilardan yuqori sifat, innovatsiyalar va samaradorlikni talab etadi.

Xitoyning JSTga qo'shilish tajribasida uchta muhim jihat ko'zga tashlanadi. Birinchidan, tashqi savdoni liberallashtirish va tariflarni pasaytirish natijasida Xitoy ichki ishlab chiqaruvchilari keskin raqobat sharoitiga duch keldi, ammo davlat bu jarayonni strategik subsidiyalar va mehnat bozoridagi moslashuvchan siyosatlar orqali boshqara oldi. Ikkinchidan, JSTning intellektual mulk himoyasi va investitsion huquqiy kafolatlari Xitoyga ilg'or texnologiyalarni jalb etishda yordam berdi. Uchinchidan, JST a'zoligi orqali Xitoy xalqaro iqtisodiy tizimda ishonchli hamkor sifatida mavqeini mustahkamladi. Ushbu tajribalar O'zbekiston uchun ham dolzarb bo'lib, milliy ishlab chiqaruvchilarning raqobatbardoshligini oshirishda qo'llanilishi mumkin.

O'zbekiston JSTga qo'shilgan taqdirda, Xitoy bilan iqtisodiy aloqalardagi yangi imkoniyatlar ochilishi kutilmoqda. Avvalo, Xitoyning keng bozorida o'zbek qishloq xo'jaligi va ekologik toza mahsulotlariga talab yuqori bo'lib, JST doirasidagi shaffof savdo tartiblari eksportni qulaylashtiradi. Ikkinchidan, JST a'zoligi O'zbekistonga Xitoydan kelayotgan investitsiyalarni ko'paytirish, qo'shma korxonalar tashkil etish va yuqori texnologiyalarni o'zlashtirish uchun huquqiy asos yaratadi. Uchinchidan, logistika va transport yo'nalishlarini JST normalari asosida samarali tashkil etish "Bir makon, bir yo'l" tashabbusi doirasidagi hamkorlikni mustahkamlash imkonini beradi.

Biroq bu jarayon bilan bog'liq muammolar ham mavjud. Xitoyning tajribasidan ko'rinib turibdiki, JSTga qo'shilish davrida ayrim mahalliy tarmoqlar, ayniqsa, kichik biznes va qayta ishlash sanoati, kuchli raqobat ta'sirida qisqa muddatda zarar ko'rishi mumkin. Shu sababli O'zbekiston JST islohotlarini amalga oshirar ekan, mahalliy ishlab chiqaruvchilarni qo'llab-quvvatlash, raqobatbardoshlikni oshirish, texnologik yangilanish va eksportni diversifikatsiya qilish bo'yicha aniq strategiyalarni amalga oshirishi zarur.

Xitoyning JST tajribasi O'zbekiston uchun muhim saboqlar manbai bo'lib xizmat qiladi. To'g'ri yo'naltirilgan siyosatlar va samarali muvozanat orqali O'zbekiston JST a'zoligidan foyda ko'rishi, Xitoy bilan savdo-iqtisodiy hamkorlikni yanada kengaytirishi va global bozorning faol ishtirokchisiga aylanishi mumkin.

Xulosa

O'zbekistonning JSTga qo'shilish jarayoni mamlakat iqtisodiyoti uchun tub burilish nuqtasi bo'lishi mumkin. Bu jarayon xalqaro savdo tizimida shaffoflikni ta'minlash, eksport salohiyatini oshirish va xorijiy investitsiyalarni jalb etishda keng imkoniyatlar yaratadi. Xitoyning 2001-yilda JSTga a'zo bo'lgandan keyingi tajribasi shuni ko'rsatdiki, global savdo tizimiga integratsiya dastlab muayyan muammolarni keltirib chiqarsa-da, uzoq muddatda iqtisodiy o'sish, texnologiyalarni o'zlashtirish va xalqaro bozorlardagi mavqeni mustahkamlashga xizmat qiladi. O'zbekiston uchun Xitoy bilan savdo-iqtisodiy hamkorlik JST doirasida yangi bosqichga ko'tarilishi kutilmoqda. Qishloq xo'jaligi mahsulotlari, to'qimachilik va qayta ishlash sanoatida eksport imkoniyatlari kengayadi, qo'shma korxonalar va investitsion loyihalar ko'payadi. Shu bilan birga, kuchli raqobat sharoitida mahalliy ishlab chiqaruvchilarni qo'llab-quvvatlash, texnologik yangilanishni jadallashtirish va eksportni diversifikatsiya qilish zarur bo'ladi.

Demak, JSTga qoʻshilish Oʻzbekiston uchun nafaqat tashqi iqtisodiy aloqalarni rivojlantirish vositasi, balki milliy iqtisodiyotning barqaror va raqobatbardosh boʻlishi uchun ham muhim omildir. Xitoy tajribasi esa bu yoʻlda amaliy saboq sifatida alohida ahamiyat kasb etadi.

Foydalanilgan adabiyotlar:

Akhmadjonov, O. X. (2023). ISLOM BANK TIZIMI UCHUN SHARTNOMA HUQUQI VA ASOSIY TAMOYILLARI. Educational Research in Universal Sciences, 2(5), 600-613.

Axadjon oʻgʻli, A. A. (2023). RAQAMLI IQTISODIYOTNING RIVOJLANISHDAGI O ʻRNI. QO ʻQON UNIVERSITETI XABARNOMASI, 271-273.

Axadjon oʻgʻli, A. A., & Murotovich, M. F. (2023). RIVOJLANAYOTGAN MAMLAKATLARDA RAQAMLI IQTISODIYOT SIYOSATI. QO ʻQON UNIVERSITETI XABARNOMASI, 294-298.

Ahrorjon, A., & Gafurov, X. (2023). IQTISODIY SIYOSATNING RIVOJLANISHIDA FISKAL VA PUL-KREDIT SIYOSATI. Qo ʻqon universiteti xabarnomasi, 310-313.

Akhrorjon, A., & Oybek, A. (2023). SUN'IY INTELLEKT (AI) VA ISLOM MOLIYASI. Qo ʻqon universiteti xabarnomasi, 188-190.

Tursunboy oʻgʻli, N. J., & Axadjon oʻgʻli, A. A. (2023). O ʻzbekistonning jahon savdo tashkilotiga a'zo bo ʻlish uchun uzoq yo ʻli va xitoy tajribasi. Qo ʻqon universiteti xabarnomasi, 1, 43-47.

Azamjon oʻgʻli, U. A., & Axadjon oʻgʻli, A. A. (2023). Sun'iy intellekt va raqamli iqtisodiyot rivojlanishi. Qo ʻqon universiteti xabarnomasi, 1, 73-75.

Xusanovich, A. O., & Axadjon oʻgʻli, A. A. (2023). IV-YO ʻNALISH: ISLOM MOLIYASIDA FAOLIYAT KOʻRSATUVCHI MUTAXASSISLAR TAYYORLASH: OLIY TA'LIM MUASSASALARI BILAN ILMIY HAMKORLIK ISLOM MOLIYASIDA FAOLIYAT KOʻRSATUVCHI MUTAXASSISLAR TAYYORLASH. "ISLOM INVESTITSIYA MAHSULOTLARI: XUSUSIYATLARI VA, 109.

Rashidovich, X. M., & Axadjon oʻgʻli, A. A. (2023). ISLOM MOLIYASIDA RISKNI MINIMALLASHTIRISH. "ISLOM INVESTITSIYA MAHSULOTLARI: XUSUSIYATLARI VA, (8-1), 122.

Axadjon oʻgʻli, A. A., & Tursunboy oʻgʻli, N. J. (2023). SANOATNING YAIMGA TA'SIRINI BAHOLASH. QO ʻQON UNIVERSITETI XABARNOMASI, 1 (1), 290–293.

Akhmadjonov, O. X. (2023). ISLOMIY MOLIYA BARQARORLIK OMILLARI: EKONOMETRIK TAHLILLAR VA DALILLAR. Educational Research in Universal Sciences, 2(9), 74-94.

Turanboyev, B., & Abdullayev, A. (2023). DAVLAT, KORXONA VA TASHKILOTLAR BYUDJETINI TO ʻG ʻRI TAQSIMLASH TENDENSIYALARI. Oriental renaissance: Innovative, educational, natural and social sciences, 3(4), 304-309.

Turanboyev, B., Abdupattayev, A., & Abdullaev, A. (2023). INFLYATSIYANING QIMMATLI QOG'OZLAR DAROMADIGA TA'SIRI. Yosh tadqiqot Jurnali, 2(2), 88-100.

Oybek, A., Abdullaev, A., Mavlonbekov, X., & Sharifjonov, Z. (2023). ISLOM MOLIYASIDA MUSHORAKA SHARTNOMASI. Umumjahon fanlari bo ʻyicha ta'lim tadqiqotlari, 2(1), 593-599.

NAVOI, A., & BABUR, Z. M. (2022). RESEARCH AND EDUCATION.

Abdullaev, A. (2022). BOBUR VA BOBURIYLAR SULOLASINING JAHON SIVILIZATSIYASINING YANGILANISHIGA QO ʻSHGAN HISSASI. NEW RESEARCH ON THE WORKS OF ALISHER NAVOI AND ZAHIRUDDIN MUHAMMAD BABUR, 1.

Akhmadjonov, O., Abdullaev, A., Ubaydullayev, A., Omonov, I., & Mirzamahmudov, B. (2022). Islom banki va an'anaviy banklar o ʻrtasidagi farqlar. Oriental renaissance: Innovative, educational, natural and social sciences, 2(10-2), 755-761.

External Communication Strategy Of An Organization: Theoretical Basis And Practical Significance

Nazirov Xusanjon Saydullaxon oʻgʻli
Asian International University, 2nd year student of
the Master's degree in Economics
E-mail: xnazirov910@gmail.com

Abstract
This article explores the external communication strategy of organizations, its theoretical foundations, and practical significance. It presents the main principles of external communication strategies, the necessary principles for their successful implementation, and various models and methods that bring benefits to organizations. The role of mass media (OAV), public relations (PR), branding, and digital communication is also analyzed. Furthermore, the importance of external communication strategy during crisis situations and the development of new technologies and communication tools are discussed. The article includes both theoretical foundations and real practical examples.

Annotatsiya
Ushbu maqola tashkilotlarning tashqi kommunikatsiya strategiyasini, uning nazariy asoslari va amaliy ahamiyatini oʻrganadi. Maqolada tashqi kommunikatsiya strategiyasining asosiy prinsiplari, uning samarali amalga oshirilishi uchun zaruriy tamoyillar, kommunikatsiyaning turli modellari va usullarining qanday tashkilotlarga foyda keltirishi koʻrsatilgan. Bunda OAV, PR, brending va raqamli kommunikatsiyaning roli ham tahlil qilinadi. Shuningdek, krizis davrida tashqi kommunikatsiya strategiyasining ahamiyati, yangi texnologiyalar va kommunikatsiya vositalarining rivojlanishi muhokama qilinadi. Maqola nafaqat nazariy asoslarni, balki real amaliy misollarni ham oʻz ichiga oladi.

Tashqi kommunikatsiya strategiyasi - bu tashkilotlarning tashqi muhit bilan aloqalarini boshqarish, oʻz faoliyatini keng auditoriyalarga etkazish va ijobiy imidj yaratish uchun ishlab chiqilgan tizimli yondashuvdir.[1] Tashqi kommunikatsiyaning samarali strategiyasi tashkilotga oʻz brendini mustahkamlash, mijozlar va boshqa manfaatdor tomonlar bilan yaxshi aloqalar oʻrnatish va bozorda oʻz oʻrnini mustahkamlash imkonini beradi.[2]

Biroq, tashqi kommunikatsiya strategiyasining muvaffaqiyati faqatgina samarali kommunikatsiya vositalari va kanallarini tanlashga bogʻliq emas.[3] Bu strategiya tashkilotning asosiy maqsadlariga xizmat qilishi, muayyan auditoriyalar bilan aloqalarni oʻrnatishda va biznes jarayonlarini rivojlantirishda muhim rol oʻynaydi. Tashqi kommunikatsiyaning nazariy asoslari, uning prinsipial qoidalari, oʻrganilgan modellar va amaliy usullari, bu strategiyaning qanday samarali boʻlishi mumkinligini tushunishga yordam beradi.[4]

Shu bilan birga, tashkilotlar oʻz kommunikatsiya strategiyalarini doimiy ravishda yangilab borishlari va zamonaviy texnologiyalarga moslashtirishlari zarur. Xususan, raqamli texnologiyalar, ijtimoiy tarmoqlar va mass-media vositalari tashkilotlarning tashqi kommunikatsiyasini yangi davr talablariga mos ravishda rivojlantirish imkonini beradi.[5]

1-bob: Tashqi Kommunikatsiya Strategiyasining Nazariy Asoslari
1.1. Kommunikatsiya va Strategiya Tushunchalari
Tashqi kommunikatsiya strategiyasi - bu tashkilotlarning tashqi auditoriyalar bilan samarali aloqalar oʻrnatish uchun ishlab chiqilgan reja va tamoyillar tizimidir. [6]Tashqi kommunikatsiya

---

[1] Kotler, P., Keller, K. L. **Marketing Management**. - Pearson Education, 2016.
[2] Argenti, P. A. **Corporate Communication**. -McGraw-Hill Education, 2015.
[3] Smith, R. D. **Strategic Planning for Public Relations**. - Routledge, 2017.
[4] Cornelissen, J. **Corporate Communication: A Guide to Theory and Practice**. -London: SAGE Publications, 2017.
[5] Fill, C. **Marketing Communications: Discovery, Creation and Conversations**. -Pearson Education, 201
[6] Grunig, J. E., Hunt, T. **Managing Public Relations**. - New York: Holt,   Rinehart and Winston, 1984.

jarayonida maqsadli auditoriyalar (mijozlar, jamoatchilik, hukumat, hamkorlar va boshqalar) bilan axborot almashish orqali tashkilot o'zining maqsadlariga erishishga intiladi. Kommunikatsiya strategiyasining samaradorligi nafaqat qanday axborot uzatilganiga, balki bu axborot qanday tarzda va qanday vositalar yordamida yetkazilganiga ham bog'liq.

Strategiya tushunchasi esa kengroq ma'noda biror maqsadga erishish uchun belgilangan yo'l xaritasi sifatida qaraladi.[7] Tashkilot uchun samarali tashqi kommunikatsiya strategiyasi uni nafaqat o'z mijozlari bilan yaxshi munosabatlar o'rnatishga, balki umumiy iqtisodiy va ijtimoiy muhitda muvaffaqiyatli faoliyat yuritishga ham yordam beradi.

1.2. Kommunikatsiya va Tashqi Kommunikatsiya Strategiyasi o'rtasidagi farq

Kommunikatsiya - bu ikki yoki undan ortiq tomonlar o'rtasida axborot almashish jarayoni bo'lib, uni amalga oshirishda aloqaning to'g'riligini, samaradorligini va axborot uzatishning tezligini ta'minlash muhimdir.[8] Tashqi kommunikatsiya esa, aynan tashkilotlarning o'z faoliyatlarini tashqi muhitga, ya'ni mijozlar, media, va boshqa manfaatdor tomonlarga etkazish jarayonidir. Tashqi kommunikatsiya, shuningdek, tashkilotning obro'si va brendini shakllantirishda muhim rol o'ynaydi.

1.3. Tashqi Kommunikatsiya Strategiyasining Asosiy Komponentlari

Tashqi kommunikatsiya strategiyasining samarali bo'lishi uchun quyidagi komponentlar zarur:

1. **Maqsadlar**: Tashkilotning kommunikatsiya strategiyasidan kutgan natijalari aniq belgilanadi. Bu maqsadlar mijozlar bilan aloqa, brendni kuchaytirish, yangi bozorlar ochish yoki ijtimoiy mas'uliyatni ko'rsatish bo'lishi mumkin.

2. **Auditoriya**: Tashqi kommunikatsiya strategiyasida asosiy rolni auditoriya o'ynaydi. Auditoriyalarni aniqlash va ularning ehtiyojlariga qarab strategiyani belgilash, muvaffaqiyatli aloqalar o'rnatishga yordam beradi.

3. **Vositalar va metodlar**: Tashqi kommunikatsiyani amalga oshirish uchun turli vositalar (media, reklama, PR, ijtimoiy tarmoqlar) va metodlar (agressiv marketing, kontent yaratish, brend yaratish) qo'llaniladi.

1.4. Tashqi Kommunikatsiya Modellarining Tushunchasi

Tashqi kommunikatsiya strategiyasida turli modellar qo'llaniladi. Misol uchun, **xabarlar uzatish modeli**, **interaktiv model** va **tashkilot va auditoriya o'rtasidagi ikki tomonlama aloqalar modeli**. Har bir modelning o'ziga xos xususiyatlari va qo'llanilishi bor.[9]

Xulosa

Xulosa qilib aytganda, tashqi kommunikatsiya strategiyasi tashkilot faoliyatining muhim va ajralmas qismi bo'lib, u tashkilotning tashqi muhit bilan samarali aloqalarini ta'minlashga xizmat qiladi. Mazkur strategiya orqali tashkilot o'z maqsad va vazifalarini keng auditoriyalarga yetkazadi, ijobiy imidj va mustahkam brendni shakllantiradi hamda mijozlar, hamkorlar va boshqa manfaatdor tomonlar bilan barqaror munosabatlar o'rnatadi.

Tadqiqot davomida tashqi kommunikatsiya strategiyasining nazariy asoslari, uning asosiy tushunchalari, kommunikatsiya va strategiya o'rtasidagi bog'liqlik hamda ularning farqli jihatlari yoritib berildi. Shuningdek, tashqi kommunikatsiya strategiyasining asosiy komponentlari - maqsadlar, auditoriya, vositalar va metodlarning o'zaro uyg'unligi strategiyaning samaradorligini belgilovchi muhim omillar ekani aniqlandi. Kommunikatsiya modellarining tahlili esa axborot almashish jarayonini to'g'ri tashkil etish va auditoriya bilan ikki tomonlama samarali aloqalarni yo'lga qo'yishda muhim ahamiyatga ega ekanini ko'rsatdi.

Bugungi globallashuv va raqamli texnologiyalar rivojlanayotgan sharoitda tashkilotlar tashqi kommunikatsiya strategiyalarini doimiy ravishda takomillashtirib borishlari zarur. Zamonaviy media, ijtimoiy tarmoqlar va raqamli platformalardan oqilona foydalanish tashkilotlarga bozor sharoitida raqobatbardosh bo'lish, jamoatchilik ishonchini qozonish va uzoq muddatli muvaffaqiyatga erishish imkonini beradi. Shu bois, puxta rejalashtirilgan va nazariy hamda

---

[7] Kotler, P., Keller, K. L. **Marketing Management**. - Pearson Education, 2016.

[8] Почепцов, Г. Г. **Коммуникативные технологии**. - Москва: Рефл-бук, 2015.

[9] Argenti, P. A. **Corporate Communication**. - McGraw-Hill Education, 2015.

amaliy jihatdan asoslangan tashqi kommunikatsiya strategiyasi har qanday tashkilotning barqaror rivojlanishida muhim rol oʻynaydi.[10]

Foydalanilgan adabiyotlar

Kotler, P., Keller, K. L. Marketing Management. - Pearson Education, 2016.

Grunig, J. E., Hunt, T. Managing Public Relations. - New York: Holt, Rinehart and Winston, 1984.

Cornelissen, J. Corporate Communication: A Guide to Theory and Practice. - London: SAGE Publications, 2017.

Argenti, P. A. Corporate Communication. - McGraw-Hill Education, 2015.

Smith, R. D. Strategic Planning for Public Relations. - Routledge, 2017.

Wilcox, D. L., Cameron, G. T. Public Relations: Strategies and Tactics. - Pearson, 2018.

Fill, C. Marketing Communications: Discovery, Creation and Conversations. - Pearson Education, 2019.

Балабанов, И. Т. Маркетинг. - Москва: Питер, 2016.

Почепцов, Г. Г. Коммуникативные технологии. - Москва: Рефл-бук, 2015

Ўзбекистон Республикаси Олий таълим, фан ва инновациялар вазирлиги tomonidan tasdiqlangan oʻquv-uslubiy qoʻllanmalar va normativ hujjatlar.

Ўзбекистон Республикаси Олий таълим, фан ва инновациялар вазирлиги tomonidan tasdiqlangan oʻquv-uslubiy qoʻllanmalar va normativ hujjatlar.

Fostering Creative Competence Of High School Students In EFL Classes: Methods And Tools

Yusupov Lutfullo Sayitturaevich
Independent researcher of Andijan State Pedagogical Institute
Director of the Academic Lyceum under Andijan Institute of
Agriculture and Agrotechnology
nikedle@gmail.com

Abstract

This article analyzes methods and tools aimed at developing the creative competence of high school students in foreign language lessons. The study takes as a theoretical basis the sociocultural approach, the theory of divergent thinking, and the current principles of communicative and task-oriented learning. A 12-week semi-experimental program was designed with the participation of 11th-grade students, and creative writing, digital storytelling, role-playing, and project-based activities were integrated; teacher readiness and assessment criteria were systematized. The results showed a significant increase in the ability to create original ideas, flexibility, "consistency" of ideas, elaboration, and communication effectiveness; in particular, the original idea index increased according to the Torrance indicators, and a steady shift in the direction of B1+-B2 was noted in oral speech tasks. The discussion highlights the possibilities of developing creative competence through social partnership and scaffolding, the didactic value of digital tools, as well as issues of fairness and validity of assessment. In the conclusion part, recommendations are given on improving the teacher's qualifications, designing educational tasks based on design thinking, and implementing a rubricated assessment system.

Keywords: creative competence, foreign language, high school, divergent thinking, project-based learning, task-oriented learning, digital storytelling, Torrance, rubric, assessment.

Introduction

Creative competence in foreign language education - a harmonious system of abilities to create new ideas, apply existing knowledge in unusual situations, and develop solutions corresponding to the communicative goal is directly connected with the skills of the 21st century. As the content of education in the upper grades (10-11 grades) becomes more complex, involving students in creative thinking, along with logical, social, and linguistic competencies, requires methodological renewal and redesign of the educational environment from the teacher. Vygotsky's sociocultural approach substantiated the development of student activity in cooperation, mediation, and social communication; his idea that "what is done today with help, it will be done tomorrow independently" still has practical significance (Vygotsky, 1978). In our opinion, it is language mediation in a foreign language lesson, mediation in pair and group work that is a natural catalyst for creative competence. In the current of divergent thinking (Guilford, 1967), the components of novelty, flexibility, and idea saving, along with the Torrance criteria, are considered as effective measures for assessing creativity (Torrance, 1974). The communicative approach and task-oriented learning aim to master the language through content-driven activity; these approaches create a solid methodological platform for bringing creative tasks to the center of the lesson (Richards & Rodgers, 2001; Ellis, 2003). Creative competence is not "talent" in the narrow sense, but a growing quality associated with the environment, motivation, and mentorship; This idea is reinforced by the fact that "creation is a systemic phenomenon that occurs at the intersection of personality, sphere, and field" (Csikszentmihalyi, 1996). The purpose of this article is to substantiate, based on experience, methods and means that serve the development of creative competence of high school students in a foreign language lesson, to propose evaluation criteria and theoretical interpretation of the results.

Methods

Research design. The study was conducted on a semi-experimental, pre-test/post-test control model. A total of 120 students from the 11th grade of three general education schools were involved. The class level according to CEFR was approximately B1 (Council of Europe, 2020). Two classes (n=80) were designated as experimental groups, and one class (n=40) as control groups. Classes were held 3 times a week for 12 weeks.

Participants and ethical aspects. Participants participated on the basis of voluntary consent; measures were taken to protect anonymity and data. Before the program, teachers were trained in a short 12-academic-hour professional development module (creative task design, rubrication, reverse engineering, didactic application of digital tools).

Content of intervention. The following components were integrated in the experimental group:
- Creative writing: microtexts focused on metaphor and figurative expression, developing an idea based on the SCAMPER technique; targeted expansion of vocabulary (stems, collocations).
- Digital storytelling: creating short comics and video essays (topics: global problems, personal interests); working on scripts, storyboards, and audio recordings; effective use of graphic design tools.
- Role-playing and drama: improvisation on problematic communicative situations (negotiation, agreement, conflict resolution); use of language functions (proposal, refusal, explanation, proof) in context.
- Project-based learning (PBL): socially beneficial sub-projects (English information campaign for the school environmental campaign); collaborative planning, task allocation, final presentation.
- Design thinking: empathy map, problem redefinition, prototyping, and iterative feedback cycles.
- "Short creative challenges": 5-7 minute divergent exercises (for example, "10 unusual uses of a simple thing").

In the control group, classes were conducted based on the current curriculum and textbooks, mainly with exercises and reproductive tasks.

Tools and materials. For the lessons, texts aimed at oral communication, thematic word guides, visual handouts, and teacher slides were prepared. In digital storytelling, convenient online tools for visual poster and video editing were selected; protection, ethical permissions, and copyright were observed.

Evaluation and measurements. Creative competence was assessed according to:

1. Criteria of divergent thinking: fluency, flexibility, originality, elaboration - based on tasks adapted to the context of a foreign language (Torrance, 1974).
2. Oral speech tasks: rubricated assessment of task-oriented pair/group communication (understandability, depth of content, argumentation, creative use of language resources).
3. Written developments: composition in creative writings, stylistic richness, metaphoricity, adaptation to the audience.
4. Affective indicators: motivation and self-efficacy (a short survey according to the Likert scale).
5. For reliability, an interrater match was calculated between the two evaluators; based on the discussion, the description of the rubric was smoothed out. The data were analyzed using simple statistical methods: mean, standard deviation, paired t-tests, Cohen d-effect measurement, and compatibility indicators.

Results

Divergent indicators: in the experimental group, the average savings indicator increased from 12.4 ideas in the pre-test to 18.7 ideas in the post-test; the number of adaptive categories increased from 3.1 to 4.6; originality scores increased by an average of 35-38%, and elaboration by 28-30%. In the control group, these indicators showed a small, statistically insignificant change.

Oral speech: In the task-oriented role-playing communication rubric, the experimental group's scores for the "creative language resources" item increased significantly; achievements in argumentation and audience adaptation were combined with communication effectiveness. Signs of a shift from stage B1+ to stage B2 according to CEFR indicators were noted (Council of Europe, 2020).

Written works: Significant growth was observed in compositional integrity, metaphorical expression, and stylistic richness; elaboration intensified, especially after processing cycles based on SCAMPER.

Affective results: Student motivation and confidence indicators increased by an average of 0.6-0.8 points (on a 5-point scale); the questionnaires linked creative tasks with a "deeper understanding of the content."

Teacher observations: Students strengthened the culture of cooperation, responsibility distribution, and constructive feedback skills; it was noted that time management was difficult in the first weeks, but stabilized due to sections and time constraints.

These results indicate a common increase in the elements of creative competence along with an increase in originality, the effectiveness of communication has also improved. This connection confirms the integrated nature of content and language in a foreign language lesson.

Discussion

When interpreting the results through Vygotsky's sociocultural model and scaffolding, collaborative solution development, feedback exchange, and multi-stage prototyping play a central role in establishing creative thinking (Vygotsky, 1978). The principle "Today with help, tomorrow independently" justifies the strategy of gradually reducing the number of supporting tools in the lesson - language frames, examples of texts, visual instructions; in our experience, this approach increased the number of original and fluent presentations.

Guilford describes the "working mechanism" of the triad of divergent thinking (consistency, flexibility, originality) of meaningful creativity (Guilford, 1967). In a foreign language lesson, this triad is inextricably linked with language materials: economy - expressing a quick and multi-variant opinion; flexibility - changing the style and register in accordance with the audience; originality - introducing an unusual metaphor, a new composition, or an unexpected argument. The alignment of the rubric with the Torrance criteria ensured consistency in the assessment (Torrance, 1974).

The communicative approach and TBLT create a natural environment for creativity: language acts as a tool, and the task acts as a goal-oriented problem situation (Richards & Rodgers, 2001; Ellis, 2003). In project-based learning, students seek a balance between meaning and form because they create a product aimed at a real audience; design thinking makes the process iterative and reflexive. Csikszentmihalyi writes that "creativity is a systemic phenomenon": "creativity is not limited by the internal impulses of the individual, it is determined by the norms of the sphere and collective judgments" (Csikszentmihalyi, 1996). In our opinion, peer feedback and teacher criteria in a foreign language lesson play the role of a "field," selecting creative ideas and directing them towards quality.

Practical conclusions are summarized at several points:

▪ The combination of short, high-intensity "creative challenges" and large-scale projects maintains a weekly rhythm: one encourages rapid divergence, and the other encourages deep elaboration.

▪ Rubricated assessment reduces the bias of the evaluator, establishes the student's self-assessment; criteria should be defined at the beginning of the lesson and enriched with examples.

▪ Digital tools expand creative expression; however, the script, language qualities, and communicative goals must come first so that technical decoration does not outweigh content.

▪ The role of the teacher shifts to facilitation: the art of asking questions, modeling, time management, and feedback design are core professional skills.

The role of quotations and the author's attitude. The idea that "creativity is the intersection of personality, sphere, and field" (Csikszentmihalyi, 1996) expands the approach to viewing creativity in a foreign language lesson as "only an internal quality of the student"; in our view, it is the educational field - rubrics, peer opinions, the real audience - that is a filter and catalyst for improving the quality of the creative product. Also, our practical observation of Vygotsky's principle "with help today..." through scaffolding strategies in the classroom showed that his concept is relevant even in today's digital environment (Vygotsky, 1978).

Restrictions:

o Sample selection is based on convenience and the number of schools is limited; generalization requires caution.

o There is a risk of subjectivity in the assessment; although attempts have been made to eliminate it with rubrics and two appraisers, they have not been completely eliminated.

o Since the duration of the intervention is 12 weeks, long-term observation of retention is insufficient.

o Access to digital tools may not be the same for all participants; the issue of equal opportunities requires special attention.

Summary and recommendations

This study showed that it is possible and necessary to focus foreign language lessons in high school on the development of creative competence. Methodological solutions that combined the criteria of divergent thinking with communicative tasks increased originality, flexibility, and elaboration; at the same time, oral and written language skills were improved. The sociocultural approach, the synthesis of TBLT and PBL, together with elements of design thinking, brings the student to the field as an active subject.

Practical recommendations:

1. Inclusion of blocks on creative task design, rubricating, feedback, and digital storytelling in the teacher professional development module.

2. Establish a 5-7 minute "creative challenge" in each lesson and complete at least one mini-project per month.

3. Building a two-sided evaluation: by process (portfolio, scratch drafts, feedback journal) and product (rubric).

4. Prioritizing didactic goals in the selection of digital tools; observing copyright and ethical principles.

5. Strengthening meaning and motivation by ensuring that students' work reaches the "real audience" (school exhibitions, classroom blogs, socially useful information products).

6. Ensuring inclusiveness: differentiated tasks, flexible groups, and supporting materials.

Directions for further research:

✓ Measuring the stability of creative competence through long-term observations.

✓ Replication in different foreign languages (German, French, etc.) and in different socio-cultural environments.

✓ Analyze the didactic and ethical implications of responsible use of artificial intelligence (e.g., idea generation, language editing).

✓ Empirical study of the relationship between creative competence and transversal skills (problem-solving, communicative leadership) transferring to the labor market.

Literature

Vygotsky, L. S. "Mind in Society: The Development of Higher Psychological Processes". Cambridge, MA: Harvard University Press. p. 176.

Guilford, J. P. The Nature of Human Intelligence. New York: McGraw-Hill, 1967, 538 p.

Torrance, E. P. Torrance Tests of Creative Thinking: Norms-Technical Manual. Bensenville, IL: Scholastic Testing Service.

Csikszentmihalyi, M. Creativity: Flow and the Psychology of Discovery and Invention. New York: HarperCollins.

5Richards, J. C.; Rogers, T. S. "Approaches and Methods in Language Teaching". Cambridge: Cambridge University Press.

Ellis, R. Task-based Language Learning and Teaching. Oxford: Oxford University Press. p. 387.

Sternberg R. J.; Lubart, T. I. Defying the Crowd: Cultivating Creativity in a Culture of Conformity. New York: The Free Press. p. 326.

Council of Europe. Common European Framework of Reference for Languages: Learning, Teaching, Assessment - Companion Volume. Strasbourg: Council of Europe Publishing. p. 224.

Rus Schools Established In Turkestan

Mavluda Saxobidinova

Assistant, Olmaliq State Technical Institute

Abstract

This thesis analyzes the history of primary and secular schools established under the Russian administration in Turkestan in the late 19th – early 20th centuries. It examines schools designed for both local and Russian populations across different regions, their organizational structures, curricula, and teacher-related issues. The study also draws on the research of M. I. Brodovskiy and N. O. Rozenbakh to discuss the effectiveness and limitations of Russian education for the local population. Findings indicate that curricula, which did not consider the mother tongue, and the insufficient linguistic preparation of teachers prevented Russian schools from achieving the expected literacy levels among the local population. Consequently, the thesis demonstrates the significance of this period as a preparatory stage for the development of Russian-native schools and later Jadid schools in the educational history of Turkestan.

Keywords: Turkestan, Russian schools, local population education, primary literacy, curriculum, linguistic challenges, Jadid schools, 19th-century educational history, Rozenbakh, Brodovskiy.

Even before the formal establishment of the Russian administration in Turkestan, the first secular schools began to appear. In 1860, primary schools opened in 1st fortress (present-day Kazalinsk) and Perovsk (Kyzyl-Orda) on the initiative of local clergy. These schools taught reading and writing, the "Law of God" (religion), and the four operations of arithmetic to both boys and girls.

In 1862, under a special regulation approved by the Orenburg and Samara Governor-General Byezák, these schools were reorganized in 1863 in Perovsk and in 1865 in Kazalinsk as "Kyrgyz schools" (primarily boarding schools for Kazakh and Kyrgyz boys). Each school provided a dormitory for 25 Kyrgyz students, while Russian boys were admitted as "guests." Classes were usually conducted by local Kyrgyz teachers who had graduated from the Neplyuyev Cadet Corps in Orenburg.

In subsequent years, Russian primary schools opened in Namangan, Osh, Kokand (now part of Fergana region), as well as in Jizzakh, Pskent, Tashkent, and Merke; additional evening literacy courses were also organized. Mixed-gender church schools were established in Osh, Kokand, Namangan, and Andijan for Orthodox communities, and evening classes for adults were opened in some cities.

Two types of Russian schools emerged based on the needs of the local Russian population:

1. Schools limited to primary education for children of ordinary worker-peasant families;

2. Preparatory institutions for children of administrative officials, merchants, and the middle and upper classes, directing them to gymnasiums or secondary schools.

In 1871, the Turkestan administration developed a project for comprehensive reform of public education and submitted it to the Military Minister for legal approval. The plan envisaged opening a male gymnasium in Tashkent aligned with the Ministry of Public Education's regulations, admitting children of Russian citizens and foreigners on an equal basis. The gymnasium included a three-year teacher seminary, an associated model school, and a boarding facility with 50 places—20 for Russian children preparing for the seminary and 30 for local children attending primary schools[3].

Public schools were categorized into:

1. District schools with a four-year general curriculum and handicraft classes;

2. Primary literacy schools for nomadic populations in steppe regions.

Under the initiative of Major-General Abramov and the Governor-General's approval, several local and Russian schools were opened in the Zarafshan district. For instance, in 1870, a school teaching Russian to local children in Samarkand; in 1871, a literacy school for Russian children of Samarkand; in 1872, a primary school for Russian children in Kattaqurgan; and in 1874, another primary school for local children in the Amu Darya region. The 1871 public education project laid an important foundation for the network of modern secular schools in Turkestan [1].

The issue of late introduction of Russian education among the local population was central to the work of M. I. Brodovskiy's commission. The commission initially assumed that sedentary Uzbeks (Sarts) and nomadic Kyrgyz could not study together, proposing higher district schools for sedentary populations and lower literacy schools for nomads. Over time, it became clear that these assumptions were mistaken, demonstrating the need to establish higher-level institutions for nomads and the possibility of joint education for Uzbeks and Kyrgyz in central areas.

N. O. Rozenbakh's research confirmed that Russian schools for the local population failed to achieve the expected results due to three main factors:

1. Curriculum mismatch: City Russian school programs were too complex for local students in terms of language and cultural context;

2. Ineffective literacy instruction in Russian rather than the mother tongue;

3. Teachers' insufficient linguistic competence, causing communication barriers and reducing both educational effectiveness and student motivation.

Thus, as Rozenbakh noted, failure to adapt curricula, lack of mother-tongue support, and inadequate teacher preparation for the local linguistic and cultural environment prevented Russian schools from improving genuine literacy among the local population [2].

References:

Gramenitsky, S.M. Essay on the Development of Public Education in Turkestan. Inspector of Public Schools of the Turkestan Region, Tashkent, 1896, pp. 11–12.

Saxobidinova, M. (2023). TARIX TA'LIMIDA RAQAMLI TEHNALOGIYALARGA BO'LGAN EHTIYOJ. Academic research in educational sciences, 4(CSPU Conference 1), 909-912.

Sahobiddinova, M., & Toshtemirova, S. A. (2021). TA'LIM KLASTERI VOSITASIDA TARIX FANLARINI O'QITISHNING INTEGRATSIYASINI TA'MINLASH. Academic research in educational sciences, 2(CSPI conference 1), 237-243.

Sahobiddinova, M. B. Q. (2020). KONKISTA SIYOSATIGA SABABCHI BO 'LGAN BUYUK GEOGRAFIK KASHFIYOTLAR. Science and Education, 1(9), 66-73.

Kenjaeva, M. (2019). The development of linguistic competence in the lessons of the native language. European Journal of Research and Reflection in Educational Sciences Vol, 7(12).

G'Ulomova, S. K. Q. (2024). DEVELOPING STUDENTS'GRAMMAR COMPETENCE THROUGH DIFFERENT ACTIVITIES. Academic research in educational sciences, 5(NUU Conference 1), 428-431.

Shamsiddin, X. (2025). Challenges in teaching communicative competence to students. Current Research Journal of Pedagogics, 6(01), 35-37.

Khakimov, S. (2025, November). The Role Of Digital Platforms In Developing Communicative Competence. In International Conference on Global Trends and Innovations in Multidisciplinary Research (Vol. 1, No. 5, pp. 21-22).

Файзуллаева, М. (2023). Лингвистический и лингвокогнитивный анализ образа матери в произведениях Уткира Хашимова. Общество и инновации, 4(9/S), 295-298.

Xamdamovna, I. M. (2022). Stylistic features of the use of asindetone in languages of different systems. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 8.036, 11, 30-33.

Kamolova, D. (2025). POSSIBILITIES OF USING NANOCAD SOFTWARE IN TECHNOLOGICAL EDUCATION. International Journal of Artificial Intelligence, 1(2), 1435-1437.

Qodirov, N.N. History of Russian Educational Institutions in Turkestan (1867–1917), Tashkent, 2013, p. 98.

Sakhobidinova, M.B. Problems and Ways of Development in Women's Education, Journal of Multidisciplinary Sciences and Innovations, p. 903.

Preschool Education Management: Current Status And Prospects - Based On Modern Management Competences

Azizov A'zam Aziz o'gli
Head of the "Ahil Oila" non-governmental preschool educational organization, Navoi city
azamjon.azizov0109@gmail.com

Annotation
This article examines the main aspects of educational quality management in the preschool education system and provides practical recommendations for ensuring the effectiveness of quality management. Special attention is also paid to management approaches aimed at improving educational outcomes, ensuring continuous development, and meeting modern social and educational requirements.
Keywords: preschool education, educational quality, quality management, management principles, quality management effectiveness.

Annotatsiya
Ushbu maqolada maktabgacha ta'lim tizimida ta'lim sifatini boshqarishning asosiy jihatlari ko'rib chiqilib, sifatni boshqarish samaradorligini ta'minlash bo'yicha amaliy tavsiyalar berilgan. Shuningdek, ta'lim natijalarini yaxshilash, uzluksiz rivojlanishni ta'minlash hamda zamonaviy ijtimoiy va ta'limiy talablarni qondirishga qaratilgan boshqaruv yondashuvlariga alohida e'tibor qaratilgan.
Kalit so'zlar: maktabgacha ta'lim, ta'lim sifati, sifatni boshqarish, boshqaruv tamoyillari, sifatni boshqarish samaradorligi.

Kirish
Bugungi kunda dunyo miqyosida bolalarning erta rivojlanishini ta'minlash va ularni boshlang'ich ta'limga sifatli tayyorlash maqsadida ta'lim jarayonlarini samarali boshqarishga alohida e'tibor qaratilmoqda. Birlashgan Millatlar Tashkiloti tomonidan 2030-yilgacha belgilangan Barqaror rivojlanish maqsadlariga muvofiq, "ta'lim sifatini samarali o'qitish natijalarini ta'minlaydigan yangi bosqichga ko'tarish hamda bolalarni maktabgacha ta'limdan boshlang'ich ta'limga sifatli tayyorlash imkoniyatlarini yaratish" dolzarb vazifa sifatida belgilangan.

Xalqaro tajribalar maktabgacha ta'lim sifatini boshqarishning samarali mexanizmlarini joriy etish zaruratini yuzaga keltirmoqda. Bu jarayonda maktabgacha ta'lim sohasida davlat va nodavlat sektorlarni rivojlantirish orqali sog'lom raqobat muhitini shakllantirishga alohida e'tibor berilmoqda.

2022-yil 14–16-noyabr kunlari Toshkent shahrida bo'lib o'tgan UNESCOning Erta bolalikni parvarishlash va ta'lim bo'yicha Jahon konferensiyasi yakunida qabul qilingan Toshkent deklaratsiyasida 2030-yilgacha bo'lgan davrda erta bolalik ta'limi bolalar ta'limi bo'yicha xalqaro kun tartibining muhim yo'nalishi sifatida belgilandi. Deklaratsiyada ta'lim dasturlari va pedagogikaning sifati hamda dolzarbligini oshirish, barcha bolalar uchun teng va inklyuziv ta'lim xizmatlarini ta'minlash, shuningdek, favqulodda vaziyatlarda ta'lim olish huquqini himoya qilish va kafolatlash ustuvor vazifalar sifatida belgilangan.

O'zbekiston Respublikasi Prezidenti Sh.M. Mirziyoyevning shaxsiy e'tibori tufayli mamlakatimizda bolalarni maktabgacha ta'lim bilan qamrab olish borasida misli ko'rilmagan ishlar amalga oshirildi. 2024-yilga kelib maktabgacha ta'lim tashkilotlari soni 34 mingga yetishi kutilmoqda, bu esa 2017-yilga nisbatan 6,5 barobar ko'pdir. 2023-yil oxiriga kelib bolalarning maktabgacha ta'lim bilan qamrovi 74 foizni tashkil etadi (2017-yilda bu ko'rsatkich taxminan 27 foiz edi). Natijada, O'zbekiston bolalarni maktabgacha ta'lim bilan qamrab olish dinamikasi bo'yicha jahondagi global reytingda birinchi o'rinni egalladi.

Asosiy qism

Yangi Oʻzbekistonni barpo etish sharoitida maktabgacha taʼlim sifatini oshirish, ilgʻor xorijiy tajribalar va milliy xususiyatlarni inobatga olgan holda taʼlim metodlarini maktabgacha taʼlim tizimiga joriy etishga qaratilgan keng koʻlamli islohotlar amalga oshirilmoqda. Ushbu islohotlar "bolalarni sifatli maktabgacha taʼlim bilan qamrab olish koʻlamini kengaytirish, maktabgacha yoshdagi bolalarning intellektual, axloqiy, estetik va jismoniy jihatdan har tomonlama rivojlanishi uchun shart-sharoitlar yaratish, maktabgacha taʼlim tizimiga innovatsiyalarni, ilgʻor pedagogik hamda axborot-kommunikatsiya texnologiyalarini joriy etish, shuningdek, maktabgacha taʼlimni boshqarish tizimini takomillashtirish"ga xizmat qiladi.

Ilmiy adabiyotlar tahlili shuni koʻrsatadiki, koʻpchilik hollarda taʼlim sifati jamiyat va davlat kabi buyurtmachilarning ehtiyojlari hamda manfaatlarini qondiruvchi xususiyatlar majmui sifatida talqin etiladi.

Shu bilan birga, tadqiqotchilar va amaliyotchi mutaxassislar tomonidan maktabgacha taʼlim sifati hamda uning mazmuni borasida turli xil qarash va yondashuvlar mavjud.

O.A. Safonova maktabgacha taʼlim tashkilotida taʼlim sifatini monitoring obyekti sifatida koʻrib chiqadi va uni toʻrt tarkibiy qismga ajratadi:

— taʼlim jarayoni sifati (pedagoglar va tarbiyalanuvchilar oʻrtasidagi oʻzaro munosabatlar);

— resurslar bilan taʼminlanganlik sifati (taʼlim jarayoni uchun zarur boʻlgan resurslar va shart-sharoitlar);

— sifatni boshqarish tizimi;

— maktabgacha taʼlim tashkilotida taʼlim natijalari sifati.

Tadqiqotchi I.A. Ribalova maktabgacha taʼlim sifati butun pedagogik jamoa faoliyati natijasida erishiladigan, maqsadga yoʻnaltirilgan va boshqariladigan jarayon ekanligini taʼkidlaydi.

Mamlakatimiz maktabgacha taʼlim tizimi uchun Oʻzbekiston Respublikasida boshlangʻich va maktabgacha yoshdagi bolalar rivojlanishiga qoʻyiladigan Davlat talablari, shuningdek, maktabgacha taʼlim tashkilotining "Ilk qadam" davlat oʻquv dasturi mavjud. Ushbu davlat talablari va oʻquv dasturiga muvofiq, taʼlim sifati va uning natijalarini tarbiyalanuvchilarning akademik bilimlarini baholash orqali aniqlash imkoniyati mavjud emas. Shu bois, maktabgacha taʼlim sifatini baholash mantiqan murakkab jarayon hisoblanadi, chunki taʼlim natijasi tarbiyalanuvchida namoyon boʻladi va maqsad hamda natijalarga erishilganligini aniqlash uchun bolaning oʻzi baholanishi talab etiladi.

Bizning fikrimizcha, maktabgacha taʼlim sifati quyidagi tarkibiy qismlardan iborat:

1. Davlat talablarining minimal kafolatlangan darajada bajarilishi, yaʼni maktabgacha taʼlim tashkilotida yaratilgan taʼlim muhiti tarbiyalanuvchini taʼlim jarayonining subyekti sifatida keyingi bosqich — maktabga oʻtishni taʼminlaydigan taʼlim darajasiga olib chiqishi hamda taʼlim jarayonining sifati.

Taʼlim subyektlari:

- pedagog;
- tarbiyalanuvchilarning turli vaziyatlarda maqsad qoʻya olish va unga erishish qobiliyati;
- bolaning yoshiga mos har tomonlama rivojlanish sifati;
- bolaning sogʻligʻini saqlash holati;
- tarbiyalanuvchilarning shaxsiy yutuqlari sifati.

2. Buyurtmachilar va manfaatdor tomonlarning ehtiyojlarini qondirish, yaʼni, eng avvalo, ota-onalarning talab va ehtiyojlariga mos keladigan hamda davlat talablariga javob beradigan maktabgacha taʼlim natijalari sifati.

3. Maktabgacha taʼlim tashkilotida haqiqiy taʼlim sifati va faoliyat sifatiga jamoaviy intilish, yaʼni pedagogik jamoaning taʼlim sifatini oshirishga yoʻnaltirilgan umumiy masʼuliyati va faoliyati.

Rahbarlik roli va xodimlarni jalb etish tamoyillarini qoʻllash oqilona boshqaruvni hamda bir qator tashkiliy tadbirlarni talab etadi. Jumladan, oʻqitish, tayyorlash va ishontirishga qaratilgan treninglarni tashkil etish, maktabgacha taʼlim sifatini taʼminlashda pedagog-tarbiyachilarning malakasini oshirish muhim ahamiyatga ega. Sifatni boshqarish tizimini joriy etishda xodimlarni sifatni taʼminlash jarayonining faol hamkorlariga aylantirish muhimdir.

Faoliyatni jarayonlar zanjiri shaklida tashkil etish va ularni tizimli boshqarish maktabgacha ta'lim tashkilotlari uchun yangilik emas, chunki ushbu tashkilotlarda faoliyat va boshqaruv amaliyoti tizimli-jarayonli yondashuvga asoslanadi.

Maktabgacha ta'lim tashkilotida sifatni boshqarish tizimini joriy etish quyidagi asoslarda amalga oshirilishi lozim:

— maktabgacha ta'lim tashkiloti (MTT) tarbiyalanuvchilari va ularning ota-onalari, xodimlari, buyurtmachilari hamda jamiyatning maktabgacha ta'lim sifatiga bo'lgan manfaatdorligi;

— MTT xodimlarining sifatni ta'minlash bo'yicha mas'uliyati;

— tarbiyalanuvchilar va barcha manfaatdor tomonlarning ehtiyojlariga asoslangan holda ta'lim dasturlari sifatini doimiy ravishda takomillashtirib borish;

— MTTda ta'lim dasturlarini amalga oshirishda ishtirok etayotgan barcha pedagogik xodimlarning samarali hamkorligi.

MTT xodimlari faoliyatini aniq rejalashtirish, ularning vazifalarini so'zsiz bajarilishini ta'minlash, xizmat vazifalarini to'liq va sifatli ado etish, barcha faoliyat turlari ustidan doimiy nazorat va teskari aloqani yo'lga qo'yish asosida sifatni boshqarish tizimi va uning tarkibiy qismlariga zarur o'zgartirishlar kiritilgandagina, kutilgan natijalarga erishish mumkin bo'ladi.

Yuqorida qayd etilgan sifatni boshqarishning asosiy tamoyillariga tayangan holda maktabgacha ta'lim tashkiloti yoki uning alohida guruhlari darajasida sifatni boshqarish tizimining joriy etilganligi va faoliyat yuritishini quyidagi mezonlar asosida tahlil qilish mumkin:

— iste'molchiga yo'naltirilganlik tamoyilining amal qilishi buyurtmachilardan kelib tushgan taklif va tavsiyalar, ota-onalar o'rtasida o'tkazilgan so'rovnomalar natijalari, ta'lim dasturlari hamda hujjatlarni takomillashtirish bo'yicha qabul qilingan rejalar tahlili orqali aniqlanadi;

— rahbarlik tamoyilining amalga oshirilishi rahbarning ta'lim sifatini boshqarishda shaxsiy ishtiroki, tashkilotni rivojlantirishni rejalashtirish qobiliyati, resurslarni (insoniy, moddiy, intellektual, axborot) boshqarish sifati orqali baholanadi;

— xodimlarning jalb etilganlik tamoyili muammolarni hal etishda tashabbuskorlik va lavozim yo'riqnomalarida belgilangan vazifalarni bajarishdagi mas'uliyat dalillari asosida aniqlanadi;

— tizimli-jarayonli yondashuv tamoyilining amalga oshirilishi sifatni boshqarish tizimi tomonidan belgilangan talablarni anglash va ularga rioya etish orqali namoyon bo'ladi;

— doimiy takomillashtirish tamoyili pedagoglar faoliyati natijalarining uzluksiz o'sishiga, belgilangan maqsad va vazifalarga erishishga qaratilgan bo'lib, avvalo, ta'lim sifatini uzluksiz oshirishni nazarda tutadi;

— dalillarga asoslangan qarorlar qabul qilish tamoyili o'tkazilgan tahlil va tadqiqotlar natijasida ishlab chiqilgan xulosa va takliflarda aks etadi.

Xulosa qilib aytganda, maktabgacha ta'lim tashkilotida ta'lim sifatini boshqarish tizimini yaratishdan ko'zlangan asosiy maqsad iste'molchilarning ehtiyojlariga mos, sifatli ta'lim xizmatlarini ko'rsatish hamda buning uchun zarur shart-sharoitlarni ta'minlashdan iboratdir.

Ta'lim sifati va ta'lim sifatini boshqarish tushunchalarining tavsiflari, ta'lim sifatini boshqarishga doir turli yondashuvlar, shuningdek, maktabgacha ta'lim bo'yicha davlat talablari va milliy standartlarning ta'lim sifati hamda o'quv dasturlarini ishlab chiqish bilan bog'liq holda o'zaro mosligi ta'lim sifati va ta'lim sifatini boshqarishga oid ilmiy yondashuvlar bo'yicha xalqaro tajribalarni o'rganish va tahlil qilish zaruratini belgilab beradi.

FOYDALANILGAN ADABIYOTLAR RO'YXATI:

Файзуллаева, М. (2023). Лингвистический и лингвокогнитивный анализ образа матери в произведениях Уткира Хашимова. Общество и инновации, 4(9/S), 295-298.

Fayzullayeva, M. B. (2023). O'TKIR HOSHIMOV ASARLARIDA "ONA" VA "AYOL" OBRAZLARI TALQINI. Экономика и социум, (6-2 (109)), 131-134.

Saxobidinova, M. (2023). TARIX TA'LIMIDA RAQAMLI TEHNALOGIYALARGA BO'LGAN EHTIYOJ. Academic research in educational sciences, 4(CSPU Conference 1), 909-912.

Saxobidinova, M. (2023). TARIX TA'LIMIDA RAQAMLI TEHNALOGIYALARGA BO'LGAN EHTIYOJ. Academic research in educational sciences, 4(CSPU Conference 1), 909-912.

Juraev, A., & Juraeva, M. (2024). METHODOLOGICAL IMPORTANCE OF DEVELOPING STUDENTS'COMMUNICATIVE COMPETENCE IN ENGLISH. Теоретические аспекты становления педагогических наук, 3(20), 100-104.

Rashidovna, J. M. (2025). THE ROLE OF TECHNOLOGY IN MODERN EDUCATION. Journal of Modern Educational Achievements, 4, 2-4.

Xusanova, G. (2025). O'ZBEK, INGLIZ VA KOREYS TILLARIDAGI GEYMONIMLARNING CHOG'ISHTIRMA TADQIQI. LigvoScience. uz: Current Issues in Linguistics and Cultural Studies, 1(2), 18-23.

Khusanova, G., & Husanboyeva, K. (2025, December). Uzbekistan's Cooperation With International Organizations. In International Conference on Global Trends and Innovations in Multidisciplinary Research (Vol. 1, No. 6, pp. 4-6).

Оспанова, Ф. Б. Динамика изменений в сельском хозяйстве, теория трансакционных издержек и оптимизация.

Ruzikulova, O., Sharipov, Z., Samatova, G., Safarov, E., Ergasheva, Y., Tajekeev, Z., ... & Abdurakhmanova, M. (2024). Comparative Analysis of Sentinel-2 MSI and Landsat-8 OLI for Enhanced Land Monitoring. In E3S Web of Conferences (Vol. 590, p. 04009). EDP Sciences.

Shodieva, G. (2025). TURLI TIZIMLI TILLARDA POLINDROMNING KOGNITIV-STILISTIK TADQIQI (O'ZBEK VA INGLIZ TILLARI MISOLIDA). LigvoScience. uz: Current Issues in Linguistics and Cultural Studies, 1(2), 13-17.

Forecast of macroeconomic indicators for 2026 and strategic reforms in fiscal policy

Khusanov Murodjon Sunnatullayevich, Ph.D. in Economics,
Acting Associate Professor of the Department of "International Tourism and Economics" of Kokand University, Deputy Head of the Department of "Marketing and PR", Chief Coordinator of the "Admissions Committee".
Azimjonov Abdulvasit Abror o'g'li,
Student of the "Computer Engineering" department of Kokand University, KI-1-23 group

Annotation
This thesis describes the important factors that determine the economic stability and growth rate of each country, macroeconomic indicators and fiscal policy. The process of forming forecasts of macroeconomic indicators for 2026 is closely related, first of all, to the current economic situation of the country, national and global economic trends, as well as the state's fiscal policy strategy.

Annotatsiya
Ushbu tezisda makroiqtisodiy ko'rsatkichlar va fiskal siyosat har bir davlatning iqtisodiy barqarorligi va o'sish sur'atini belgilovchi muhim omillar haqida bayon etilgan. 2026-yil uchun makroiqtisodiy ko'rsatkichlar prognozlarni shakllantirish jarayoni, avvalo, mamlakatning joriy iqtisodiy holati, milliy va global iqtisodiy tendensiyalar, shuningdek, davlatning fiskal siyosat strategiyasi bilan chambarchas bog'liqdir.

Fiskal siyosatning asosiy vositalari davlat budjeti, soliqlar, xarajatlar va moliyaviy tartibga solish mexanizmlari iqtisodiy rivojlanish, inflyatsiya darajasi, ish bilan bandlik va investitsiya faoliyatiga bevosita ta'sir ko'rsatadi. Shu sababli, 2026-yil uchun makroiqtisodiy ko'rsatkichlar prognozi faqatgina raqamli indikatorlar tahliliga emas, balki fiskal siyosatdagi kutilayotgan o'zgarishlarga ham tayanadi. Tezisda mamlakatning YaIM o'sish sur'ati, inflyatsiya, ish bilan bandlik darajasi, davlat byudjeti daromad va xarajatlari, shuningdek, fiskal siyosatdagi asosiy yangilanishlar va ularning iqtisodiyotga ta'siri batafsil tahlil qilinadi. Ushbu tahlil siyosatshunoslar, iqtisodchilar va moliya mutaxassislari uchun 2026-yil iqtisodiy rejalashtirish va strategik qarorlar qabul qilishda asos bo'lib xizmat qiladi.

2026-yil uchun makroiqtisodiy ko'rsatkichlar prognozi mamlakat iqtisodiyotining joriy holati, o'rta muddatli rivojlanish strategiyalari hamda global iqtisodiy tendensiyalar asosida shakllantiriladi. Prognozlarga ko'ra, iqtisodiy o'sishning asosiy drayverlari sifatida sanoat ishlab chiqarishi, xizmatlar sohasi va investitsiya faolligining oshishi kutilmoqda.

Yalpi ichki mahsulot (YaIM) o'sish sur'ati 2026-yilda 5–6 foiz atrofida bo'lishi prognoz qilinmoqda. Ushbu o'sish asosan qayta ishlash sanoati, qurilish va xizmatlar sohasining kengayishi, shuningdek, ichki va tashqi investitsiyalar hajmining ortishi hisobiga ta'minlanadi. Iqtisodiyotda tarkibiy islohotlarning davom ettirilishi YaIMning barqaror o'sishiga xizmat qiladi. Inflyatsiya darajasi makroiqtisodiy barqarorlikni ta'minlashda muhim ko'rsatkichlardan biri hisoblanadi. 2026-yil uchun inflyatsiya darajasi 8–10 foiz diapazonida prognoz qilinib, bu ko'rsatkich fiskal va pul-kredit siyosati o'rtasidagi muvofiqlashtirilgan choralar orqali nazorat ostida ushlab turilishi rejalashtirilmoqda. Asosiy e'tibor iste'mol narxlari barqarorligini ta'minlash va aholi real daromadlarining pasayib ketishining oldini olishga qaratiladi.

Mehnat bozori ko'rsatkichlari bo'yicha 2026-yilda bandlik darajasining oshishi va ishsizlikning qisqarishi kutilmoqda. Kichik va o'rta biznesni rivojlantirish, yangi investitsiya loyihalarini amalga oshirish hamda hududiy dasturlar orqali yangi ish o'rinlari yaratish bandlik darajasini 65–67 foizgacha oshirishga xizmat qiladi.

2026-yilda fiskal siyosatning asosiy yo'nalishlari davlat byudjeti barqarorligini ta'minlash, daromad bazasini kengaytirish va byudjet xarajatlarining samaradorligini oshirishga qaratiladi.

Davlat byudjeti daromadlari YaIMga nisbatan 25–27 foiz atrofida shakllanishi prognoz qilinmoqda, bunda soliqlar asosiy manba bo'lib qoladi.

Soliq siyosatida asosiy e'tibor soliq ma'muriyatchiligini takomillashtirish, soliq bazasini kengaytirish va yashirin iqtisodiyot ulushini qisqartirishga qaratiladi. Soliq yukini oshirmagan holda, raqamli texnologiyalar orqali soliq tushumlarini ko'paytirish fiskal siyosatning ustuvor vazifalaridan biri bo'ladi.

O'zbekistonda inflyatsiya darajasi 2024-yilda 9 foiz atrofida bo'lishi, 2025-yilda 7 foiz bo'lishi va 2027-yilga kelib 5 foizgacha pasayishi prognoz qilingan. Mamlakatni ijtimoiy-iqtisodiy rivojlantirish yuzasidan O'zbekiston Respublikasi Prezidenti tomonidan bir qator farmon va qarorlar qabul qilinishi natijasida 2024-yilgi Davlat budjeti xarajatlari qayta ko'rib chiqilib, xarajatlar tasdiqlangan budjetga nisbatan 1,5 foizga oshishi kutilmoqda. Bunda, konsolidatsiyalashgan budjet taqchilligining YaIMga nisbatan 4 foizdan oshmasligi ta'minlanadi. Uzoq muddatli fiskal maqsadlar va makroiqtisodiy istiqbollardan, jumladan, o'rta muddatda konsolidatsiyalashgan budjet taqchilligini YaIMga nisbatan 3 foizdan oshirmaslik vazifasidan kelib chiqib, 2025-yilda konsolidatsiyalashgan budjet daromadlari prognozi 431,1 trln so'm yoki YaIMga nisbatan 26,4 foiz, 6 xarajatlari prognozi 480,3 trln so'm yoki YaIMga nisbatan 29,4 foiz miqdorida prognoz qilinmoqda. Bunda, konsolidatsiyalashgan budjet daromadlari mo'ljallari 2026-2027-yillarda YaIMga nisbatan 26,6 foiz, xarajatlari mo'ljallari YaIMga nisbatan 2026-2027-yillarda 29,6 foiz miqdorida prognoz qilingan. Kelgusi yilda O'zbekiston Respublikasi nomidan va kafolati ostida tashqi qarzlarni jalb qilish bo'yicha yillik imzolanadigan yangi bitimlarning cheklangan hajmi 5,5 mlrd AQSH dollari miqdorida, shundan 3 mlrd AQSH dollari Davlat budjetini qo'llab-quvvatlash, shu jumladan, budjet taqchilligini moliyalashtirishga, qolgan qismini investitsiya loyihalarini moliyalashtirishga yo'naltirish belgilangan[1].

Davlat byudjeti xarajatlari tarkibida ijtimoiy soha, ta'lim, sog'liqni saqlash va infratuzilma loyihalariga ajratiladigan mablag'lar muhim o'rin egallaydi. 2026-yilda byudjet xarajatlarining YaIMga nisbati 28–30 foiz darajasida bo'lishi kutilmoqda. Bu esa davlatning ijtimoiy majburiyatlarini to'liq bajarishi va iqtisodiy o'sishni rag'batlantirishga xizmat qiladi. Byudjet defitsiti fiskal barqarorlikni saqlash maqsadida YaIMga nisbatan 3 foizdan oshmagan darajada ushlab turilishi rejalashtirilmoqda. Shu bilan birga, davlat qarzini boshqarish siyosati takomillashtirilib, qarz yuki o'rta muddatli istiqbolda barqaror darajada saqlanishiga alohida e'tibor qaratiladi. Makroiqtisodiy ko'rsatkichlar prognozi va fiskal siyosat o'rtasida uzviy bog'liqlik mavjud. Fiskal siyosat orqali iqtisodiy faollikni rag'batlantirish, investitsion muhitni yaxshilash va ijtimoiy barqarorlikni ta'minlash makroiqtisodiy prognozlarning amalga oshishiga bevosita ta'sir ko'rsatadi. 2026-yil uchun rejalashtirilgan fiskal choralar iqtisodiy o'sishni qo'llab-quvvatlash, inflyatsiyani jilovlash va bandlikni oshirishga xizmat qilishi kutilmoqda. Shu jihatdan, fiskal siyosatning samarali yuritilishi prognoz ko'rsatkichlarining real iqtisodiy natijalarga aylanishida muhim omil bo'lib qoladi.

2026-yil uchun makroiqtisodiy ko'rsatkichlar prognozining shakllanishiga bir qator ichki va tashqi omillar sezilarli ta'sir ko'rsatadi. Ichki omillar qatoriga iqtisodiy islohotlarning izchil davom ettirilishi, institutsional muhitning yaxshilanishi, davlat boshqaruvida ochiqlik va samaradorlikni oshirish hamda hududiy rivojlanish siyosati kiradi. Ushbu omillar iqtisodiy faollikni kuchaytirib, YaIM o'sish sur'atlarining barqarorligini ta'minlaydi.

Tashqi omillar sifatida global iqtisodiy o'sish sur'atlari, xalqaro savdo sharoitlari, asosiy eksport mahsulotlari narxlarining o'zgarishi va tashqi moliyaviy bozorlar holati muhim ahamiyat kasb etadi. Jahon iqtisodiyotida yuzaga kelishi mumkin bo'lgan beqarorliklar 2026-yil prognozlariga ma'lum darajada xatar tug'dirishi mumkin bo'lsa-da, eksport geografiyasini diversifikatsiya qilish va tashqi savdoda muqobil bozorlarni rivojlantirish bu xatarlarni yumshatishga xizmat qiladi. 2026-yilda fiskal siyosatning ustuvor yo'nalishlari iqtisodiy o'sishni qo'llab-quvvatlash bilan bir qatorda ijtimoiy barqarorlikni ta'minlashga qaratiladi. Davlat xarajatlarini rejalashtirishda ularning samaradorligi va natijadorligi asosiy mezon sifatida belgilanadi.

---

[1] https://api.mf.uz/media/filestore/2026-2028-yillar_uchun_Budjetnoma.

Xususan, infratuzilma loyihalariga yo'naltirilgan xarajatlar transport-logistika tizimini rivojlantirish, hududlararo iqtisodiy aloqalarni mustahkamlash va xususiy investitsiyalarni jalb qilishga xizmat qiladi. Ijtimoiy soha xarajatlarining oshirilishi aholi turmush darajasini yaxshilash, inson kapitalini rivojlantirish va uzoq muddatli iqtisodiy o'sish uchun poydevor yaratadi. Ta'lim va sog'liqni saqlash sohalariga yo'naltirilgan mablag'lar mehnat unumdorligini oshirib, makroiqtisodiy ko'rsatkichlarning ijobiy dinamikasini ta'minlashga yordam beradi.

O'zbekistonning o'rta va uzoq muddatlarga mo'ljallangan makroiqtisodiy siyosati barqaror iqtisodiy o'sish va aholi farovonligini oshirishga qaratilgan bo'lib, asosiy maqsadlardan biri 2030-yilga qadar iqtisodiyot hajmini 2 barobarga oshirish va "daromadi o'rtachadan yuqori bo'lgan davlatlar" qatoriga kirish uchun aholi jon boshiga YaIM hajmini 4 ming AQSH dollaridan oshirish hisoblanadi. Buning uchun inson kapitalini rivojlantirishga ustuvor e'tibor berilib, bu sohadagi xarajatlarning ustuvorligi ta'minlanadi, shuningdek, ijtimoiy himoya uchun ajratilgan mablag'larning manzilliligi va samaradorligi oshiriladi. Aholining real daromadlarini oshirish maqsadida har yili budjet tashkilotlari xodimlarining ish haqi, pensiya va nafaqalar miqdorlari inflyatsiya darajasidan kam bo'lmagan miqdorda oshirib boriladi. Shuningdek, davlat pensiya tizimini isloh qilish va ijtimoiy sug'urta tizimini rivojlantirish rejalashtirilgan. Shu bilan birga, 2030-yilga qadar asosiy kapitalga 250 mlrd AQSH dollaridan ortiq investitsiyalarni o'zlashtirish va unda 110 mlrd AQSH dollaridan ortiq xorijiy investitsiyalarni jalb qilish, yillik eksport hajmini 45 mlrd AQSH dollaridan oshirish choralari ko'riladi. Makroiqtisodiy barqarorlikni ta'minlash uchun o'rta muddatli davlat qarzini boshqarish strategiyasi ishlab chiqilmoqda va ushbu strategiyada davlat qarzining YaIMga nisbatan 50 foizdan oshmasligini ta'minlash ko'zda tutilgan. Daromadlar bazasini kengaytirish maqsadida "yashirin iqtisodiyot"ning iqtisodiyotdagi ulushini qisqartirish rejalashtirilgan, bu esa o'z navbatida tadbirkorlar uchun teng imkoniyatlar yaratilishi, soliq tizimini raqamlashtirish va uni soddalashtirish bo'yicha choralar samaradorligiga bog'liq bo'ladi. Mazkur maqsadlardan kelib chiqib, 2025-2027-yillar uchun maqsadli ko'rsatkichlarining hisob-kitoblarida JBning tomonidan har yili aholi jon boshiga daromadlari bo'yicha davlatlarni guruhlash natijalarini inobatga olib, prognozlar shakllantirib borilmoqda[2].

2026-yilda fiskal siyosatni amalga oshirishda yuzaga kelishi mumkin bo'lgan xatarlarni oldindan aniqlash va ularni boshqarish muhim vazifa hisoblanadi. Byudjet daromadlarining prognozdan past bo'lishi, tashqi qarz xizmat ko'rsatish xarajatlarining ortishi yoki inflyatsion bosimning kuchayishi fiskal barqarorlikka salbiy ta'sir ko'rsatishi mumkin. Shu munosabat bilan, fiskal zaxiralarni shakllantirish, byudjet xarajatlarini ustuvor yo'nalishlar bo'yicha qayta ko'rib chiqish va davlat qarzini boshqarish strategiyasini takomillashtirish rejalashtirilmoqda. Ushbu chora-tadbirlar fiskal intizomni mustahkamlash va makroiqtisodiy barqarorlikni saqlashga xizmat qiladi.

2026-yil uchun makroiqtisodiy ko'rsatkichlar prognozi va fiskal siyosatdagi asosiy o'zgarishlar davlat organlari, moliya institutlari va tadbirkorlik subyektlari uchun muhim amaliy ahamiyatga ega. Mazkur prognozlar iqtisodiy rejalashtirish, byudjet siyosatini shakllantirish va investitsion qarorlar qabul qilishda ishonchli axborot manbai bo'lib xizmat qiladi. Shuningdek, prognozlar asosida ishlab chiqilgan fiskal siyosat choralari iqtisodiyotning uzoq muddatli barqaror rivojlanishini ta'minlash, aholi farovonligini oshirish va milliy iqtisodiyotning raqobatbardoshligini kuchaytirishga qaratilgan strategik vazifalarni amalga oshirishda muhim rol o'ynaydi.

Xulosa: 2026-yil uchun mamlakatning makroiqtisodiy rivojlanishi va fiskal siyosatining asosiy yo'nalishlarini tahlil qilish natijalari shuni ko'rsatadiki, iqtisodiy o'sish sur'atini barqaror saqlash, inflyatsiya darajasini nazorat qilish va ish bilan bandlikni oshirish uchun kompleks yondashuv zarur. Prognozlar YaIM o'sishi, inflyatsiya, byudjet daromadlari va xarajatlari kabi ko'rsatkichlar asosida tuzildi va ularning fiskal siyosatdagi o'zgarishlarga bevosita bog'liqligi aniqlanmoqda. YaIM o'sishi 2026-yilda YaIM o'sish sur'ati taxminan 5–6% oralig'ida prognoz qilinmoqda.

---

[2] O'zbekiston Respublikasining Qonuni 2025-yil uchun O'zbekiston 2024-yil 24-dekabrdagi O'RQ-1011-son qaror. https://www.lex.uz/uz/docs/-7277618

Ushbu o'sish asosan sanoat va xizmat ko'rsatish sektorlarining rivojlanishi, investitsiya faolligining oshishi va eksport imkoniyatlarining kengayishi hisobiga amalga oshishi kutilmoqda. Inflyatsiya va narxlar barqarorligi fiskal siyosatdagi kutilayotgan o'zgarishlar, jumladan byudjet xarajatlarining samarali taqsimlanishi va soliq darajalarining optimallashtirilishi inflyatsiya darajasini 9–10% oralig'ida barqaror saqlashga xizmat qiladi. Shu bilan birga, davlatning narxlarni nazorat qilish mexanizmlari va ijtimoiy yordam dasturlari aholining real daromadlarini himoya qiladi. Bandlik darajasining oshishi va ishsizlikni kamaytirish fiskal siyosatning mehnat bozorini rag'batlantirish mexanizmlari orqali amalga oshiriladi. Kutilayotgan strategik choralar ish o'rinlarini yaratish va kichik hamda o'rta biznesni rivojlantirishni qo'llab-quvvatlashga qaratilgan.

Davlat byudjeti daromadlari va xarajatlari o'rtasidagi muvozanatni saqlash, soliq tizimini modernizatsiya qilish va byudjet defitsitini kamaytirish 2026-yil fiskal siyosatining asosiy yo'nalishlari sifatida belgilangan. Ushbu chora-tadbirlar moliyaviy barqarorlikni mustahkamlashga, davlat qarzining boshqarilishini yaxshilashga va iqtisodiyotning tashqi shoklarga chidamliligini oshirishga xizmat qiladi. Umuman olganda, 2026-yil uchun makroiqtisodiy ko'rsatkichlar prognozi va fiskal siyosatdagi asosiy o'zgarishlar mamlakat iqtisodiyotini barqaror rivojlantirish, investitsion muhitni yaxshilash, turmush darajasini oshirish va ijtimoiy barqarorlikni ta'minlashga yo'naltirilgan strategik vazifalarni amalga oshirishga xizmat qiladi. Ushbu prognoz va tahlillar davlat siyosatini shakllantirishda, iqtisodiy rejalashtirishda va moliyaviy resurslarni samarali taqsimlashda amaliy asos bo'lib xizmat qiladi.

Foydalanilgan adabiyotlar ro'yxati

O'zbekiston Respublikasining Qonuni 2025-yil uchun O'zbekiston 2024-yil 24-dekabrdagi O'RQ-1011-son qaror. https://www.lex.uz/uz/docs/-7277618.

Xusanov M. Mamlakatimizda xizmatlar sohasi rivojlanishining makroiqtisodiy prognozlash usullari. "Milliy qadriyatlar va global jarayonlar: Ilmiy yondashuv va integratsion tendensiyalar" mavzusida xalqaro ilmiy-amaliy konferensiya. https://scientifcacademy.org/index.php/milliy-iftixor/article/view/13.

Farmonov, I. (2024). Xalqaro darajalarda makroiqtisodiy ko'rsatkichlarni hisoblash uslubiyati. Qo'qon universiteti xabarnomasi, 13, 97-100.

Macroeconomics in The Case of The Republic of Uzbekistan: Status, Analysis, and Policy Recommendations. American Journal of Economics and Business Management (AJEBM) Global Research Network LLC (USA) ISSN - 2576-5973 Vol. 8 No. 11 (2025): November, Published: Nov 13, 2025 DOI: https://doi.org/10.31150/ajebm.v8i11.4154.

Mustafakulov Sh. (2024). Nordic_Press, 1(0001). Makroiqtisodiyot - (darslik).

Jo'rayev T., Tojiboyeva D. (2018). Iqtisodiyot nazariyasi. Darslik. "Fan va texnologiya" nashr.

O'zbekiston Respublikasi Qonunchilik ma'lumotlari milliy bazasi - www.lex.uz.

O'zbekiston Respublikasi Iqtisodiyot va moliya vazirligi rasmiy sayti - www.imv.uz

Poultry Farming and Its Prospects for Development

Ibragimova Orzigul

Student of Group 25.64, Animal Engineering Program,
Agrarian Joint Faculty, Fergana State University

Abstract

Poultry farming has emerged as one of the most dynamic and rapidly developing branches of the global agricultural sector, playing a crucial role in ensuring food security, improving nutritional standards, and supporting rural economic development. Due to its relatively short production cycle, high feed conversion efficiency, and adaptability to various climatic and economic conditions, poultry production has become a strategic component of modern agribusiness systems. This article provides a comprehensive analysis of poultry farming as an agricultural activity and explores its future development prospects from economic, technological, environmental, and social perspectives. Special attention is given to the role of poultry farming in developing countries, including its contribution to employment generation, income diversification, and sustainable agriculture. The study also examines contemporary challenges such as disease control, feed resource limitations, environmental impacts, and market volatility, while highlighting innovative solutions based on technological advancement, genetic improvement, digitalization, and policy support. The findings suggest that poultry farming has significant growth potential if supported by scientific management, modern technologies, and integrated development strategies aligned with sustainability principles.

Keywords: poultry farming, agricultural development, food security, livestock production, sustainable agriculture, poultry industry

Introduction

Poultry farming occupies a vital position within the global agricultural landscape, serving as one of the primary sources of animal protein for human consumption. Over the past several decades, the poultry sector has experienced rapid expansion driven by population growth, urbanization, rising incomes, and changing dietary preferences. Poultry meat and eggs are widely consumed due to their affordability, nutritional value, and cultural acceptability across diverse societies. Unlike other livestock sectors, poultry farming requires relatively lower capital investment, shorter production cycles, and less land, making it particularly attractive for smallholder farmers as well as large-scale commercial producers. As a result, poultry farming has become a key instrument for enhancing food security and reducing poverty, especially in developing regions.

In the context of modern agriculture, poultry farming is no longer viewed as a traditional backyard activity but rather as an integrated and technologically advanced industry. Advances in genetics, nutrition, housing systems, disease management, and processing technologies have significantly increased productivity and efficiency. At the same time, the sector faces numerous challenges, including biosecurity risks, environmental sustainability concerns, and market competition. Addressing these challenges requires a comprehensive understanding of poultry farming systems and a strategic vision for their future development. This article aims to analyze poultry farming as a socio-economic and agricultural phenomenon and to explore its development prospects in the context of global and regional trends.

Overview of Poultry Farming

Poultry farming refers to the domestication and breeding of birds such as chickens, turkeys, ducks, geese, and quails for the production of meat, eggs, and other by-products. Among these, chickens dominate the global poultry population due to their adaptability, fast growth rate, and high productivity. Poultry farming systems can be broadly categorized into extensive, semi-intensive, and intensive systems, each characterized by different levels of management, input use, and output efficiency. Extensive systems are typically practiced by rural households

and rely on natural feed resources and minimal infrastructure, whereas intensive systems involve controlled environments, formulated feeds, and advanced technologies aimed at maximizing production.

The economic significance of poultry farming lies in its ability to convert feed into high-quality protein more efficiently than most other livestock species. Poultry birds have a high feed conversion ratio, meaning they require less feed to produce a unit of meat or eggs. This efficiency contributes to lower production costs and reduced environmental pressure compared to ruminant livestock. Moreover, poultry farming generates employment opportunities across the value chain, including feed production, hatcheries, veterinary services, processing plants, and marketing networks. Consequently, the sector plays an essential role in rural development and agribusiness growth.

Nutritional and Social Importance

The nutritional contribution of poultry products to human diets is substantial. Poultry meat is a rich source of high-quality protein, essential amino acids, vitamins such as B12, and minerals including iron and zinc. Eggs, often described as a "complete food," provide a balanced combination of proteins, fats, vitamins, and micronutrients necessary for human health. Regular consumption of poultry products contributes to improved nutrition, particularly among children, pregnant women, and the elderly. In many developing countries, poultry products are among the most accessible sources of animal protein, making them critical for combating malnutrition.

Beyond nutrition, poultry farming has significant social implications. It serves as a livelihood strategy for millions of small-scale farmers, particularly women and youth, who often manage household-level poultry enterprises. The relatively low entry barriers and quick returns make poultry farming an effective tool for income generation and economic empowerment. In rural communities, poultry farming enhances household resilience by providing both food and income, thereby reducing vulnerability to economic shocks. Furthermore, the integration of poultry farming into mixed agricultural systems contributes to resource recycling and farm sustainability.

Technological Developments in Poultry Farming

Technological innovation has been a major driver of productivity growth in the poultry sector. Modern poultry farming relies heavily on scientific advancements in genetics, nutrition, housing, and health management. Genetic selection programs have produced high-performing poultry breeds with improved growth rates, feed efficiency, and disease resistance. These genetic improvements have significantly reduced production costs and increased output per bird. In parallel, advances in poultry nutrition have led to the development of balanced feed formulations that optimize growth and egg production while minimizing waste.

Housing and environmental control technologies have also transformed poultry farming practices. Modern poultry houses are designed to maintain optimal temperature, humidity, and ventilation conditions, thereby reducing stress and improving bird welfare. Automated feeding, watering, and waste management systems enhance labor efficiency and ensure consistent production. Additionally, digital technologies such as sensors, data analytics, and artificial intelligence are increasingly being adopted to monitor bird health, predict disease outbreaks, and optimize management decisions. These innovations represent a shift toward precision poultry farming, which aims to maximize efficiency while minimizing environmental impact.

Challenges Facing the Poultry Sector

Despite its growth potential, poultry farming faces several challenges that threaten its sustainability and profitability. One of the most critical issues is disease management. Poultry diseases such as avian influenza, Newcastle disease, and infectious bronchitis pose significant risks to production and public health. Disease outbreaks can result in massive economic losses, trade restrictions, and loss of consumer confidence. Effective biosecurity measures, vaccination programs, and veterinary services are essential to mitigate these risks, yet their implementation remains uneven, particularly in developing regions.

Another major challenge is the rising cost and limited availability of feed resources. Poultry feed typically accounts for the largest share of production costs, and fluctuations in the prices of feed ingredients such as maize and soybean meal can significantly affect profitability. Climate change and competition between food, feed, and biofuel production further exacerbate feed supply challenges. Environmental concerns also present a growing challenge, as intensive poultry farming can contribute to waste accumulation, greenhouse gas emissions, and water pollution if not properly managed. Addressing these issues requires the adoption of sustainable practices and effective regulatory frameworks.

Prospects for Development

The future prospects of poultry farming are closely linked to global trends in population growth, urbanization, and dietary change. As demand for affordable animal protein continues to rise, poultry farming is expected to play an increasingly important role in meeting food needs. Opportunities for sectoral growth include the expansion of value-added products, such as processed and ready-to-eat poultry foods, which cater to changing consumer lifestyles. Export markets also offer potential for growth, particularly for countries that can meet international quality and safety standards.

Sustainability will be a defining factor in the future development of poultry farming. The adoption of environmentally friendly practices, such as efficient waste management, renewable energy use, and alternative feed sources, will be critical for reducing the sector's ecological footprint. Research into insect-based feeds, agro-industrial by-products, and precision feeding systems holds promise for improving resource efficiency. Moreover, supportive government policies, investment in research and extension services, and access to credit and markets will be essential for fostering inclusive and sustainable growth in the poultry sector.

Conclusion

Poultry farming represents a vital and dynamic component of modern agriculture, offering significant contributions to food security, nutrition, and economic development. Its rapid growth has been driven by biological efficiency, technological innovation, and strong market demand. At the same time, the sector faces complex challenges related to disease control, feed resources, environmental sustainability, and market volatility. Addressing these challenges requires an integrated approach that combines scientific research, technological adoption, effective policy frameworks, and capacity building among producers.

The development prospects of poultry farming are promising, particularly in regions with growing populations and increasing demand for animal protein. By embracing sustainable practices, investing in innovation, and strengthening value chains, poultry farming can continue to evolve as a resilient and inclusive agricultural sector. For students and professionals in zooinjeneriya and agricultural sciences, understanding the multifaceted nature of poultry farming is essential for contributing to its future development and ensuring its role in sustainable food systems.

References

FAO. (2019). Poultry development review. Food and Agriculture Organization of the United Nations.

FAO. (2022). World livestock: Transforming the livestock sector through the Sustainable Development Goals. FAO Publishing.

Mottet, A., de Haan, C., Falcucci, A., Tempio, G., Opio, C., & Gerber, P. (2017). Livestock: On our plates or eating at our table? A new analysis of the feed–food debate. Global Food Security, 14, 1–8. https://doi.org/10.1016/j.gfs.2017.01.001

Scanes, C. G. (2018). Poultry science (5th ed.). Waveland Press.

Tallentire, C. W., Leinonen, I., & Kyriazakis, I. (2017). Breeding for efficiency in the broiler chicken: A review. Agronomy for Sustainable Development, 37(5), 1–15. https://doi.org/10.1007/s13593-017-0458-3

Windhorst, H. W. (2020). Changes in poultry production and trade worldwide. World's Poultry Science Journal, 76(3), 425–438. https://doi.org/10.1080/00439339.2020.1788008

Мультимодальные Тексты (Видео, Подкасты, Соцсети) Как Средство Погружения В Русскую Культуру

Уразкулова Анна Витальевна
Кокандский университет, Преподаватель кафедры «Филология»

Аннотация
В статье рассматривается использование мультимодальных текстов — видео, подкастов и материалов социальных сетей — как инструмента погружения в русскую культуру. Основное внимание уделено передаче культурных концептов через визуальные, аудиальные и текстовые компоненты.
Для анализа использованы примеры видеороликов, подкастов и публикаций в социальных сетях (YouTube, TikTok, Instagram, VK) с применением методов контент-анализа, сравнительного анализа и кейс-стади педагогического применения. Результаты показывают, что мультимодальные тексты способствуют восприятию культурных реалий, традиций, социальных норм и эмоциональных особенностей носителей языка.
Интеграция таких ресурсов в образовательный процесс повышает мотивацию студентов, развивает аудитивное и визуальное восприятие, а также формирует межкультурную компетенцию, необходимую для эффективной коммуникации в русскоязычной среде.
Ключевые слова: мультимодальные тексты, видео, подкасты, социальные сети, русская культура, погружение в культуру, межкультурная компетенция, преподавание русского языка

Введение
Современные технологии радикально изменили процесс изучения иностранных языков. В частности, мультимодальные тексты — видео, подкасты и материалы социальных сетей — стали не просто дополнительным ресурсом, а полноценным средством погружения в культурную среду. Они позволяют изучающим русский язык не только овладевать лексикой и грамматикой, но и воспринимать повседневные практики, ценности и эмоциональные особенности русской культуры.
Использование мультимодальных материалов в обучении открывает новые возможности для формирования целостного понимания языка и культуры. Визуальные образы, аудиальные сигналы и текстовые компоненты взаимодействуют друг с другом, создавая многоуровневый образовательный опыт, который трудно достичь с помощью традиционных учебников. Например, видео позволяют наблюдать за невербальными проявлениями эмоций и социальной коммуникацией, подкасты — воспринимать интонации и разговорные модели речи, а социальные сети отражают актуальные культурные тренды и молодежный сленг.
Цель настоящего исследования заключается в том, чтобы проанализировать, как мультимодальные тексты формируют межкультурную компетенцию у изучающих русский язык, выявить способы передачи через них национально-культурных концептов и определить их образовательную ценность. Исследование направлено на понимание того, как современные медиаресурсы помогают студентам осознавать культурные особенности носителей языка и развивать навыки критического восприятия информации.
В рамках поставленной цели исследование решает следующие задачи: классификация мультимодальных текстов по типу и назначению, анализ семантических, визуальных и аудиальных элементов, через которые передаются культурные ценности, а также выявление педагогических стратегий их применения. Выполнение этих задач позволяет подчеркнуть, что мультимодальные тексты являются инновационным и эффективным

инструментом обучения, который объединяет язык, культуру и технологию, обеспечивая полноценное и мотивирующее изучение русского языка как иностранного.

Методология исследования

Для достижения целей данного исследования был использован комплекс методов, позволяющих всесторонне изучить роль мультимодальных текстов в формировании культурной компетенции изучающих русский язык. Основной подход заключался в том, чтобы рассмотреть мультимодальные ресурсы не только как источники лексики и грамматики, но и как средства передачи национально-культурных концептов через визуальные, аудиальные и текстовые элементы.

Первым методом являлся контент-анализ, в рамках которого исследовались видеоролики, подкасты и публикации в социальных сетях. Основное внимание уделялось выявлению культурно-специфических элементов: традиций, бытовых практик, социальных норм и эмоциональных особенностей русской коммуникации. Контент-анализ позволил определить, какие элементы мультимодальных текстов наиболее эффективно передают культурный контекст и как они воспринимаются изучающими язык.

Вторым методом был сравнительный анализ, который заключался в сопоставлении мультимодальных текстов по типу медиа. Сравнивались видео, подкасты и посты в социальных сетях с точки зрения способов передачи культурных концептов. Этот подход позволил выявить различия в восприятии культуры через разные медиаканалы, а также определить, какие типы текстов лучше подходят для передачи конкретных культурных аспектов.

Третьим методом исследования стало кейс-стади образовательного применения. Анализировалось использование мультимодальных текстов на курсах русского языка как иностранного, оценивалась их педагогическая эффективность, степень вовлеченности студентов и формирование межкультурной компетенции.

Для систематизации полученных данных была составлена таблица с полями: тип мультимодального текста, пример, культурный концепт, способы передачи культуры, образовательное значение. Такой структурированный подход позволил не только обобщить количественные и качественные показатели, но и провести детальный анализ каждого типа мультимодального ресурса в образовательной среде.

Применение этих методов обеспечило целостное понимание того, как мультимодальные тексты могут служить инструментом культурного погружения, а также позволило определить наиболее эффективные стратегии их интеграции в учебный процесс при изучении русского языка как иностранного.

Результаты исследования

Анализ мультимодальных текстов показал, что различные типы медиа выполняют специфические функции в передаче культурного контекста и формировании межкультурной компетенции изучающих русский язык. Рассмотрим результаты по основным категориям текстов.

Видеоматериалы. Видео, включая фильмы, видеоблоги и YouTube-каналы, оказались эффективным средством передачи культурных особенностей через визуальные образы, бытовые сцены и невербальные элементы. Они позволяют наблюдать социальные взаимодействия, традиции и обычаи русской культуры в естественных условиях, что делает их особенно полезными для восприятия исторических и социальных реалий. Например, видеоролики о праздниках или семейных традициях помогают студентам понять нормы поведения и культурные ценности, которые сложно передать через текстовые источники.

Подкасты. Подкасты представляют собой аудиоконтент, который отражает разговорную речь, акценты и эмоциональные реакции носителей языка. Они способствуют погружению в повседневную и профессиональную лексику, а также улучшают аудитивное восприятие культурного контекста. Подкасты позволяют изучающим язык

улавливать интонационные и эмоциональные нюансы, что важно для понимания социального и эмоционального аспекта коммуникации в русской культуре.

Социальные сети. Социальные сети, такие как Instagram, VK и TikTok, предоставляют актуальные примеры современных культурных практик, молодежного сленга и тенденций. Эти платформы способствуют развитию критического анализа культурных явлений, позволяя студентам сопоставлять получаемую информацию с уже известными культурными концептами. Через визуальные и текстовые мемы, комментарии и интерактивный контент изучающие язык получают возможность наблюдать реальные культурные процессы и адаптироваться к современному языковому окружению.

Таблица 1. анализа мультимодальных текстов

Тип текста	Пример	Культурный концепт	Способы передачи культуры	Образовательное значение
Видео	YouTube-блог о праздниках	Традиции, обычаи	Визуальные сцены, невербальные сигналы	Усвоение культурных норм
Подкаст	«Русский язык для всех»	Разговорная речь, эмоции	Аудио, интонация, диалог	Развитие аудирования и речи
Соцсети	TikTok, VK	Молодежные практики, сленг	Визуальные и текстовые мемы, комментарии	Погружение в современный язык и культуру

Таким образом, результаты исследования показывают, что каждый тип мультимодальных текстов выполняет уникальную образовательную функцию, обеспечивая многослойное восприятие культурного контекста. Видео помогают усвоить визуальные и бытовые аспекты, подкасты — аудиальные и эмоциональные компоненты, а социальные сети — динамичные и актуальные проявления современной русской культуры. Совокупное использование этих ресурсов позволяет создавать комплексное и мотивирующее обучение, направленное на развитие языковой и межкультурной компетенции студентов.

Обсуждение

Сравнительный анализ. Анализ выявил, что разные типы мультимодальных текстов выполняют уникальные функции в передаче культурного контекста. Видео лучше всего подходят для передачи визуальных и бытовых аспектов культуры, таких как традиции, семейные и праздничные обряды, повседневные взаимодействия и невербальные коммуникационные элементы. Подкасты акцентируют внимание на аудитивном восприятии языка, позволяя изучающим улавливать интонации, эмоциональные оттенки и особенности разговорной речи. Социальные сети, напротив, отражают динамичные и актуальные культурные реалии, молодежный сленг и современные тренды, что делает их особенно ценными для анализа текущих культурных процессов и социальных практик.

Педагогические выводы. Использование мультимодальных текстов в образовательном процессе обладает высоким потенциалом для формирования межкультурной компетенции у студентов. Включение видео, подкастов и социальных сетей в учебные программы позволяет изучающим язык воспринимать культурные концепты комплексно, через визуальные, аудиальные и текстовые каналы. Контекстный анализ и обсуждение материалов на занятиях повышают мотивацию студентов, развивают навыки критического мышления и способность интерпретировать культурные явления. Применение различных типов мультимедийного контента обеспечивает

полное и многослойное восприятие культуры, что делает обучение более интерактивным и практико-ориентированным.

Ограничения исследования. Несмотря на положительные результаты, исследование имеет ряд ограничений. Во-первых, выборка мультимедийного контента была ограниченной и не охватывала весь спектр доступных ресурсов. Во-вторых, контент в социальных сетях быстро меняется, что затрудняет систематическое исследование и требует постоянного обновления материалов. В-третьих, для более полного понимания передачи культурного контекста необходимо дальнейшее изучение устной речи, интерактивных платформ и прямого взаимодействия студентов с носителями языка.

Заключение

Мультимодальные тексты представляют собой эффективный инструмент погружения в русскую культуру. Видео, подкасты и социальные сети позволяют изучающим язык воспринимать культурные концепты в визуальной, аудиальной и текстовой формах, что способствует формированию межкультурной компетенции, развитию навыков критического анализа и повышению мотивации к изучению русского языка.

Для преподавателей важно интегрировать мультимедийные материалы в учебный процесс с использованием контекстных заданий, обсуждений и проектной работы, чтобы студенты могли активно взаимодействовать с культурным контентом и применять полученные знания в реальных коммуникационных ситуациях.

Таким образом, мультимодальные тексты не только обогащают процесс изучения языка, но и создают условия для динамичного, интерактивного и погруженного обучения, объединяя язык, культуру и современные цифровые технологии.

Список литературы

Bogdanova, I. V. (2018). Multimodal texts in foreign language learning: Russian context. Moscow: Flinta.

Jewitt, C. (2013). Multimodal methods for researching digital technologies. London: Routledge.

Kress, G. (2010). Multimodality: A social semiotic approach to contemporary communication. London: Routledge.

Kuznetsova, A. A. (2021). Social networks as a tool for teaching Russian as a foreign language. Russian Journal of Linguistics, 25(3), 45–60.

Уразкулова, А. (2025). Формирование языковой компетенции у студентов в процессе обучения русскому языку. Общество и инновации, 6(1/S), 189-196.

Уразкулова, А. В. (2025). СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИЕ ТРЕНИНГИ КАК СРЕДСТВО ПОВЫШЕНИЯ МОТИВАЦИИ ПРИ ИЗУЧЕНИИ РУССКОГО ЯЗЫКА. Multidisciplinary Journal of Science and Technology, 5(2), 754-758.

Уразкулова, А. (2025). Формирование языковой компетенции у студентов в процессе обучения русскому языку. Общество и инновации, 6(1/S), 189-196.

Уразкулова, А. (2024). РОЛЬ СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИХ ТРЕНИНГОВ В ПРОЦЕССЕ ЯЗЫКОВОЙ АДАПТАЦИИ: МЕТОДЫ И ПОДХОДЫ ДЛЯ СТУДЕНТОВ, ИЗУЧАЮЩИХ РУССКИЙ ЯЗЫК. QO 'QON UNIVERSITETI XABARNOMASI, 13, 275-277.

Уразкулова, А. В. (2024). ПОНИМАНИЕ РЕЧИ. University Research Base, 296-300.

Vaitalyevna, U. A. (2024). THE THEME OF THE EAST IN THE WORK OF LERMONTOV. Galaxy International Interdisciplinary Research Journal, 12 (2), 190–194.

Xursanovna, U. K., Makhmudovna, Y. G., Rustamovna, A. N., Arturovna, T. G., & Vitalyevna, U. A. (2025). The Role Of Ai-Based Learning Analytics In Improving Student Performance In E-Learning Platforms. International Journal of Environmental Sciences, 11(2s), 509-517

Economic Essence Of Green Urbanization Policy And Its Role In Sustainable Development

Zaylobiddinov Diyorbek Elyorjon o'g'li
Master's student of the Asian International University
zaylobiddinov0304@gmail.com

Abstract

The article analyzes the economic essence of green urbanization policy and its role in sustainable development. The ecological, economic and social consequences of urbanization processes in the world and Uzbekistan are considered, and the importance of the concept of green urbanization is highlighted. It is shown that the structural elements of green urbanization - energy-efficient technologies, green areas, sustainable transport systems, waste recycling and "smart city" technologies - are effective tools for ensuring economic stability, social well-being and ecological balance. The prospects, practical projects and future prospects of green urbanization in the conditions of Uzbekistan are analyzed, and the strategic importance of creating sustainable cities is emphasized.

Keywords: green urbanization, sustainable development, economic stability, ecological balance, social well-being, smart city, Uzbekistan, energy efficiency, green areas

Annotatsiya

Maqolada yashil shaharlashuv siyosatining iqtisodiy mohiyati va barqaror rivojlanishdagi o'rni tahlil qilinadi. Jahon va O'zbekiston sharoitida urbanizatsiya jarayonlarining ekologik, iqtisodiy va ijtimoiy oqibatlari ko'rib chiqilib, yashil shaharlashuv konseptsiyasining ahamiyati yoritilgan. Yashil shaharlashuv tarkibiy elementlari — energiya tejamkor texnologiyalar, yashil hududlar, barqaror transport tizimlari, chiqindilarni qayta ishlash va "aqlli shahar" texnologiyalari — iqtisodiy barqarorlik, ijtimoiy farovonlik va ekologik muvozanatni ta'minlashda samarali vosita ekanligi ko'rsatiladi. O'zbekiston sharoitida yashil shaharlashuv istiqbollari, amaliy loyihalar va kelajakdagi istiqbollar tahlil qilinib, barqaror shaharlarni yaratishning strategik ahamiyati ta'kidlangan.

Kalit so'zlar: yashil shaharlashuv, barqaror rivojlanish, iqtisodiy barqarorlik, ekologik muvozanat, ijtimoiy farovonlik, aqlli shahar, O'zbekiston, energiya samaradorligi, yashil hududlar

Kirish

Bugungi kunda jahon miqyosida urbanizatsiya jarayonlari jadal sur'atlarda rivojlanib bormoqda. BMT ma'lumotlariga ko'ra, 2050-yilga borib dunyo aholisining qariyb 70 foizi shaharlarda istiqomat qilishi kutilmoqda. Ushbu tendensiya shaharlar infratuzilmasi, ekologiya, energiya resurslari, ijtimoiy-iqtisodiy barqarorlik va aholi farovonligi masalalarini dolzarb muammolarga aylantirmoqda. Shaharlarning tez sur'atlarda o'sishi, ko'p hollarda rejalashtirilmagan qurilish, transport tirbandligi, chiqindilarni boshqarishdagi qiyinchiliklar va havoning ifloslanishiga sabab bo'ladi. Natijada, bu nafaqat ekologik, balki iqtisodiy va ijtimoiy jihatdan salbiy oqibatlarga olib keladi.

Shu nuqtai nazardan, yashil shaharlashuv (green urbanization) siyosati barqaror rivojlanishning muhim omillaridan biri sifatida maydonga chiqmoqda. Yashil shaharlashuvning asosiy maqsadi shaharlarni rivojlantirish jarayonida ekologik barqarorlikni, energiya va resurslardan samarali foydalanishni ta'minlash bilan birga, aholining yashash sifatini oshirishdir. Bu konsept nafaqat tabiiy resurslarni asrashga, balki iqtisodiy samaradorlikni oshirishga ham xizmat qiladi.

Bundan tashqari, global miqyosda iqlim o'zgarishi, suv va energiya yetishmovchiligi, havoning ifloslanishi kabi ekologik muammolar shaharlarni barqaror rivojlantirish zaruratini kuchaytirmoqda. Shu bois, ko'plab davlatlar yashil iqtisodiyot va yashil shaharlashuv siyosatini milliy strategiyalariga kiritmoqda. Masalan, Yevropa Ittifoqi mamlakatlari "Yashil shaharlar"

dasturini amalga oshirib, karbon chiqindilarini kamaytirish, qayta tiklanuvchi energiyadan foydalanish va yashil transportni rivojlantirish orqali barqaror urbanizatsiyani targ'ib qilmoqda. Xuddi shunday, Osiyo va Amerika mamlakatlarida ham "aqlli shahar" va ekologik infratuzilma loyihalari ustuvor vazifa sifatida belgilanmoqda.

O'zbekiston sharoitida ham urbanizatsiya jarayoni tez sur'atlarda rivojlanmoqda. So'nggi yillarda shaharlarda aholining soni oshib, yangi uy-joylar, sanoat hududlari va transport yo'llari qurilmoqda. Shu bilan birga, tabiiy resurslardan oqilona foydalanish, ekologik xavfsizlikni ta'minlash va yashash muhitini yaxshilash kabi masalalar dolzarb bo'lib qolmoqda. Shu sababli mamlakatimizda yashil shaharlashuv siyosatini rivojlantirish va uni barqaror rivojlanish maqsadlariga integratsiyalash dolzarb ahamiyat kasb etadi.

Shunday qilib, yashil shaharlashuv siyosati nafaqat ekologik xavfsizlikni ta'minlash, balki iqtisodiy barqarorlik va ijtimoiy farovonlikni oshirishda ham strategik ahamiyatga ega bo'lib, shaharlarni kelajak avlodlar uchun qulay va barqaror rivojlanadigan makonga aylantirishga xizmat qiladi.

Yashil shaharlashuv tushunchasi va mazmuni.

Yashil shaharlashuv — bu shaharlarni rejalashtirish, qurish va boshqarishda ekologik barqarorlik, iqtisodiy samaradorlik hamda ijtimoiy adolat tamoyillarini uyg'unlashtirgan holda amalga oshiriladigan rivojlanish modelidir. Ushbu yondashuv shahar infratuzilmasini rivojlantirishda atrof-muhitga salbiy ta'sirni kamaytirish, tabiiy resurslardan oqilona foydalanish va aholining yashash sifatini oshirishga qaratilgan.

Yashil shaharlashuv kontseptsiyasi an'anaviy shaharsozlikdan farq qiladi. An'anaviy urbanizatsiya ko'pincha qisqa muddatli iqtisodiy foyda, masalan, sanoat hududlarini tezkor qurish va ko'chmas mulk qiymatini oshirishga qaratilgan bo'lsa, yashil shaharlashuv uzoq muddatli barqaror rivojlanish, ekologik xavfsizlik va ijtimoiy farovonlikni bir vaqtning o'zida ta'minlashga intiladi. Shu sababli u barqaror shaharlar yaratish strategiyasining markaziy elementi sifatida qaraladi.

Yashil shaharlashuv siyosatining asosiy tarkibiy qismlari quyidagilarni o'z ichiga oladi:

1. **Energiya tejamkor va ekologik toza texnologiyalar:** Shaharlar energiya resurslarining asosiy iste'molchisi hisoblanadi. Yashil shaharlashuv energiya samarador binolar, quyosh va shamol energiyasidan foydalanish, issiqlik izolyatsiyasi, LED yoritish tizimlari kabi innovatsion yechimlarni tatbiq etishni nazarda tutadi. Masalan, Yevropada "Passiv uy" konsepti energiya sarfini sezilarli darajada kamaytirgan holda barqaror shaharsozlikni rivojlantirmoqda.

2. **Yashil hududlar va jamoat makonlarini kengaytirish:** Yashil zonalar, parklar, bog'lar va suv havzalari shahar ekologiyasini yaxshilash bilan birga, aholi uchun dam olish va sport qilish imkoniyatlarini yaratadi. Masalan, Singapur shahridagi "Gardens by the Bay" loyihasi nafaqat shahar ekologiyasini yaxshiladi, balki turizm va iqtisodiy rivojlanishga ham hissa qo'shdi.

3. **Barqaror transport tizimlarini rivojlantirish:** Shahar transport tizimi havo ifloslanishi va tirbandlikning asosiy manbai hisoblanadi. Yashil shaharlashuv siyosatida elektr transport, velosiped yo'laklari, jamoat transportini rivojlantirish va piyodalar zonalarini kengaytirish muhim o'rin tutadi. Masalan, Amsterdam va Kopenhagen shaharlarida velosiped transporti shahar hayotining ajralmas qismiga aylangan.

4. **Chiqindilarni qayta ishlash va resurs aylanishini ta'minlash:** Yashil shaharlashuv chiqindilarni kamaytirish, qayta ishlash va tabiiy resurslarni qayta tiklash orqali shahar barqarorligini oshiradi. Masalan, Seul shahrida chiqindilarni ajratib yig'ish va qayta ishlash tizimi shahar ekologiyasini sezilarli darajada yaxshilagan.

5. **"Aqlli shahar" (smart city) texnologiyalarini joriy etish:** Aqlli shahar texnologiyalari — bu transport, energiya, suv va boshqa shahar xizmatlarini raqamli tizim orqali boshqarish va optimallashtirish imkonini beruvchi yechimlardir. Bu texnologiyalar resurslardan samarali foydalanish, xarajatlarni kamaytirish va aholi hayot sifatini oshirishga yordam beradi. Masalan, Songdo (Janubiy Koreya) va Masdar City (BAA) shaharlarida aqlli boshqaruv tizimlari yashash va transport samaradorligini oshirdi.

Yuqoridagi elementlar birgalikda shaharlarni nafaqat ekologik, balki iqtisodiy va ijtimoiy jihatdan barqaror rivojlantirishga xizmat qiladi. Shu bilan birga, yashil shaharlashuv kontseptsiyasi global iqlim o'zgarishi, energiya yetishmovchiligi va aholi salomatligi kabi dolzarb muammolarni ham hal qilishga qaratilgan.

Yashil shaharlashuvning iqtisodiy mohiyati

Yashil shaharlashuv siyosatining iqtisodiy mohiyati resurslardan samarali foydalanish va uzoq muddatli iqtisodiy o'sishni ta'minlashga qaratilgan. An'anaviy shaharlashuv modeli ko'pincha qisqa muddatli iqtisodiy foyda, masalan, sanoat hududlarini tezkor qurish, ko'chmas mulk qiymatini oshirish va ish o'rinlarini yaratishga qaratilgan bo'lsa-da, uzoq muddatda ekologik degradatsiya, sog'liqni saqlash xarajatlarining ortishi, transport tirbandligi va infratuzilmaning eskirishi kabi salbiy oqibatlarga olib keladi. Natijada, shahar iqtisodiy barqarorligi susayadi va aholining hayot sifati pasayadi.

Yashil shaharlashuv esa ushbu muammolarni bartaraf etishga qaratilgan innovatsion iqtisodiy yondashuv hisoblanadi. Uning asosiy iqtisodiy afzalliklari quyidagilardan iborat:

Energiya va suv iste'molini qisqartirish orqali xarajatlarni kamaytirish: Yashil binolar va energiya samarador tizimlar yordamida shaharlar energiya xarajatlarini sezilarli darajada kamaytirishi mumkin. Masalan, Germaniyada energiya tejamkor binolar qurilishi orqali binolarning issiqlik xarajatlari 30–50% ga kamaygan. Shu bilan birga, suvni qayta ishlash va oqova suvni tozalash texnologiyalari suv resurslaridan samarali foydalanish imkonini beradi.

"Yashil iqtisodiyot" sohalarida yangi ish o'rinlarini yaratish: Yashil shaharlashuv rivojlanishi bilan ekologik texnologiyalar, qayta tiklanuvchi energiya manbalari, chiqindilarni qayta ishlash va ekologik transport sohalarida yangi ish o'rinlari yaratiladi. Masalan, Xitoyning so'nggi 10 yillik "yashil iqtisodiyot" dasturi natijasida yuz minglab yangi ish o'rinlari ochildi va iqtisodiy o'sishning barqarorligi ta'minlandi.

Investitsion jozibadorlikni oshirish: Barqaror va yashil shaharlar investorlarga jozibador bo'ladi. Ekologik toza va qulay yashash muhiti kapital kiritishni rag'batlantiradi. Masalan, Skandinaviya mamlakatlaridagi barqaror shahar loyihalariga xorijiy sarmoyalar sezilarli darajada oshgan.

Sog'liqni saqlash va ekologik tiklash xarajatlarini kamaytirish: Yashil shaharlashuv havoning ifloslanishini kamaytiradi, shaharlarni yashil hududlar bilan boyitadi va chiqindilarni qayta ishlashni ta'minlaydi. Natijada aholining sog'lig'i yaxshilanadi va sog'liqni saqlash xarajatlari kamayadi. Masalan, AQShda shaharlarda yashil maydonlarni kengaytirish orqali yurak-qon tomir kasalliklari va nafas yo'llari kasalliklaridan keladigan xarajatlar sezilarli darajada pasaygan.

Shu tarzda, yashil shaharlashuv iqtisodiy barqarorlikni ta'minlab, shaharlarning raqobatbardoshligini oshiradi. U nafaqat ekologik va ijtimoiy foyda beradi, balki uzoq muddatli iqtisodiy samaradorlikni ham kafolatlaydi. Shu bois, har bir shahar va davlat yashil shaharlashuv siyosatini o'z milliy va hududiy rivojlanish strategiyalariga integratsiyalash orqali barqaror rivojlanish yo'lida katta qadam qo'yishi mumkin.

Barqaror rivojlanishdagi o'rni.

Barqaror rivojlanish tushunchasi iqtisodiy, ijtimoiy va ekologik omillarning muvozanatli rivojlanishini anglatadi. Bu yondashuvning maqsadi nafaqat iqtisodiy o'sish, balki aholining farovonligi va tabiiy muhitni asrashni ham bir vaqtning o'zida ta'minlashdir. Shu nuqtai nazardan, yashil shaharlashuv ushbu uch yo'nalishni o'zida mujassamlashtirgan kompleks siyosat sifatida qaraladi.

1. **Iqtisodiy jihati:** Yashil shaharlashuv uzoq muddatli iqtisodiy o'sish va barqaror investitsiyalarni ta'minlaydi. Energiya va resurslarni samarali ishlatish, chiqindilarni kamaytirish va "yashil iqtisodiyot" sohalarini rivojlantirish orqali shaharlar yangi ish o'rinlarini yaratadi, infratuzilma xarajatlarini kamaytiradi va investitsion jozibadorlikni oshiradi. Masalan, Yevropa Ittifoqi mamlakatlarida yashil shaharlashuv loyihalari iqtisodiy o'sishga 2–3% qo'shimcha hissa qo'shgan.

2. **Ijtimoiy jihati:** Barqaror shaharlar aholiga qulay va xavfsiz yashash muhiti yaratadi. Yashil hududlar, jamoat transporti, piyodalar va velosiped yo'laklari aholining harakatlanishini osonlashtiradi, shaharni ijtimoiy jihatdan integratsiyalashgan makonga aylantiradi. Shu bilan birga, ekologik toza muhit sog'liqni yaxshilaydi va ijtimoiy farovonlikni oshiradi. Masalan, Shimoliy Yevropadagi shaharlar aholining o'rtacha umr ko'rish davrini 3–5 yilga oshirgan, ayniqsa bolalar va qariyalar uchun xavfsiz yashash sharoitini yaratgan.

3. **Ekologik jihati:** Yashil shaharlashuv tabiiy resurslarni saqlash, chiqindilarni kamaytirish, karbon chiqindilarini qisqartirish va iqlim o'zgarishiga moslashishga yordam beradi. Shaharlarni ekologik jihatdan barqaror qilish orqali atmosfera va suv resurslarini ifloslanishdan himoya qilish, biologik xilma-xillikni saqlash va tabiiy ofatlarni kamaytirish imkoniyati yuzaga keladi. Masalan, Kanadaning Vancouver shahrida yashil shaharlashuv loyihalari karbon chiqindilarini 33% ga kamaytirishga erishgan.

Shu bois, yashil shaharlashuv BMTning Barqaror rivojlanish maqsadlari (BRM), xususan, 11-maqsad — "Barqaror shaharlar va aholi yashash joylari"ga erishishda muhim vosita hisoblanadi. U nafaqat ekologik barqarorlikni ta'minlaydi, balki iqtisodiy va ijtimoiy barqarorlikni ham mustahkamlaydi, shaharlarni kelajak avlodlar uchun qulay va barqaror rivojlanadigan makonga aylantiradi.

Bundan tashqari, yashil shaharlashuv orqali shaharlar global miqyosdagi iqlim o'zgarishiga moslashish, tabiiy ofatlarning ta'sirini kamaytirish va aholi salomatligini himoya qilish imkoniyatiga ega bo'ladi. Shu bilan birga, bu siyosat milliy iqtisodiyot va hududiy rivojlanish strategiyalariga integratsiyalash orqali uzoq muddatli barqarorlikni kafolatlaydi.

O'zbekiston sharoitida yashil shaharlashuv istiqbollari.

O'zbekistonda so'nggi yillarda yashil iqtisodiyot va ekologik barqarorlikka qaratilgan islohotlar faollashmoqda. Shu jumladan, "Yashil makon" umummilliy loyihasi, energiya samaradorligini oshirish dasturlari, ekologik transport vositalarini rivojlantirish va chiqindilarni boshqarish tizimlarini modernizatsiya qilish tashabbuslari mamlakatimizda yashil shaharlashuv siyosatining amaliy ko'rinishlari sifatida e'tirof etilmoqda.

O'zbekiston sharoitida yashil shaharlashuvning istiqbollari quyidagi asosiy yo'nalishlar orqali amalga oshirilishi mumkin:

Yashil standartlarni joriy etish: Shaharsozlik va qurilish sohasida ekologik standartlar va sertifikatlash tizimlarini tatbiq etish orqali energiya tejamkor binolar va barqaror infratuzilma yaratish mumkin. Masalan, yangi uy-joy loyihalarida quyosh batareyalari va issiqlik izolyatsiyasi tizimlarini joriy etish shaharlarni ekologik jihatdan xavfsiz qiladi.

Qayta tiklanuvchi energiya manbalaridan foydalanish: Quyosh, shamol va biomassa energiyasini rivojlantirish orqali shaharlar energiya mustaqilligini oshirishi mumkin. Toshkent va Samarqand shaharlarida quyosh panellarini kengaytirish, sanoat hududlarida energiya tejamkor texnologiyalarni tatbiq etish istiqboldagi barqaror rivojlanish uchun muhim qadamdir.

Raqamli va "aqlli shahar" texnologiyalarini tatbiq etish: Smart city konsepti orqali transport, suv, energiya va chiqindilarni boshqarish tizimlarini raqamlashtirish mumkin. Bu shahar resurslaridan samarali foydalanish, xarajatlarni kamaytirish va aholining yashash sifatini oshirishga xizmat qiladi. Masalan, Toshkent shahrida transport tizimini raqamlashtirish va jamoat transportining intellektual monitoringini joriy etish tirbandlikni kamaytiradi va ekologik holatni yaxshilaydi.

Yashil transport va jamoat transportini rivojlantirish: Elektr transport vositalari, velosiped yo'laklari va piyodalar zonalarini kengaytirish orqali shahar havosini ifloslantiruvchi gaz chiqindilarini kamaytirish mumkin. Bu nafaqat ekologik foyda beradi, balki aholining sog'lig'ini yaxshilaydi va shahar hayot sifatini oshiradi.

Tabiiy hududlarni saqlash va ekologik monitoring: Shaharlarda yashil maydonlarni kengaytirish, daraxt ekish kampaniyalarini yo'lga qo'yish va suv havzalarini himoya qilish ekologik barqarorlikni ta'minlashda muhim ahamiyatga ega. Masalan, Toshkent shahridagi "Chilonzor bog'i" va boshqa yashil hududlarni kengaytirish loyihalari shahar mikroiqlimini yaxshilaydi va aholiga dam olish imkonini yaratadi.

Kelgusida Oʻzbekistonda yashil shaharlashuv siyosatini muvaffaqiyatli amalga oshirish orqali nafaqat ekologik barqarorlikni taʼminlash, balki iqtisodiy oʻsish, yangi ish oʻrinlari yaratish va shaharlarning raqobatbardoshligini oshirish imkoniyatlari mavjud. Shu bilan birga, xalqaro hamkorlik va ilgʻor texnologiyalarni joriy etish orqali Oʻzbekiston shaharlarini barqaror rivojlanish modeli sifatida namoyish etish mumkin.

Shu bois, yashil shaharlashuv milliy strategiya va hududiy rivojlanish dasturlariga integratsiyalash orqali mamlakatning ekologik, iqtisodiy va ijtimoiy barqarorligini taʼminlashda strategik ahamiyatga ega boʻladi.

Xulosa

Xulosa qilib aytganda, yashil shaharlashuv siyosati nafaqat ekologik muammolarni hal etish, balki iqtisodiy barqarorlik va ijtimoiy farovonlikni taʼminlashda ham muhim ahamiyatga ega. U shaharlarni barqaror rivojlantirishning markaziy vositasi sifatida xizmat qiladi, aholining yashash sifatini oshiradi, tabiiy resurslarni saqlaydi va iqlim oʻzgarishiga moslashishga yordam beradi.

Yashil shaharlashuvning samarali tatbiqi shaharlarni quyidagi jihatlar boʻyicha rivojlantirish imkonini beradi:

• **Iqtisodiy barqarorlik:** resurslardan samarali foydalanish, energiya va suv xarajatlarini kamaytirish, yangi ish oʻrinlari yaratish va shaharlarning investitsion jozibadorligini oshirish.

• **Ijtimoiy farovonlik:** qulay yashash muhiti, xavfsiz shahar makoni, sogʻlom ekologik sharoit va jamoaviy infratuzilma orqali aholining turmush darajasini yaxshilash.

• **Ekologik barqarorlik:** karbon chiqindilarini kamaytirish, chiqindilarni qayta ishlash, yashil hududlarni kengaytirish va tabiiy resurslarni asrash.

Oʻzbekiston sharoitida yashil shaharlashuv konseptsiyasini rivojlantirish orqali nafaqat ekologik xavfsizlikni taʼminlash, balki iqtisodiy oʻsish, shaharlarning raqobatbardoshligini oshirish va barqaror ijtimoiy rivojlanishga erishish mumkin. Shu bois, yashil shaharlashuvni milliy va hududiy rivojlanish strategiyalarining ajralmas qismi sifatida qarash muhimdir.

Kelajakda shaharsozlikda yashil standartlarni keng joriy etish, qayta tiklanuvchi energiya manbalaridan foydalanish va aqlli shahar texnologiyalarini tatbiq etish orqali Oʻzbekiston shaharlarini barqaror rivojlanish modeli sifatida namoyish etish mumkin. Shu tarzda, yashil shaharlashuv siyosati nafaqat ekologik, balki iqtisodiy va ijtimoiy jihatdan ham barqaror kelajakni taʼminlashning samarali mexanizmi hisoblanadi.

Foydalanilgan adabiyotlar

United Nations. World Urbanization Prospects 2022. New York: UN, 2022.

European Commission. Green Cities Initiative: Sustainable Urban Development. Brussels: EC, 2021.

Jabareen, Y. R. (2006). Sustainable Urban Forms: Their Typologies, Models, and Concepts. Journal of Planning Education and Research, 26(1), 38–52.

Beatley, T. (2011). Biophilic Cities: Integrating Nature into Urban Design and Planning. Washington, DC: Island Press.

Oʻzbekiston Respublikasi Prezidentining 2020-yil 6-apreldagi PF-6002-sonli qarori. "Yashil iqtisodiyot va ekologik barqarorlikni taʼminlash chora-tadbirlari". Toshkent.

Ministry of Housing and Communal Services of Uzbekistan. Urban Development and Green City Programs. Tashkent, 2023.

Wheeler, S. M. (2013). Planning for Sustainability: Creating Livable, Equitable, and Ecological Communities. Routledge.

The Practical Importance And Relevance Of Teaching Folk Epics

Olimov Shodmon

Master's student at Asian International University

Abstract

The article examines the importance of in-depth study of the great immortal epic of our people "Alpomish" and teaching it to the younger generation, through which the genre nature and artistic and compositional features of folk epics, educational value, respect for the national heritage are revealed. values, dedication, the idea of education, the expression of traditions and customs inherited from our ancestors, preservation, encouragement to collect and learn.

Key words: epos, bakhshi, alpomish, rite, ritual folklore, plot, poetic structure, morphology of a fairy tale, tradition.

Annotasiya

Maqolada xalqimizning o'lmas buyuk eposi "Alpomish" dostonini chuqur o'rganish va yosh avlodga o'rgatish dolzarbligi, u orqali yoshlarga xalq dostonlarining janriy tabiati hamda badiiy-kompozistion xususiyatlari, tarbiyaviy ahamiyati , tarbiyalanuvchilarni milliy qadriyatlarga hurmat-e'tibor, sadoqat ruhida tarbiyalash, ajdodlarimizdan meros bo'lib kelayotgan urf-odat va an'analarni anglatish, asrabavaylash, to'plab-o'rganishga da'vat etish haqida fikr bayon etilgan.

Kalit so'zlar: epos, doston, baxshi, Alpomish, marosim, marosim folklori, syujet, poetik struktura, ertak morfologiyasi, an'ana.

Kirish

Dostonlar xalq ozaki ijodining eng yirik, salmoqdor, badiiy barkamol janridir. Ular ma'naviyatimiz va badiiy so'z san'atimizning tarixiy asoslari va zamini bo'lishi bilan birga uning bugungi holatini yanada boyituvchi, rivojlantiruvchi cheksiz imkoniyatlar manbai hamdir. Dostonlar ajdodlar va avlodlar jonli aloqasini, vorisligini o'zida mujassamlashtiradi. Ular xalq ijtimoiy-maishiy hayoti bilan bevosita bog`langanligi tufayli har bir kishiga o'z xalqi, uning tarixi va kelajagi, istiqboldagi orzu-umidlari bilan vobastalikni his etishga, amaliy faoliyatda esa yuksak axloqiy g`oyalarni asos qilib olishga yordam beradi. Shuning uchun ham dostonlarni to'plash, o'rganish va nashr etish hamisha dolzarb vazifa bo'lib kelgan. Bu ulkan boylikning asosiy tarkibiy qismlaridan birini xalq dostonlari, jumladan, "Alpomish" dostoni tashkil etadi. "Alpomish" dostoni ajdodlarimiz ijodiy dahosining bebaho badiiy yodgorligi. U bugungi kunda o'zbek xalqining milliy birligi va ma'naviy uyg'onish, o'z-o'zini anglashining ramziga aylangan dostondir.

Turli markazlar tarbiyachi ma'naviyatining o'ziga mos bo'lgan tomonlarini rivojlantiradi. Maktabgacha ta'lim guruhlarda nutq o'stirish, bolalar adabiyoti, bolalarni sahnalashtirish va ijodiy faoliyatga o'rgatish nazariyasi va metodikasi tarkibiga xalq og'zaki ijod namunalari kiritilganligini bayon etgan edik. Ushbu materiallar tarbiyalanuvchilarning dunyoqarashiga kuchli ta'sir etib, ongi va axloqini takomillashtiradi:

1.Ilk yosh: 1-3 yosh davrlarni o'z ichiga oladi. Ilk yoshdagi ijtimoiy rivojlanish vaziyati va uning genetik vazifasi. Bola hayotining birinchi yili oxiriga kelib erishgan natijalari yangi ijtimoiy rivojlanish vaziyatini qurishni talab qiladi. "Alpomish" dostonida qahramonlar tasviriga mos nomini taniy oladi. Bu yoshdagi bolalarda tasvir orqali nutqiy muloqotga erishish mumkin.

2.Kichik guruh: 3-4 yoshni o'z ichiga oladi. Bolaning imkon doirasidagi va undan tashqaridagi nutq vositalari bilan faol muloqotga kirishish, kattalarning savollariga va takliflariga javob berish, o'z istak-xohishlarini, hissiyotlarini, fikrlarini ifoda qilgan holda tashabbus ko'rsatib fikr bildirishga intilishini qo'llab-quvvatlash; tengdoshlari ishlariga qiziqishini, o'z taassurotlarini ular bilan o'rtoqlashishni istashini, o'yin harakatlarini, ro'y berayotgan hodisaga munosabatini nutq bilan ifodalashga qiziqishini rag'batlantirish; shaxsiy tajribadan kelib chiqqan holda bolaning o'ziga yaqin mavzular bo'yicha, yoki "Alpomish" dostoni qahramonlari sifatlarini

o'rgatish mumkin. Qahramonlik va mardlik, yurt tinchligi, millat birligi g'oyalari, uning qahramonona shon-shuhrati, el-yurt farovonligi va oila baxti, vatan ravnaqi uchun kurash tuyg'ulari shakllantiriladi.

3. O'rta guruh: 4-5 yoshni o'z ichiga oladi. "Alpomish" dostoni obrazlarining tahlilini bu yoshda bemalol kuzatish mumkin. Masalan, qahramonlikda Alpomishdan, ibo-hayo va Sharq qizlariga xos fazilatlarni Barchinoydan, do'stlar bilan kengashi bahil bo'lishni Alpomish va Qorajondan, vaziyatdan tashqari muloqot qilishga undash xususiyatlari o'rgatiladi. Dushmanlarning «qirq mingini bir deb sanab qirishga» tayyor turgan jasur Barchin obrazida qahramonlik eposlariga xos botir qiz («alp qiz») haqidagi an'anaviy tushuncha ham o'z ifodasini topgan. Qahramonlik va mardlikni tarannum etuvchi Barchinning shartlari dostonda nihoyatda badiiy tasvirlangan.

4.Katta guruh: 5-6 yoshni o'z ichiga oladi. "Alpomish" dostonida o'yin faoliyati orqali odamlar bilan muloqotda bo'lish, kattalarga hurmatda bo'lish, kichiklarda izzatda bo'lish fazilatlari shakllantiriladi. Jumladan, dostonda "ot o'yini" tasvirining alohida berilishi shunchaki emas. Chunki xalqimiz orasida "ot o'yinini ko'rgan kishi baxtli bo'ladi" degan ishonch bor. Shuning uchun hozirgacha to'ylarda "ot o'yini" namoyish etiladi. Buning uchun ot niqobini kiyib olgan kishi to'y davrasini aylanib, o'yin ko'rsatadi. Dostonda ot o'yini shunday tasvirlanadi: "Boybo'rining Qultoy degan yilqichi quli bor edi. Alpomishga enchi bir tarlon biyasi bor edi. Bir yag`roq qulun tug`di, bu tulpor, deb Boybo'riga olib kelib bergan edi. Necha yildan beri tablada boquvli turgan edi. Choparlar kelib ketgandan keyin tabladagi ot sag`risi toshib, yoli qulog`idan oshib, yulduzni ko'zlab, paraqqos boylab o'ynay berdi. Ammo dostonda Boybo'ri yakka-yu yolg`iz o'g`li Alpomishning begona yurtga tanho ketishini xohlamagani uchun, bu holat yaxshiligini bilsa-da, uni yomonlikka yo'yib: "Shu yomonlagurning o'ynagani xam yaxshilik emas», – deydi va otning sag`risiga uch-to'rt tayoq tushirib, tabladan chiqarib, Qultoyning qoshiga olib borib, yilqilarga qo'shib qaytadi.

5.Tayyorlov guruh: 6-7 yoshni o'z ichiga oladi. Kattalar bilan muloqot qilish,oilada munosabatlarni shakllantirishda o'z "men"ini hurmat qilish fazilatlarini doston orqali o'rganish mumkin. Qahramonlarning o'zaro munosabatlari: ota–o'g'il; ota – qiz; ona – o'g'il; ona – qiz; aka – uka; er – xotin; yurtni boshqaruvchi–el; oilaviy burch – farzand burchi – el oldidagi burch – vatan oldidagi burch va mas'uliyat yorqin ifodasini topgan. Natijada, doston shunchaki tinglovchining vaqtini o'tkazish uchun yaratilgan ermak emas, xalq qahramonlik eposiga yuklatiladigan vazifa sanaladi.

ADABIYOTLAR
O'zbekiston Respublikasi Vazirlar Mahkamasining tegishli qarorlari
(1998-yil 13-yanvar)
Yo'ldoshev Q. "Alpomish" talqinlari yoki doston badiiyati hamda millat ma'naviyati haqida ayrim fikrlar. - T.: Ma'naviyat, 2002. 6-bet
Yo'ldoshev Қ. Adabiyot o'qitishning ilmiy-nazariy asoslari. T.: O'qituvchi, 1996.-30 -34- b.
Qahramonov Q. An'ana va zamonaviylik. T.: A. Navoiy nomidagi O'zbekiston Milliy kutubxonasi nashriyoti, 2007. -20-21- b.
Xolboyeva G. Xalq dostonlarida milliy qadriyatlar ifodasi // J. Xalq ta'limi. – 2004.№4. – B. 79.
Jumaboyev M. "Bolalar adabiyoti va folklor". –T.,O'qituvchi, 1990.
Madayev O, Sobitova T. Xalq og`zaki poetik ijodi. Toshkent: "Sharq" nashriyotmatbaa aksiya dorlik kompaniyasi bosh tahririyati, 2003.
M.Umarova, X.Xamroqulova, R.Tojiboyeva 4- sinf "O'qish" kitobi 2019- y

National Ecological Values And Their Development

D.Nazarova.
Independent researcher at Namangan State University.

Abstract

This article covers the essence of national ecological values, their historical and cultural sources and significance in modern society. In the course of the research, the ways of developing ecological values based on national traditions, folk oral literature, religious and spiritual heritage, and scientific and pedagogical approaches were analyzed. In addition, the effective aspects of integrating national ecological values in the educational process, strengthening ecological education through the family and neighborhood institute, organizing practical ecological activities, and using digital technologies were substantiated.

Keywords: national ecological values, ecological education, ecological awareness, ecological culture, sustainable development, national traditions, nature protection, educational process.

Annotasiya

Mazkur maqolada milliy ekologik qadriyatlarning mohiyati, ularning tarixiy-madaniy manbalari va zamonaviy jamiyatdagi ahamiyati yoritilgan. Tadqiqot jarayonida milliy an'analar, xalq og'zaki ijodi, diniy-ma'naviy meros hamda ilmiy-pedagogik yondashuvlar asosida ekologik qadriyatlarni rivojlantirish yo'llari tahlil qilingan. SHuningdek, ta'lim-tarbiya jarayonida milliy ekologik qadriyatlarni integratsiya qilish, oila va mahalla instituti orqali ekologik tarbiyani kuchaytirish, amaliy ekologik faoliyatni tashkil etish hamda raqamli texnologiyalardan foydalanishning samarali jihatlari asoslab berilgan.

Kalit so'zlar: milliy ekologik qadriyatlar, ekologik tarbiya, ekologik ong, ekologik madaniyat, barqaror rivojlanish, milliy an'analar, tabiatni muhofaza qilish, ta'lim-tarbiya jarayoni.

Global ekologik inqirozlar, tabiiy resurslarning keskin kamayishi va antropogen ta'sirning kuchayishi sharoitida jamiyatning tabiatga bo'lgan munosabatini qayta ko'rib chiqish zarurati tobora ortib bormoqda. Bu jarayonda ekologik ta'lim-tarbiyani faqat ilmiy-texnik bilimlar bilan cheklab qolmasdan, balki xalqning asrlar davomida shakllangan milliy ekologik qadriyatlariga tayanish muhim ahamiyat kasb etadi. Milliy ekologik qadriyatlar inson va tabiat o'rtasidagi uyg'un munosabatlarni tartibga soluvchi ma'naviy-axloqiy me'yorlar tizimi sifatida jamiyatning barqaror rivojlanishida muhim omil hisoblanadi.

Ekologik qadriyat – bu insonning tabiatga, uning resurslariga, hayvonot va o'simlik dunyosiga, ekologik muvozanatga nisbatan mas'uliyatli va hurmatli munosabatini ifodalaydigan axloqiy, estetik, falsafiy va amaliy yondashuvlar tizimidir. Bu qadriyatlar orqali inson o'z harakatlarining atrof-muhitga ta'sirini anglaydi va uni asrashni o'zining ijtimoiy burchi deb biladi.

Ilmiy adabiyotlarda "milliy ekologik qadriyatlar" tushunchasi muayyan xalqning tarixiy taraqqiyoti, madaniy merosi, urf-odatlari va an'analari asosida shakllangan, tabiatni asrash, undan oqilona foydalanish va uni avlodlarga butun holda yetkazishga qaratilgan qarashlar va xulq-atvor me'yorlari majmui sifatida talqin etiladi. Bu qadriyatlar ekologik ong, ekologik madaniyat va ekologik mas'uliyat bilan uzviy bog'liq bo'lib, insonning tabiatga nisbatan ma'naviy munosabatini ifodalaydi.

Milliy ekologik qadriyatlar - bu O'zbekiston xalqining tabiatga munosabati, urf-odatlari, madaniy merosi va an'analari orqali shakllangan, ekologik ong va madaniyatni oshirishga qaratilgan qadriyatlardir, ularni rivojlantirish esa davlat siyosati, ta'lim, jamiyatni ekologik tarbiyalash va atrof-muhitni muhofaza qilish tadbirlari orqali amalga oshiriladi, bu maqsadda «Ekologik ong va ekologik madaniyatni rivojlantirish» kabi davlat dasturlari mavjud.

Ekologik pedagogika va etnoekologiya sohasidagi tadqiqotlarda milliy qadriyatlar ekologik ta'limning muhim komponenti sifatida qaraladi. Xususan, L.N. Gumilyov, N.N. Moiseev, I.D. Zverev kabi olimlar xalqlarning tabiatga moslashuvi va uni muhofaza qilish tajribasi ularning madaniy kodiga chuqur singib ketganini ta'kidlaydilar. O'zbek xalqining ekologik qadriyatlari

ham qadimiy zardushtiylik ta'limoti, islom dini, xalq og'zaki ijodi va an'anaviy xo'jalik tajribasi negizida shakllangan.

Markaziy Osiyo hududida qadimdan tabiatga ehtirom bilan munosabatda bo'lish an'anasi mavjud bo'lgan. "Avesto" manbasida yer, suv, havo va olov muqaddas unsurlar sifatida talqin qilinib, ularni ifloslantirish katta gunoh deb hisoblangan. Bu qarashlar ekologik qonun-qoidalarning dastlabki shakli sifatida ahamiyatlidir.

Islom ta'limotida ham tabiatni asrash, isrofgarchilikdan tiyilish, hayvonot va o'simlik dunyosiga shafqatli munosabatda bo'lish muhim axloqiy talab sifatida belgilangan. Qur'oni Karim va hadislarda inson "er yuzidagi xalifa" sifatida mas'uliyatli mavqega ega ekani ta'kidlanadi. Bu esa tabiatdan foydalanishda ma'naviy cheklov va me'yorlarni belgilaydi.

Xalq og'zaki ijodi – maqol, matal, afsona va qo'shiqlarda ham ekologik mazmun yaqqol aks etgan. Masalan, "Suv – hayot manbai", "Erni asragan – elni asraydi" kabi maqollar tabiatni muhofaza qilish g'oyasining xalq ongida chuqur o'rnashganini ko'rsatadi.

Ilmiy tahlillar asosida milliy ekologik qadriyatlarni quyidagi tarkibiy qismlarga ajratish mumkin:

❖Ekologik bilimlar - tabiat qonunlari, mavsumiy o'zgarishlar, resurslardan foydalanish usullari haqidagi an'anaviy va zamonaviy bilimlar;

❖Ekologik munosabat - tabiatga ehtirom, mas'uliyat va mehr bilan yondashish;

❖Ekologik xulq-atvor - chiqindilarni kamaytirish, suv va yerdan tejamkorlik bilan foydalanish, yashil muhitni saqlashga qaratilgan amaliy harakatlar;

❖Ekologik an'analar - hashar orqali ariq-kanallarni tozalash, daraxt ekish marosimlari, muqaddas deb e'tirof etilgan tabiiy ob'ektlarni asrash.

Bu komponentlar o'zaro uyg'un holda shakllanib, shaxsda barqaror ekologik madaniyatni vujudga keltiradi.

Bugungi kunda milliy ekologik qadriyatlarni ta'lim-tarbiya jarayoniga integratsiya qilish barqaror rivojlanish ta'lim kontseptsiyasining muhim yo'nalishlaridan biri hisoblanadi. Ayniqsa, boshlang'ich va umumiy o'rta ta'lim bosqichida ekologik mazmundagi milliy qadriyatlar asosida tashkil etilgan darslar o'quvchilarda tabiatga nisbatan ongli munosabatni erta yoshdan shakllantiradi.

Tadqiqotlar shuni ko'rsatadiki, milliy qadriyatlarga tayangan ekologik ta'lim interfaol usullar, fanlararo integratsiya va hayotiy misollar bilan boyitilganda o'quvchilarning ekologik bilimi va amaliy faolligi sezilarli darajada oshadi. Bu esa ekologik muammolarni hal etishda fuqarolik mas'uliyatini kuchaytiradi.

Milliy ekologik qadriyatlarni rivojlantirish kompleks, tizimli va uzluksiz jarayon bo'lib, ta'lim, oila, jamiyat va davlat institutlarining hamkorligini talab etadi. Ushbu yo'llar asosida tashkil etilgan ekologik tarbiya insonda tabiatga nisbatan mas'uliyatli munosabatni shakllantirib, barqaror rivojlanishni ta'minlashga xizmat qiladi.

Milliy ekologik qadriyatlarni rivojlantirish yo'llari

1. Ta'lim-tarbiya jarayoniga integratsiya qilish. Milliy ekologik qadriyatlarni rivojlantirishning eng samarali yo'li - ularni ta'lim-tarbiya jarayoniga tizimli ravishda integratsiya qilishdir. Bunda ekologiya, geografiya, biologiya, ona tili, adabiyot va tarix fanlari mazmunida milliy ekologik g'oyalar, xalq an'analari va urf-odatlarini aks ettiruvchi materiallardan foydalanish muhim hisoblanadi. Fanlararo integratsiya asosida tashkil etilgan darslar o'quvchilarda tabiatga nisbatan yaxlit va ongli munosabatni shakllantiradi.

2. Milliy an'analar va urf-odatlardan foydalanish. Xalqimizning hashar, daraxt ekish, suv manbalarini tozalash, muqaddas deb e'tirof etilgan tabiiy ob'ektlarni asrash kabi an'analari ekologik qadriyatlarni rivojlantirishda katta tarbiyaviy ahamiyatga ega. Ushbu an'analarni ta'lim muassasalari va mahalla hayotiga qayta joriy etish orqali yosh avlodda jamoaviy mas'uliyat va tabiatga mehr tuyg'usini mustahkamlash mumkin.

3. Ekologik targ'ibot va ma'rifiy faoliyatni kuchaytirish. Ommaviy axborot vositalari, ijtimoiy tarmoqlar, ma'naviyat va ma'rifat markazlari orqali milliy ekologik qadriyatlarni targ'ib qilish muhim ahamiyat kasb etadi. Ekologik mazmundagi ko'rgazmalar, tanlovlar, davra suhbatlari va aktsiyalar orqali aholining barcha qatlamlarida ekologik ongni oshirish mumkin. Bu

jarayonda milliy ramzlar va xalq ijodi namunalaridan foydalanish targ'ibot samaradorligini oshiradi.

4. Oila va mahalla instituti orqali rivojlantirish. Oila va mahalla milliy qadriyatlarni saqlash va avloddan-avlodga yetkazishda asosiy ijtimoiy institut hisoblanadi. Ota-onalar tomonidan bolalarga tabiatga ehtiyotkor munosabat, tejamkorlik va tozalik odatlarini o'rgatish ekologik tarbiyaning dastlabki bosqichini tashkil etadi. Mahalla doirasida o'tkaziladigan obodonlashtirish ishlari esa milliy ekologik qadriyatlarning amalda namoyon bo'lishiga xizmat qiladi.

5. Amaliy ekologik faoliyatni tashkil etish. Milliy ekologik qadriyatlar faqat nazariy bilimlar bilan emas, balki amaliy faoliyat orqali rivojlanadi. Tabiat qo'ynida o'tkaziladigan mashg'ulotlar, ekologiyalыq ekspeditsiyalar, maktab va oliy ta'lim muassasalari hududida "yashil makon" loyihalarini amalga oshirish o'quvchilarda tabiatni asrash ko'nikmalarini shakllantiradi. Amaliy tajriba milliy qadriyatlarni shaxsiy e'tiqod darajasiga ko'tarishga xizmat qiladi.

Foydalanilgan adabiyotlar ro'yhati.

Abdullaev A.J. Ekologik ta'lim va tarbiya nazariyasi. – Toshkent: O'qituvchi, 2018. – 180 b.

Zverev I.D. Ekologicheskoe obrazovanie i vospitanie shkolьnikov. – Moskva: Pedagogika, 1994. – 256 s.

Gumilyov L.N. Etnogenez i biosfera Zemli. – Sankt-Peterburg: Azbuka, 2002. – 560 s.

Karimov I.A. Yuksak ma'naviyat – yengilmas kuch. – Toshkent: Ma'naviyat, 2008. – 176 b.

O'zbekiston Respublikasi Prezidentining Farmoni. "2022–2026 yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida". – Toshkent, 2022.

Ethymology of English and Uzbek names

Isakova Zilolaxon Zokirovna,
senior teacher (PhD), Kokand State Pedagogical Institute
E-mail address: isakovazilolakhon@gmail.com
Botiraliyeva Ozodaxon Sodiqjon qizi,
master's student, Kokand University.
E-mail address: Ozodaxon1995botir@gmail.com

Abstract
The article gives information about etymology and antropology of English and Uzbek personal names analized by linguists in both languages. As well as the stages of formation of famous Uzbek names and historical meanings of English names are included with examples completely. From time-to-time naming process developed relating to people lifestyle and religional concepts that they are given in exact periods.
Keywords: Anthroponomy, Etymology, Name origin, Translation, Religional names

Introduction
Names can have a great significance in peoples life that is related to nationality, religion, personal dreams and worldview and imagination. There are ancient traditions and customs of the processes of naming people and their traditions are still nowadays. People think that names can effect to babys next life. Even in religional concepts, it is said that a name impacts persons psyche, effects his destiny and future life. Therefore, naming process has great significance not only in Muslim families, but also in other nationalities with a significant responsibility. While the number of people increased, the issue of naming individuals began to be greater important. In every period, names were chosen in accordance with people lifestyles and different rituals.

Main Part
According to Joao de Pina-Cabral writings, naming systems reflect such processes in many, historically differentiated ways. Our names carry within them specific , localized histories of personhood, both collective and personal. The field that studies people's names, the laws of their appearance and development, their structure, their position in society, and their popularization is called "anthroponymics". Anthroponyms are related to the history of language. From the anthropological facts ''personal name" describes a centrally important aspect all of the different styles of human existence. Anthroponymic is a greek word that means "anthropos" - person, "onoma" - name. Names given to individuals are called anthroponyms.
Naming always varies from context to context and time to time. Human ways of life are both social and personal, and naming is one of the central aspects through which two imply each other. From hundred years, Anthroponomy has developed throughout the history as a culture among the Uzbek and English   We know from history that in the Uzbek nation there were some names that people chose themselves or were given by nature. Gulshoda Avloyorova analyzed theoretical principals of Uzbek and English names in her article named "Basic theoretical principles of personal names in English and Uzbek languages". The process of naming individuals has changed gradually. If we turn to historical sources, we will be able to see that names from other nations entered the Uzbek and English languages along with their own national names. "It is no secret to us that Arabic names entered the history of the Uzbek people, and Anglo-saxon names with a similar name entered the English people. As a result of the introduction of Islam to the territory of Central Asia, many names related to the Muslim religion entered the history of the Uzbek language and were adapted to the culture of our people, for example: Ibrahim from the name Abraham in the arab nation, Yusuf from the name Joseph in the Iranian language, Ismail from the name Ishmael, Yaqub from the name Jacob, as well as names such as Alexander were created from the Greek name Alexander. [Gulshoda Avloyorova 2024]. She also gives information and examples of English names came from

other languages. "Among the English people, names such as Athelstan, Egbert, Ethelred, Edith, Edward and Edmund from the anglo-saxons, Grimwald, Knut, Oswald, Frida, Ingirid, Sigrid came from the danes. Also, Roman names such as Claudius, Gaius, Marcus, Flavia, Lucilla, Octavia, Edward are widely used in Britain" [Gulshoda Avloyorova 2024]. Sacred books Quran and Bible have great significance in both languages. "In the English nation, names such as Joseph, Adam, Yakov, Benjamin, David were taken from the Bible for men, and in the Uzbek nation, the names that begin with the compound "Abd" (Arabic for "slave") from the Qur'an, - names ending with the suffix "-din" (faith, religion), as well as names with the suffix –"ullah" (Allah) were taken, and such names had figurative meanings, for example: Abdurashid, Abdurahim, Abdurahman, religious names such as Nuriddin, Sayfuddin and Fathullah spread widely. Names that came under the influence of religion did not exclude women. The ladies of the English-speaking nations were given religious names such as Judith, Eve, Esther, Rebecca, Rutz, Sarah, while the uzbek miracles were named Aisha, Hadicha, Karima (generous) Majida (magnificent) Adolat (justice), Muhabbat". [Gulshoda Avloyorova 2024].

Many linguists have learned the history of English names for several years. According to Roswitha Fischer, " When Germanic tribes conquered England in the middle of the first millennium AD, they also brought their names and their naming conventions with them. Old English personal names were mostly formed by two meaningful elements denoting certain admired qualities (Gōdwine 'friend of God', Cwēnhild 'queen of battle'). Following the Norman Conquest in 1066, the former Old English Germanic names were eventually replaced by the Norman name stock, which largely consisted of continental Germanic names that had been adapted to French (William, Alice). Names from the Bible or from saints' legends were also common (John, Margaret) (cf. McClure 2013). With the rise of puritanism in the late 16th and 17th century, names from the Old Testament became especially popular (Abraham, Abigail). The followers of the movement also started to derive personal names from generic nouns denoting Christian virtues. They were mainly used for girls (Grace, Prudence). Furthermore, surnames began to be given as personal names (Sidney, Nevilla)" [Roswitha Fischer 2011]. McClure (2013) reports that nowadays more than 60,000 personal names are registered as baby names in England and Wales, while there were probably fewer than 1,000 names in use towards 242 the end of the Middle Ages.

Many uzbek scientists learned old Uzbek personal names S. Ibrohimov , N. Mamatov , F. Kamolov, R. Jumaniyozov, YA. Pinkhasov, T. Mirzaev, E. Begmatov (1962) devoted to the problems of Russian writing and spelling of Uzbek names. The articles of such scientists were published in the press pages. E. Begmatov's works such as "The Spelling of Personal Names" (Tashkent, 1970), "The Spelling of Uzbek Names" (Tashkent, 1972). One of them is Obobakirova Valizaoy who wrote an article "The concept of uzbek anthroponymics and its main problems". She proved some beliefs that she gave historical Uzbek and Turkish names, their origin and meanings. According to her concepts,

 "The national uniqueness of Uzbek anthroponymy is ensured by two linguistic materials. These are: original Turkic names and Uzbek names. The national-linguistic spirit is especially evident in the creation of Uzbek names. Most of the names belonging to the original Turkic layer are names with a clearly perceptible appellative meaning. Nevertheless, in this layer of names, three different names can be found according to their meaning: 1) names whose meaning is clearly felt; 2) names whose meaning is now obscured; 3) names with dead meaning. Most Uzbek names belong to the first and second groups".[Obobakirova Valizaoy.2011]

What is Ethymology ?

Etymology relates to the study of the origin of and history of words including their constituent units of sound and meaning across time.The etymology of Uzbek personal Names belonging to the Turkic layer can be lexically-semantically divided into three groups: 1) name-dedications; 2) names and comments; 3) names and wishes... Islam pushed aside the names of Turkic origin, but could not destroy them: at the beginning of the last century, they were worn by

about 5% of Uzbeks. Many of the names that came with Islam were associated with religious ideas, the heroes of the Koranic plots. Composite names have spread:

Names with the first component abd- (Arabic for "slave") were especially common:

Abdurashid - slave of the Wise

Abdurahim - slave of the Merciful

Abdurahman - slave of the Merciful

With the second component -din "religion, faith" or -ulla:

Nuriddin - light of faith

Sayfuddin - sword of religion

Fathullah - Allah's victory

Initially, all these names were the privilege of the clergy and nobility.

In addition to religious names, names with a specific semantic load are also used:

Karim (a) – GenerAdolat - Justice

Muhabbat - Love, etc.

Names of Turkic origin:

Most of the Uzbeks, however, have preserved a significant number of traditionally national names, subdivided into numerous groups:

1. Names symbolizing wishes for strength, courage, beauty, etc.

Botir – Hero, athlete

Arslon - Leo

Pulat - Steel

Temir - Iron

Gulchehra - The appearance of a flower (or flower face)

Oygul - Moon flower

2. The names (of different origins) of the heroes of oriental legends and fairy tales, historical figures:

Rustam, Yusuf, Farhad, Tahir

Shirin - Sweet

Zuhra (Zuhro) – morning star, Venus

Iskandar (Alexander),

Ulugbek (Ulug'bek) and others.

3. Names, given after the name of plants, animals, birds, domestic animals, etc., which are the most ancient in origin:

Rayhon - Basil (female name)

Olma(hon)(gul) - Apple (female name)

Urman (Ormon) - Forest (male name)

Sarimsok - Garlic (male name)

Buri – Wolf (male name) usually given to a child born with teeth.

4. Names denoting different household items and tools:

Bolta - Ax (Bolta+boy) ous (Here, a – stands for female names)

Majid - Glorious

Umid (a) – Hope [Usarbek U.Imoilov ,Bahodir A.Talibdjanov.2021]

There are some periods of English names when they divided into four periods: 1930-1939, 1980-1989, from 2010 years up to now. People have had names since long time ago. Most names have some sort of original meaning, usually descriptive: 1. Descriptive names

2.Compound names

3. Christian names

Descriptive names from nouns:

1)Irish Gaelic name, Conan-"hound", "wolf", Aed-"fire",

2) from adjectives: Irish Gaelic name, Fial- "modest, honorable, generous", Finn- "fair, bright, white".

Compound names:

1) Frankish names:

Sigibert-"victory, shining", Childeric- "battle+powerful

2) Norse names: (+god "Thor")

male- Thorbjorn, Thorgeir, Thorkell

female- Thordis, Thorgunna,Thorhalla

3) English names: Edwin-"ead" prosperity, fortune, "wine"-friend, Wulfgar-wolf, gar- spear

Christian names:

Christians were encouraged to name their children after saints and martyrs:

1) Jewish-Mary,Martha,Matthew, James , Joseph, John

2) GrecoRoman- Anthony, Catherine, Margaret, Mark, Nicholas, Paul.

3) Native- Alfred, Edward (from Anglo-Saxon)

MATERIALS AND METHODS

The personal (individual) name from antiquity until recently served as the only anthroponym of the Uzbeks; only sometimes it was accompanied by the name of the father or the name of the place of origin. National naming systems have developed in different epochs and under different historical, geographical, economic, cultural and social conditions. The semantics of existing names are very diverse. The semantics of names are less dependent on the structure of the language than the meaning of any other word. For example, among most peoples, male names mean strength, courage, power, and female names mean beauty, chastity, tenderness. The difference in names is due not only to differences in languages, but also to specific reasons of a historical nature. The semantics of names are less dependent on the structure of the language than the meaning of any other word. For example, among most peoples, male names mean strength, courage, power, and female names mean beauty, chastity, tenderness. The difference in names is due not only to differences in languages, but also to specific reasons of a historical nature [Usarbek U.Imoilov ,Bahodir A.Talibdjanov].

References

Joa de Pina-Cabral, "Names and Naming", University of Kent, Centbury, UK. 2015 Elsevier Ltd

Gulshoda Avlayorova,"BASIC THEORETICAL PRINCIPLES OF PERSONAL NAMES IN ENGLISH AND UZBEK LANGUAGES".05.2024. Europian International Journal of Philological Sciences. 12-15p. eISSN: 2751-1715 pISSN

Roswitha Fischer, "English personal names in international contexts", University of Regensburg .SKASE Journal of Theoretical Linguistics. 2019.(19 p)

Obobakirova Valizaoy "THE CONCEPT OF UZBEK ANTHROPONYMICS AND ITS MAIN PROBLEMS".

Usarbek U.Imoilov ,Bahodir A.Talibdjanov "Origin of Uzbek names",Turkish Journal of Physiotherapy and Rehabilitation;329(3).2021 ISSN 2651-4451/e-ISSN 2651-446X

The Effect Of Sulfate Acid Concentrations On The Process Of Extraction Of Phosphate From Phosphorit Flour

A.A.Nodirov[1], M.Aliyeva[2] , X.Ne'matov[2], N.Yusubaliyeva[2]
[1]Associate Professor, Namangan State Pedagogical Institute,
[2]Students of Namangan State Pedagogical Institute

Abstract
The article gives information about etymology and antropology of English and Uzbek personal names analized by linguists in both languages. As well as the stages of formation of famous Uzbek names and historical meanings of English names are included with examples completely. From time-to-time naming process developed relating to people lifestyle and religional concepts that they are given in exact periods.
Keywords: Anthroponomy, Etymology, Name origin, Translation, Religional names

To date, there are two methods of industrial production of phosphoric acid: dry (electric furnace) extraction and (wet) method. The process of recovering phosphorus from the product obtained by burning phosphates in blast furnaces, followed by oxidation in blast furnaces and subsequent dissolution in water is called thermal phosphoric acid (TPA), and the phosphoric acid extracted from the phosphate rock product with the participation of mineral acids is called extraction phosphoric acid (EPA). The concentration and purity of TPA are higher than that of EPA, but since its cost is much higher, phosphate fertilizers are produced from EPA.

In the experiment, EPA was isolated using the clinker method, which involves treating phosphorites with sulfuric acid.

For laboratory studies, phosphate raw material with the following composition was used: 17.76% $P_2O_{5total.}$; 3.15% $P_2O_{5specific.}$; 47.51% CaO; 1.79% MgO; 17.02% CO_2 ; 0.95% Al_2O_3 ; 0.73% Fe_2O_3 ; 3.27% SO_3 ; 2.26% F; 1.02% H_2O; $CaO:P_2O_5$ - 2.68 and 5.25% insoluble residue. The results obtained are presented in the table below.

In the experiments, sulfuric acid was used at concentrations of 70, 75, 80, 85, 90 and 93%, with a standard of 103%. The results obtained are presented in the table. It can be seen from the results in the table that when the sulfuric acid concentration increases from 70 to 93%, the percentage content of P_2O_5 in the obtained EPA increases from 8.02 to 9.21%, the amount of CaO increases from 1.03 to 1.17%, and the amount of SO_3 increases from 3.12 to 3.39%. The amounts of P_2O_{5total} and P_2O_5aqueous in dry phosphogypsum increase from 2.40 to 2.58% and from 0.12 to 0.24%, respectively. CaO and SO_3 of the quantities and suitable from 29.48 to 29.84% respectively increase and 40.51 to 40.35% decrease observed . In the same standards K $_{piece .}$ and Sorry $_.$ suitable from 92.31 to 93.73% respectively and 90.34 to 91.70% increases . Filtering in this speed wet phosphogypsum from 1095 to 948 kg/m $^2 \cdot$ s was in the meantime lies Of course, this is filtering speed noticeable to the extent decrease happened However , when using a lower concentration (70-75%), large amounts of foam are also observed

Derived EPA and phosphogyp c basic chemical composition

Substances amount , %							K $_{piece .,}$ %	K.$_{div . ,}$ %	Filtering speed , kg/m ^{2} s
.			Dry phosphogypsum						
P_2O_5	He alth	SO_3	$P_2O_{5th m.}$	$P_2O_{5w ater .}$	Heal th	SO_3			
H_2SO_4 concentration - 70%									
8.0 2	1.0 3	3.1 2	2.40	0.12	29.4 8	40.51	92.31	90.34	1095
H_2SO_4 concentration - 75%									
8.2 5	1.0 7	3.1 6	2.45	0.14	29.5 2	40.48	92.76	90.45	1064

H$_2$SO$_4$ concentration - 80%									
8.41	1.10	3.21	2.49	0.16	29.57	40.45	93.20	90.84	1011
H$_2$SO$_4$ concentration - 85%									
8.75	1.13	3.29	2.53	0.19	29.65	40.42	93.38	91.23	985
H$_2$SO$_4$ concentration - 90%									
9.12	1.15	3.35	2.56	0.22	29.73	40.38	93.61	91.62	964
H$_2$SO$_4$ concentration - 93%									
9.21	1.17	3.39	2.58	0.24	29.84	40.35	93.73	91.70	948

This situation interferes with the normal course of the process. When using high concentrations of sulfuric acid (80-93%), large foams are also formed, but due to the low amount of water, the stability of these foams is much lower and interferes with the normal course of the reactions to a lesser extent. These results also show that the main chemical compositions of the EPA and dry phosphogypsum obtained at sulfuric acid concentrations of 90 and 93% are very close to each other. Therefore , in this case, sulfuric acid it is good concentrations of 90 and 93% to take possible.

Used literature

1. Zakirova S. E., Najmiddinov R., Nodirov A. A. Phosphate From Raw Materials Extraction To Obtain Phosphoric Acid //International Conference on Global Trends and Innovations in Multidisciplinary Research. – 2025. – T. 1. – №. 4. – C. 63-64.
2. Nodirov A. A., Nozimov E. S., Azimjonov S. Extraction Phosphoric Acid From Washed Calcined Phosphorite Concentrate //TLEP–International Journal of Multidiscipline. – 2025. – T. 2. – №. 4. – C. 284-286.
3. Nodirov, A. A., Sultonov, B. E., Sherkuziyev, D. S., & Abdulxayev, A. A. (2025, July). Research of the composition of phosphogypsum produced during the extracting of phosphoric acid from mineralized mass by the clinker method. In AIP Conference Proceedings (Vol. 3304, No. 1, p. 040021). AIP Publishing LLC.
4. Nodirov, A. A., Sultonov, B. E., Abdullajanov, O. A., & Kholmatov, D. S. (2021). The clinker method of extracting phosphoric acid from Central Kyzylkum phosphorites. Scientific Bulletin of NamSU, 7, 69-75.
5. Sultonov B. E., Nodirov A. A., Xolmatov D. S. Research of the Composition of Phosphogypsum Produced During the Extracting of Phosphoric Acid from Ordinary Phosphorite Powder by the Clinker Method //Chemical Science International Journal. – 2023. – T. 32. – №. 2. – C. 51-58.
6. Avazovich Nodirov Alisher, Sultonov Bohodir Elbekovich, and Holmatov Dilshod Sattorjonovich. "The main chemical composition of phosphogypsum. formed at the obtaining of extraction phosphoric acid by clinker method." International scientific review LXXXIX (2023): 6-8.
7. Нодиров, А. А., Султонов, Б. Э., & Холматов, Д. С. (2022). Влияние нормы и концентрации серной кислоты на параметры экстракционной фосфорной кислоты, полученных клинкерным способом из мытого обожженного фосфоритового концентрата. Universum: технические науки, (3-5 (96)), 38-43.
8. Nodirov A. A. et al. Research of the composition of phosphogypsum produced during the extracting of phosphoric acid from mineralized mass by the clinker method //AIP Conference Proceedings. – AIP Publishing LLC, 2025. – T. 3304. – №. 1. – C. 040021.
9. Sadikjanovich N. E., Atxamjon o'g'li A. S., Avazovich N. A. MINERALLASHGAN MASSA VA FOSFORIT KUKUNIDAN FAOLLASHTIRILGAN FOSFORLI O'G'ITLAR OLISH

JARAYONLARI //Partner conferences of the International Scientific Journal Research Focus. – 2025. – T. 1. – №. 1. – C. 179-182.

10. Nodirov, A. A., & Kamilov, F. (2025, December). Improving the Methodology for Preparing Mineral Fertilizers Using Artificial Intelligence. In International Conference on Global Trends and Innovations in Multidisciplinary Research (Vol. 1, No. 6, pp. 68-73).

11. Nodirov, A. A. (2025, December). Method Of Extraction Of Phosphate Acid And Increasing Its Concentration. In International Conference on Global Trends and Innovations in Multidisciplinary Research (Vol. 1, No. 6, pp. 29-31).

12. Avazovich, N. A., & Sadikjanovich, N. E. Z. (2025, October). EKOLOGIK JIXATDAN ATROF-MUHITGA ZARARI KAM BOLGAN OGIT ISHLAB CHIQARISH. In Partner conferences of the International Scientific Journal Research Focus (Vol. 1, No. 1, pp. 120-123).

Children Growing Up In Small Families And Their Social Adaptation

Ashuraliev Rahmonjon Soyibjon oglu
Asian International University
rashuraliev039@gmail.com

Annotation

This article provides a comprehensive and systematic scientific analysis of the social adaptation process of children growing up in small families. The study examines children's adaptation to the school environment, emotional stability, level of self-control, and the formation of relationships with peers as key social indicators.

The results of the study show that children growing up in small families usually have high rates of rapid adaptation to the educational process, management of their emotions, and independent decision-making. This is explained by the fact that parents provide their children with more individual attention, emotional support, and educational resources. At the same time, in some cases, these children may experience certain difficulties in communicating with peers, participating in group activities, and assuming social roles. This is explained by the limited daily social experience, in particular, with siblings.

The conclusions drawn in the article serve to more effectively support the social development of children growing up in small families, to develop special programs aimed at developing social skills in educational institutions, and to formulate practical recommendations for parents. The results of this study are of significant theoretical and practical importance for scientific research in the fields of child psychology, pedagogy, and social development.

Keywords: small family, social adaptation, child development, emotional stability, adaptation to the school environment.

Annotatsiya

Mazkur maqolada kichik oilalarda voyaga yetayotgan bolalarning ijtimoiy moslashuv jarayoni kompleks va tizimli tarzda ilmiy tahlil qilinadi. Tadqiqotda bolalarning maktab muhitiga moslashuvi, emotsional barqarorligi, o'z-o'zini boshqarish darajasi hamda tengdoshlar bilan o'zaro munosabatlarining shakllanishi asosiy ijtimoiy ko'rsatkichlar sifatida o'rganiladi.

Tadqiqot natijalari shuni ko'rsatadiki, kichik oilalarda o'sayotgan bolalar, odatda, o'quv jarayoniga tez moslashish, o'z his-tuyg'ularini boshqarish va mustaqil qaror qabul qilishda yuqori ko'rsatkichlarga ega bo'ladilar. Bu holat ota-onalar tomonidan farzandga ko'proq individual e'tibor, emotsional qo'llab-quvvatlash va ta'limiy resurslar taqdim etilishi bilan izohlanadi. Shu bilan birga, ayrim hollarda ushbu bolalarda tengdoshlar bilan muloqot, jamoaviy faoliyatda ishtirok etish hamda ijtimoiy rollarni egallash jarayonida muayyan qiyinchiliklar kuzatilishi mumkin. Bu esa kundalik ijtimoiy tajribaning, xususan, aka-uka va opa-singillar bilan bo'ladigan o'zaro munosabatlarning cheklanganligi bilan bog'liq holda izohlanadi.

Maqolada olingan xulosalar kichik oilalarda o'sayotgan bolalarning ijtimoiy rivojini yanada samarali qo'llab-quvvatlash, ta'lim muassasalarida ijtimoiy ko'nikmalarni rivojlantirishga qaratilgan maxsus dasturlar ishlab chiqish hamda ota-onalar uchun amaliy tavsiyalarni shakllantirishga xizmat qiladi. Ushbu tadqiqot natijalari bolalar psixologiyasi, pedagogika va ijtimoiy rivojlanish sohalaridagi ilmiy izlanishlar uchun muhim nazariy va amaliy ahamiyatga ega.

Kalit so'zlar: kichik oila, ijtimoiy moslashuv, bolalar rivoji, emotsional barqarorlik, maktab muhitiga moslashuv.

Kirish

Zamonaviy jamiyatda oilaning tuzilishi sezilarli darajada o'zgarib bormoqda. Urbanizatsiya jarayonlarining jadallashuvi, iqtisodiy barqarorlikka bo'lgan ehtiyojning ortishi hamda ijtimoiy qadriyatlar tizimidagi transformatsiyalar natijasida kichik oilalar modeli tobora keng

tarqalmoqda. Ko'plab jamiyatlarda bir yoki ikki farzandli oilalar ustuvor shaklga aylanib, bu holat tarbiya, ta'lim va shaxs rivoji jarayonlarida yangi ijtimoiy-psixologik sharoitlarni yuzaga keltirmoqda. Shu sababli, kichik oilalarda voyaga yetayotgan bolalarning shaxsiy kamoloti, emotsional rivoji va ijtimoiy moslashuv xususiyatlarini ilmiy asosda o'rganish zamonaviy pedagogika va psixologiya fanlari uchun dolzarb masalalardan biri hisoblanadi.

Bolalarning ijtimoiy moslashuvi ularning maktab muhiti, tengdoshlar guruhi, o'qituvchilar hamda kengroq ijtimoiy tizim bilan samarali munosabat o'rnatishi orqali namoyon bo'ladi. Ushbu jarayon shaxsning emotsional barqarorligi, muloqot ko'nikmalari, ijtimoiy rollarni anglash va o'zini anglash darajasi bilan chambarchas bog'liqdir. Ijtimoiy moslashuv nafaqat bolalarning akademik muvaffaqiyati, balki ularning kelajakdagi ijtimoiy faoliyati va jamiyatdagi o'rnini belgilovchi muhim omil sifatida qaraladi.

Kichik oilalarda tarbiyalanayotgan bolalar, odatda, ota-onaning individual e'tiboridan kengroq foydalanish, ta'limiy resurslarga erkinroq kirish va emotsional qo'llab-quvvatlash imkoniyatiga ega bo'ladilar. Biroq, ushbu ustunliklar bilan bir qatorda, ular tengdoshlar bilan kundalik muloqot, jamoaviy muhitda ijtimoiy rollarni o'rganish hamda nizolarni hal etish ko'nikmalarini shakllantirish borasida muayyan cheklovlarga duch kelishlari mumkin. Shu bois kichik oilalar sharoitida voyaga yetayotgan bolalarning ijtimoiy moslashuv jarayonini har tomonlama, kompleks yondashuv asosida tahlil qilish muhim ilmiy vazifadir.

Mazkur maqolaning asosiy maqsadi kichik oilalarda o'sayotgan bolalarning ijtimoiy moslashuv xususiyatlarini empirik va nazariy jihatdan tahlil qilish, ushbu jarayonga ta'sir etuvchi omillarni aniqlash hamda olingan natijalar asosida pedagoglar, ota-onalar va mutaxassislar uchun amaliy tavsiyalar ishlab chiqishdan iborat. Ushbu tadqiqot bolalar psixologiyasi va ijtimoiy pedagogika sohalarida olib borilayotgan ilmiy izlanishlarga muhim nazariy va amaliy hissa qo'shishi kutiladi.

Nazariy asoslar

Oilaviy muhit bolalarning shaxs sifatida shakllanishida hal qiluvchi ahamiyatga ega bo'lgan ijtimoiy institutlardan biri hisoblanadi. Psixologik va pedagogik tadqiqotlarda oilaning tuzilishi, ota-onalar bilan o'zaro munosabatlar sifati, tarbiya uslublari hamda oilaviy resurslar bolalarning kognitiv, emotsional va ijtimoiy rivojiga bevosita ta'sir etuvchi asosiy omillar sifatida qayd etiladi. Ayniqsa, bolalik davrida shakllanadigan munosabatlar modeli shaxsning keyingi hayotiy faoliyati, jamiyatga moslashuvi va ijtimoiy rollarni o'zlashtirishida muhim rol o'ynaydi.

Kichik oilalarda, odatda, ota-onalar farzandga ko'proq individual e'tibor qaratish imkoniga ega bo'ladilar. Bu holat bolaning o'zini qadrlashi, emotsional barqarorligi va o'ziga bo'lgan ishonchining mustahkamlanishiga ijobiy ta'sir ko'rsatadi. Shuningdek, ota-onaning ta'lim jarayoniga faol jalb etilishi, bolaning qiziqishlari va ehtiyojlariga mos pedagogik yondashuvlarni qo'llash imkoniyati kichik oilalarda nisbatan yuqori bo'ladi. Natijada, bunday muhitda voyaga yetayotgan bolalarda mustaqil fikrlash, mas'uliyat hissi va akademik motivatsiya rivojlanishi uchun qulay sharoit yaratiladi.

Biroq ijtimoiy o'rganish nazariyasiga ko'ra, shaxsning muloqot, hamkorlik, raqobat va nizolarni hal etish kabi muhim ijtimoiy ko'nikmalari kundalik ijtimoiy tajriba jarayonida shakllanadi. Katta oilalarda bolalar ushbu tajribani ko'pincha aka-uka va opa-singillar bilan bo'lgan o'zaro munosabatlar orqali egallaydilar. Sibling munosabatlari bolaga murosaga kelish, navbat kutish, o'z manfaatlarini himoya qilish va boshqalarning nuqtayi nazarini inobatga olish kabi ijtimoiy xulq-atvor modellarini amaliy tajriba asosida o'rganish imkonini beradi.

Kichik oilalarda esa bunday tabiiy ijtimoiy tajriba muhiti nisbatan cheklangan bo'lishi mumkin. Bu holat ayrim bolalarda tengdoshlar bilan muloqot qilish, jamoaga moslashish va ijtimoiy rollarni o'zlashtirish jarayonida muayyan qiyinchiliklar yuzaga kelish ehtimolini oshiradi. Ayniqsa, maktabgacha va boshlang'ich ta'lim davrida ijtimoiy o'yinlar, jamoaviy faoliyat va tengdoshlar bilan o'zaro aloqalar orqali shakllanadigan ko'nikmalarning yetarli darajada rivojlanmasligi bolalarning ijtimoiy moslashuviga salbiy ta'sir ko'rsatishi mumkin.

Shu bilan birga, zamonaviy rivojlanish psixologiyasi nuqtayi nazaridan qaralganda, oilaviy tuzilma bolalarning ijtimoiy moslashuviga yagona va hal qiluvchi omil sifatida qaralmasligi

lozim. Ota-onaning tarbiya uslubi, maktab muhiti, tengdoshlar bilan munosabatlar sifati, madaniy kontekst va individual shaxsiy xususiyatlar ham bolalarning ijtimoiy rivojida muhim rol o'ynaydi. Shu bois kichik oilalarda voyaga yetayotgan bolalarning ijtimoiy moslashuv jarayonini baholashda kompleks, tizimli va ko'p omilli yondashuv zarur hisoblanadi.

Tadqiqot metodologiyasi

Mazkur tadqiqot sifat va miqdoriy yondashuvlarni uyg'unlashtirgan holda olib borildi. Bu yondashuv bolalarning ijtimoiy moslashuv jarayonini har tomonlama va chuqur o'rganish imkonini beradi. Tadqiqotda maktab yoshidagi 10–15 yoshdagi bolalar ishtirok etdi, ular turli oilaviy sharoitlardan kelib chiqqan: kichik oilalar (bir yoki ikki farzandli) va katta oilalar (uch va undan ortiq farzandli).

Bolalarning ijtimoiy moslashuv darajasi standartlashtirilgan psixologik so'rovnomalar orqali baholandi. Ushbu so'rovnomalar peer interaction (tengdoshlar bilan muloqot), emotional regulation (emotsional barqarorlik), school adjustment (maktabga moslashuv) va self-confidence (o'ziga bo'lgan ishonch) kabi asosiy ijtimoiy ko'nikmalarni o'lchashga qaratilgan. Shu bilan birga, pedagogik kuzatuvlar orqali bolalarning maktab va sinf muhiti bilan o'zaro aloqalari, guruh ichidagi xulq-atvori va muloqot uslublari tahlil qilindi.

Tadqiqot jarayonida o'qituvchilar fikrlari ham muhim ma'lumot manbai sifatida jalb qilindi. Ular bolalarning sinfdagi ishtiroki, tengdoshlar bilan o'zaro munosabatlari va ijtimoiy ko'nikmalari bo'yicha muntazam kuzatuv natijalarini taqdim etdilar. Bu usul tadqiqotga triangulyatsiya (bir nechta manbalarni birlashtirish) printsipini qo'shib, natijalarni yanada ishonchli va isbotli qiladi. Bolalar kichik va katta oilalarda o'sayotgan guruhlarga ajratilib, ularning ijtimoiy moslashuv ko'rsatkichlari statistik va sifat jihatdan taqqoslandi. Miqdoriy tahlil uchun tavsifiy statistika, o'rtacha qiymatlar, standart og'ishlar va independent samples t-testlar qo'llanildi, bu orqali guruhlar o'rtasidagi farqlarni aniqlash imkoniyati yaratildi. Sifat yondashuvlar, ya'ni kuzatuv va o'qituvchilar baholari esa natijalarni kontekstualizatsiya qilish, individual farqlarni aniqlash va bolalarning ijtimoiy moslashuv jarayonini yanada chuqur tushunishga yordam berdi.

Shunday qilib, mazkur metodologik yondashuv kichik oilalarda voyaga yetayotgan bolalarning ijtimoiy moslashuvini kompleks tarzda o'rganish, farqlarni aniqlash va pedagogik hamda psixologik tavsiyalar ishlab chiqish imkonini berdi.

Natijalar

Tadqiqot natijalari shuni ko'rsatdiki, kichik oilalarda voyaga yetayotgan bolalar maktab muhitiga moslashishda nisbatan yuqori ko'rsatkichlarga ega. Ular o'qituvchilar bilan samarali muloqot qilish, topshiriqlarni mustaqil bajarish va o'quv jarayoniga mas'uliyat bilan yondashishda faol bo'lishlari bilan ajralib turadi. Shu bilan birga, bu guruhdagi bolalarda emotsional barqarorlik va o'zini nazorat qilish darajasi yuqori ekanligi kuzatildi, bu esa ularning stressli vaziyatlarda o'zini tutish va maktabdagi ijtimoiy hamda akademik talablarni bajarish qobiliyatini mustahkamlaydi.

Statistik tahlil natijalari, xususan, o'rtacha qiymatlar va tavsifiy ko'rsatkichlar, kichik oilalardagi bolalarning school adjustment (maktabga moslashuv) va emotional regulation (emotsional barqarorlik) ko'rsatkichlari nisbatan yuqori ekanligini tasdiqladi. Independent samples t-testlar yordamida o'tkazilgan guruhlararo solishtirishlar esa maktab muhitiga moslashuv bo'yicha farqlarni sezilarli darajada aniqladi ($p < 0.05$), bu kichik oilalar sharoitining ijtimoiy moslashuv jarayoniga ijobiy ta'sirini ko'rsatadi.

Biroq tadqiqot davomida ayrim bolalarda tengdoshlar bilan muloqot qilish va ijtimoiy munosabatlarni rivojlantirish jarayonida cheklovlar kuzatildi. Jumladan, jamoaviy o'yinlarda faol ishtirok etmaslik, konfliktli vaziyatlarda murosaga kelish va guruh ichida o'z rolini topish ko'nikmalarining yetarli darajada shakllanmaganligi qayd etildi. Bu holatlar kichik oilalarda ijtimoiy tajribaning ba'zi jihatlari nisbatan cheklangan bo'lishi mumkinligini ko'rsatadi.

Shuningdek, o'qituvchilar kuzatuvlari va sifatiy baholar natijalari shuni tasdiqladiki, kichik oilalarda o'sayotgan bolalar ijtimoiy moslashuvning ayrim tarkibiy qismlarida, xususan peer interaction (tengdoshlar bilan muloqot) ko'rsatkichlarida ba'zi zaif tomonlarga ega bo'lishi mumkin. Bu holat ularning ijtimoiy ko'nikmalarini mustahkamlash uchun qo'shimcha pedagogik va psixologik yondashuvlarni talab qiladi.

Natijalar shuni ko'rsatadiki, kichik oilalarda o'sayotgan bolalar o'zini maktab muhitiga moslashish va emotsional nazorat qilishda kuchli bo'lishiga qaramay, tengdoshlar bilan samarali muloqot va jamoaviy faoliyat ko'nikmalarini rivojlantirish bo'yicha qo'shimcha ijtimoiy tajribaga ehtiyoj sezadi. Bu xulosalar pedagogik yondashuvlarni individual va guruh darajasida moslashtirish zarurligini ko'rsatadi.

Muhokama

Olingan natijalar oilaviy muhitning bolalarning ijtimoiy rivojlanishiga murakkab va ko'p qirrali ta'sir ko'rsatishini tasdiqlaydi. Tadqiqot ko'rsatdiki, kichik oilalarda ota-onalarning farzandga individual yondashuvi, doimiy e'tibor va emotsional qo'llab-quvvatlashi bolalarda emotsional barqarorlik, o'zini anglash qobiliyati va akademik motivatsiyaning muvaffaqiyatli shakllanishiga xizmat qiladi. Shu bilan birga, farzandlar maktab muhitida mustaqil topshiriqlarni bajarish va o'qituvchilar bilan samarali muloqot qilishda sezilarli darajada faol bo'lishlari bilan ajralib turadi. Biroq tadqiqot shuni ko'rsatdiki, kichik oilalarda o'sayotgan bolalarda kundalik ijtimoiy tajribaning nisbatan cheklanganligi ayrim ijtimoiy ko'nikmalar, xususan tengdoshlar bilan muloqot, jamoaviy faoliyatlarda ishtirok etish va nizolarni hal etish qobiliyatlarining yetarli darajada rivojlanmasligiga olib kelishi mumkin. Bu holat ijtimoiy moslashuv jarayonida kichik oilalar sharoitidagi bolalarning kuchli tomonlari va cheklovlarini aniq ko'rsatadi.

Mazkur holatlar ta'lim muassasalarida ijtimoiy ko'nikmalarni rivojlantirishga qaratilgan maxsus pedagogik dasturlarni joriy etish zarurligini ko'rsatadi. Jamoaviy o'yinlar, guruhli mashg'ulotlar, rolli o'yinlar va ijtimoiy vazifalarni bajarish orqali bolalarning hamkorlik qilish, murosaga kelish, yetakchilik va mas'uliyat ko'nikmalarini mustahkamlash mumkin. Bu jarayon bolalarga tengdoshlar bilan o'zaro munosabatlarni yaxshilash, konfliktli vaziyatlarni samarali boshqarish va ijtimoiy muhitga moslashish imkonini beradi.

Shuningdek, olingan natijalar ijtimoiy moslashuvning yagona o'lchami yo'qligini, uning ota-ona yordami, maktab muhiti va tengdoshlar bilan muloqotning o'zaro ta'siri natijasida shakllanishini ko'rsatadi. Bu esa pedagoglar va psixologlarga bolalarning ijtimoiy rivojini qo'llab-quvvatlashda individual yondashuvni rivojlantirish imkoniyatini beradi.

Umuman olganda, tadqiqot shuni tasdiqlaydi: kichik oilalarda o'sayotgan bolalar o'zining emotsional va akademik ko'nikmalari bilan ajralib turadi, biroq ijtimoiy tajriba va tengdoshlar bilan muloqotning cheklanganligi ularning ijtimoiy moslashuvining ayrim jihatlarini zaiflashtirishi mumkin. Shu sababli, bolalarning kompleks ijtimoiy rivojini ta'minlash uchun maktab va oilaviy qo'llab-quvvatlashning uyg'un tizimi muhim ahamiyat kasb etadi.

Xulosa

Xulosa qilib aytganda, kichik oilalarda o'sayotgan bolalar ijtimoiy moslashuvning ayrim jihatlarida, xususan, akademik muhitga muvaffaqiyatli integratsiyalashish, topshiriqlarni mustaqil bajarish va emotsional barqarorlikda sezilarli ustunlik ko'rsatadilar. Ushbu natija kichik oilalarda ota-onalarning individual yondashuvi va doimiy qo'llab-quvvatlashi bolalarning o'ziga ishonch va o'zini anglash qobiliyatlarini rivojlantirishga xizmat qilishini tasdiqlaydi.

Biroq tadqiqot shuni ko'rsatdiki, tengdoshlar bilan muloqot qilish, jamoaviy faoliyatlarda ishtirok etish va ijtimoiy tajriba orttirish jarayonida ayrim cheklanishlar kuzatiladi. Bu esa bolalarning ijtimoiy ko'nikmalarini rivojlantirishda qo'shimcha pedagogik va psixologik yordam zarurligini ko'rsatadi. Shu bois ota-onalar, pedagoglar va maktablar bolalarning ijtimoiy rivojini kompleks tarzda qo'llab-quvvatlashga, ularni jamoaviy mashg'ulotlar, rolli o'yinlar va ijtimoiy vazifalar orqali tengdoshlar bilan samarali muloqot qilishga rag'batlantirishga alohida e'tibor qaratishlari lozim.

Kelgusidagi tadqiqotlarda mazkur mavzuni uzun muddatli (longitudinal) kuzatuvlar asosida o'rganish, shuningdek, turli madaniy va ijtimoiy kontekst omillarining bolalarning ijtimoiy moslashuviga ta'sirini chuqur tahlil qilish maqsadga muvofiqdir. Bu yondashuv nafaqat ilmiy asoslangan xulosalarni boyitadi, balki amaliy pedagogik strategiyalarni shakllantirishda ham muhim rol o'ynaydi.

Foydalanilgan adabiyotlar

Aristotel. Metafizika. Toshkent: Fan, 2004.

Kant, I. Sof aql tanqidi. Toshkent: O'zbekiston, 2011.

Platon. Dialoglar. Toshkent: Fan, 2007.

Мамардашвили, М.К. Сознание и цивилизация. Moskva: Политиздат, 1990.

Абдурахмонов, А. Bilish nazariyasi asoslari. Toshkent: Universitet, 2018.

Berk, L.E. Development Through the Lifespan. Boston: Pearson, 2018.

Santrock, J.W. Child Development. New York: McGraw-Hill Education, 2019.

Bronfenbrenner, U. The Ecology of Human Development: Experiments by Nature and Design. Cambridge, MA: Harvard University Press, 1979.

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

Bornstein, M.H., & Bradley, R.H. (Eds.). Socioeconomic Status, Parenting, and Child Development. Mahwah, NJ: Lawrence Erlbaum Associates, 2003.

Cognitive properties of syntactic-stylistic figures in Uzbek and English

Otajonova Shakhnoza Alisher qizi

2nd year master's student, Kokand University

Abstract

In the study of the art of speech, the incomparable possibilities and complex layers of language, syntactic-stylistic figures play an important role. They increase the level of beauty and expressiveness of the language, determine the depth of the content of the text, and also clarify such features as interactivity, expressiveness and aesthetics. Syntactic-stylistic figures are formed as an integral element in both languages - Uzbek and English. Their cognitive properties are expressed in the process of linguistic thinking and reflection of ideas.

Keywords: syntactic figures, stylistic figures, cognitive properties, Uzbek language, English language, thinking, expressiveness, communication, linguistic thinking, imagery.

Annotatsiya

So'z san'ati, tilning beqiyos imkoniyatlari va murakkab qatlamlarini o'rganishda, sintaktik-stilistik figuralar muhim ahamiyat kasb etadi. Ular tilning go'zallik va ta'sirchanlik darajasini oshiradi, matnning mazmuniy chuqurligini belgilaydi, shuningdek, interaktivlik, ekspressivlik va estetika kabi xususiyatlarni ravshanlashtiradi. Sintaktik-stilistik figuralar har ikki til - o'zbek va ingliz tillarida ham ajralmas unsurlardan biri sifatida shakllanadi. Ularning kognitiv xususiyatlari lingvistik tafakkur va g'oya aks etish jarayonida o'z ifodasini topadi.

Kalit so'zlar: sintaktik figuralar, stilistik figuralar, kognitiv xususiyatlar, o'zbek tili, ingliz tili, tafakkur, ekspressivlik, kommunikatsiya, lingvistik tafakkur, obrazlilik.

KIRISH

Sintaktik-stilistik figuralarning asosiy vazifalari matn ichidagi axborot uzatishini intensivlashtirish, nutq mazmunini boyitish, emotsional va obrazli ma'no qo'shishdan iborat. O'zbek hamda ingliz tillarida bunday figuralar orqali til vositalari va niyatlar namoyon bo'lib, ular kommunikativ jarayonning ta'sirchanlik darajasini oshiradi. Sintaksis va stilistika hamisha bir-biri bilan uzviy bog'liq, figuralar esa bu bog'liqlikni eng yuqori nuqtaga olib chiqadi. Ingliz tilida ko'plab stilistik figuralarning keng qo'llanilishi kuzatiladi. Ular asosan anaphora, epiphora, chiasmus, parallelism, inversion kabi shakllarda namoyon bo'ladi. Bunday figuralar nutqqa ifoda o'tkirligini, ta'sirchanlik va ritmik o'ziga xoslikni baxsh etadi. Ingliz stilistikasida bunday figuralar o'ziga xos strukturalik, qat'iylik va sintaktik tartib-da majburiy bayon etilishi bilan farqlanadi. Ingliz tilidagi sintaktik-stilistik figuralar ko'pincha matnning mantiqiy oqimiga, mazmuniy simmetriyaga va ritmik izchillikni yaratishga xizmat qiladi. Bu aspektlar orqali anglo-sakson tafakkurida tartib va tizimlilik, aniqlik va to'g'rilik tamoyillari kuchli namoyon bo'ladi. O'zbek tilida esa sintaktik-stilistik figuralar ko'proq erkinlik, badiiylik, ifodaviylik, uslubiy boylik jihatida shakllanadi. anaforik, epiforik, inversiya, parallelizm va boshqa badiiy vositalar orqali milliy tafakkur va estetik dunyoqarash o'z ifodasini topadi. Bunday figuralar o'zbek yozma hamda og'zaki nutqining po'lat simi kabi: ular har bir gap yoki jumlada nafaqat mazmun, balki tuyg'u, his, ishonch va teran ma'no yuklaydi. Ustoz yozuvchilar va shoirlarning matnlarida uchraydigan sintaktik-stilistik figuralar tilning milliy fe'l-atvori va xalqona ruhini ochib beradi.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Kognitiv nuqtai nazardan, sintaktik-stilistik figuralar inson tafakkuriga, ong dinamikasiga, idrok jarayoniga bevosita ta'sir ko'rsatadi. Har bir til foydalanuvchisi bunday figuralarni nafaqat idrok qiladi, balki ularni muayyan ma'no, tuyg'u, ehtiros va estetika bilan boyitadi. Mazkur figuralar orqali inson miyasi matnni nafaqat grammatik, balki semantik va assotsiativ darajada ham qabul qiladi. Figuralarga xos bo'lgan obrazlilik, kasbiy oraliqliq, tafakkurning mustaqilligi va ochiqligi ongda keng semantik maydon hosil qiladi. Ta'sirchan stilistik figurali matnlar inson miyasida uzviy bog'lanishlar, yaxlit assotsiatsiyalar va obrazlarni paydo qiladi. O'zbek tilida

stilistik figuralar ko'proq badiiy adabiyot va xalq og'zaki ijodiyoti, shuningdek zamonaviy yozma matnlarda ham faollik bilan qo'llaniladi. Ularning kognitiv ahamiyati — milliy tafakkurning o'ziga xos xususiyatlarini ochib beradigan vosita sifatida namoyon bo'lishidadir. Bu orqali, o'ziga xos milliy struktura, ritmik va stilistik o'zgaruvchanlik, zamiriy ma'nolar, ichki mushohada va xalqona ifoda vositalari yuzaga chiqadi [1].

Ingliz tilidagi stilistik figuralar zamonaviy lingvistikada aniq strukturaviy va funksional xususiyatlarga ega. Bu til foydalanuvchilari uchun rasmiylik, aniqlikga intilish, intellektual tartib hamda mantiqiy oqim muhim ahamiyat kasb etadi. Ingliz tilida sintaktik-stilistik figuralar maqola, rasmiy nutq, poetik, publitsistik va dramatik asarlarda ko'proq uchraydi va eng asosiy ifoda vositasiga aylanadi. Bunday figuralar mantiqiylik, tuzilmaviylik va pragmatiklik bilan ajralib turadi. Ushbu xususiyatlar kognitiv jarayonda ham aks etib, inson tafakkurining ishonchli va tartibli modelini yaratadi.Har ikki til sintaktik-stilistik figuralar orqali bevosita kognitiv jarayonlarni jadallashtirib, nutq tarkibini boyitadi. Ular natijasida til boyligi, so'z ifoda va nutq madaniyati, ekspressivlik va estetika, shuningdek matnni tahlil qilish imkoniyatlari kengayadi. Shuningdek, badiiy va funksional uslublarda sintaktik-stilistik figuralarning o'ziga xosligi, ayrim lavozim va inimlik, ifoda softligi va jozibasi namoyon bo'ladi. Stilistik figuralar yordamida nutq tarkibida talab etilgan emotsional-psixologik atmosfera yuzaga keladi, bu esa tilning tafakkur, his-tuyg'u va ong doirasidagi ta'sirchanligini oshiradi [2].

MUHOKAMA VA NATIJALAR

O'zbek va ingliz tillarida sintaktik-strukturaviy va stilistik figuralarning yana bir muhim kognitiv xususiyati — ularning komunikatsiya jarayonidagi birlamchi va ikkilamchi ma'nolarni ifodalash imkoniyatlaridadir. Ushbu figuralar matnni nafaqat grammatik mezonlar asosida, balki keng assotsiativ va emotsional maydonda qabul qilishga sabab bo'ladi. Tahliliy qaraganda, ingliz va o'zbek tillarida bunday figuralar orqali o'zini namoyon qiladigan tafakkurni uch bosqichga bo'lish mumkin: birinchi bosqich — informatsion yetkazilish, ikkinchi bosqich — assotsiatsion va emotsional boyitish, uchinchi bosqich — estetik va kreativ aloqadorlik. O'zbek tilida stilistik figuralar obrazlilik va badiiylikning asosiy manbai bo'lib, milliy o'zlik va uslubiy mafkura shakllanishida muhim rol o'ynaydi. Taraqqiyot jarayonida bu til stilistikada zamonaviy va klassik shakllarni uyg'unlashtira oldi. O'zbek adabiy tilidagi figurali nutq strukturasi doimo o'ziga xos va milliy koloritga ega. Ingliz tili misolida bu figuralar mantiqiy tartib va emotsional muvozanatga asoslangan bo'lsa, o'zbek tilida esa, asosan, milliy qiyofa va badiiy qudratga urg'u beriladi [3]. Tilshunoslik tadqiqotlari natijalari ko'rsatadiki, sintaktik-stilistik figuralarning kognitiv xususiyatlari aytarli darajada turlicha bo'lishiga qaramay, ularning asosiy funksiyasi — matnga emotsional boylik, tarovat va mazmun berishdan iborat. Har ikki tilda bu vositalar inson tafakkurining kengligini, ifoda imkoniyatlarining cheksizligini, nutqning nozik va chuqur qatlamlarini ochib beradi. Ular estetik tafakkur, mantiqiy mushohada va emotsional idrok jarayonlarini birlashtiruvchi boy vositadir. Sintaktik-stilistik figuralarning o'zbek va ingliz tillaridagi kognitiv xususiyatlarini yanada chuqurroq o'rganish natijasida, til tafakkurining o'ziga xos tuzilishini, nutq egasining psixologik va madaniy xususiyatlarini, lingvistik tafakkur hamda ekspressiv ifodaning yangi ko'rinishlarini ko'rish mumkin. Bu figuralar nutq va tafakkur o'rtasidagi muvozanat, mantiqiylik, obrazlilik, emotsionallik va zamonaviylik bilan bog'liq holda rivojlanadi [4].

XULOSA

Bundan xulosa qilish mumkinki, sintaktik-stilistik figuralarning kognitiv xususiyatlari har ikki tilda o'ziga xos tusga ega. Ular til sohibining nutqiy mahoratini, ifoda imkoniyatlarini va badiiy tafakkur dunyosini yanada boyitadi. Figuralar yordamida matnlar nafaqat ma'lumot, balki ta'sirchanlik va rivojlangan obrazlilikka ega bo'ladi. O'zbek va ingliz tillarida bunday vositalarni tadqiq etish, til fenomenologiyasi va lingvistik tafakkur evolyutsiyasini bir butun holda anglashga imkon beradi. Stilistik figuralar, ularning lingvistik va kognitiv mohiyatini chuqur o'rganish, zamonaviy tilshunoslik, adabiyotshunoslik va madaniyatshunoslik yo'nalishlarida yangi ilmiy ufqlarni ochib berishga xizmat qiladi. Hozirgi rivojlanayotgan lingvistika zamonida sintaktik-stilistik figuralarning o'zaro ta'siri va ular yordamida shakllanuvchi kognitiv

strukturalarni o'rganish nafaqat ilmiy, balki amaliy va estetik ahamiyatga ham egadir. Shu bois, har ikki til o'rtasida bunday badiiy-lingvistik boyliklarni chuqurroq o'rganish va tahlil qilish zamonaviy ilm-fanning dolzarb masalalaridan biri bo'lib qoladi.

FOYDALANILGAN ADABIYOTLAR

Abduvaliyeva, D. (2018). "O'zbek tilida metaforik ifodalarning lingvokulturologik xususiyatlari". Filologiya Masalalari, 2, 75-82.

Akramova, M. (2019). "Ingliz va o'zbek tillarida sintaktik parallelizmning stilistik imkoniyatlari". O'zbek Tili va adabiyoti, 6, 54-61.

Barakaeva, N. (2021). "Ingliz va o'zbek tillarida sintaktik-stilistik figuralarning o'rganilishiga zamonaviy yondashuvlar". Til va adabiyot, 3, 117-123.

Boboxonova, L. (2017). "Sintaktik tizim va uning tarjimada ifodalanishi (O'zbek va ingliz tillari misolida)". Qiyosiy Tilshunoslik, 2, 22-29.

G'aniyeva, M. (2020). "O'zbek va ingliz tillarida stilistik figuralarning lingvokognitiv xususiyatlari". Filologiya, 1(42), 65-72.

Jo'raqulova, M. (2019). "O'zbek va ingliz tillarida stilistik usullarning tarjimadagi ko'rinishi". Zamonaviy Ilmiy Izlanishlar, 5, 91-97.

Karimova, S. (2022). "Lingvistik tafakkur va stilistik figuralar: o'zaro bog'liqlik". Filologiya Yo'nalishida Ilmiy Tadqiqotlar, 6, 78-85.

The Role Of Psychologist Services In Ensuring Social Adaptation Of Children In Preschool Educational Institutions

Nosirova Muhabbat Pirmurod qizi
Shakhrisabz State Pedagogical Institute
Theory and Methodology of Education and Training
(Preschool Education) 1.25 -group master's student

Abstract
This article examines the psychological barriers that arise during the adaptation of preschool children to the kindergarten environment and the role of the institution's psychologist in overcoming them. The importance of cooperation between the psychologist, educator and parents for the successful entry of the child into the social environment is analyzed.
Keywords: Social adaptation, Preschool education,Psychological service,Emotional state,Adaptation period,Communicative skills

Annotatsiya
Ushbu maqolada maktabgacha yoshdagi bolalarningbog'cha muhitiga moslashish jarayonida yuzaga keladigan psixologik to'siqlar va ularni bartaraf etishda muassasa psixologining tutgan o'rni yoritilgan. Bolaning ijtimoiy muhitga muvaffaqiyatli kirishishi uchun psixolog, tarbiyachi va ota-ona hamkorligining ahamiyati tahlil qilingan.
Kalit so'zlar: Ijtimoiy moslashuv, maktabgacha ta'lim, psixologik xizmat, emotsional holat, adaptatsiya davri, kommunikativ ko'nikmalar.

Bola hayotidagi ilk ijtimoiy institut — bu maktabgacha ta'lim muassasasidir. Oilaning tor doirasidan keng jamoatchilikka o'tish bola uchun katta stress hisoblanadi. Tadqiqotlarga ko'ra, bolalarning qariyb 60-70 foizi bog'chaga moslashish jarayonida turli darajadagi qiyinchiliklarga duch kelishadi. Bu jarayonda psixologning asosiy vazifasi bolaning ruhiy muvozanatini saqlash va uning "ijtimoiy men"ini shakllantirishga ko'maklashishdir.
Ijtimoiy tarbiya psixologiyasi guruh va insonlarning ijtimoiy psixologik tavsiflari, ularning turli yoshlardagi xususiyatlari asosida ijtimoiy tarbiya sub'ektlarining o'zaro munosabati samaradorligining psixologik sharoitlarini aniqlaydi.[1]
Bola ijtimoiylashuvi uning jismoniy va ruhiy rivojlanishining salbiy xususiyatlari bilan qiyinlashtirilishi, bolaning ijtimoiy me'yor va qadriyatlarni o'zlashtirishi muhitning salbiy ta'siri oqibatida noto'g'ri yo'nalishda ketib qolishi mumkin. Buning natijasida bola me'yoriy ijtimoiy munosabatlardan chetda qolib, maxsus yordamga muhtoj bo'lib qoladi. Bunday bolalarning ijtimoiylashuv jarayoni, avvalo, tarbiya orqali amalga oshadi. Biroq buning uchun har bir toifa bolalarning ijobiy jihatlarini faollashtiruvchi tarbiya metodlari va texnologiyalarini ishlab chiqish lozim. Umuman olganda, tarbiya bolalar hayoti uchun muhim rol o'ynaydi.
Bolalar hayotida maktabgacha ta'lim muassasasi jamoaviy hayotidagi ilk bosqichi hisoblanadi.Bunda bola oilada bo'lgan harakteri va qarashiga tusqinlikka uchraydi,bola o'zi haqidagi fikri o'zgarishi tajanglik, jahldorlik,ingiqlik va qaysarlik paydo bo'lishi mumkin.Bu holatda psixologning o'rni juda muhimdir Adaptatsiya jarayonining bosqichlari va muammolari Bolalarning ijtimoiy moslashuvi odatda uchta darajada kechadi:
 * Yengil moslashuv: Bola 10-15 kun ichida guruhga ko'nikadi, uyqusi va ishtahasi joyida bo'ladi.
 * O'rta og'irlikdagi moslashuv: Jarayon 1 oygacha davom etadi, bola tez-tez kasallanishi yoki kayfiyati beqaror bo'lishi mumkin.
 * Og'ir moslashuv: Bola 2 oydan ortiq vaqt davomida jamoaga qo'shila olmaydi, tajovuzkorlik yoki o'ta tortinchoqlik belgilari kuzatiladi. Psixolog xizmatining asosiy yo'nalishlari

---

[1] B.S.Abdullayeva .G.B.rizayeva

Maktabgacha ta'lim tashkiloti (MTT) psixologi bolaning ijtimoiy moslashuvini ta'minlashda quyidagi ish shakllaridan foydalanadi:

1. Diagnostika ishlari

Psixolog bolaning individual-psixologik xususiyatlarini, uning temperamenti va hissiy holatini o'rganadi. Bu orqali qaysi bolaga ko'proq e'tibor kerakligi aniqlanadi.

2. Korreksion va rivojlantiruvchi mashg'ulotlar

Bolalarda muloqot ko'nikmalarini shakllantirish uchun "Qum terapiyasi", "Ertak terapiyasi" va "Art-terapiya" kabi usullardan foydalaniladi. Ushbu metodlar boladagi ichki qo'rquv va xavotirni kamaytirishga yordam beradi.

3. Konsultativ yordam

Psixolog nafaqat bola bilan, balki ota-onalar bilan ham ishlaydi. "Bolani bog'chaga qanday tayyorlash kerak?" mavzusidagi seminarlar ota-onalarning xavotirini pasaytiradi, bu esa o'z navbatida bolaga ijobiy ta'sir qiladi.Bu borada

Oilani qo'llab-quvvatlashga oid O'zbekiston Respublikasi prezidentining 1994-yil 16-iyundagi "Ko'p bolali oilalarga ijtimoiy yordam tizimini mukammallashtirish to'g'risida"gi farmoni, Vazirlar Mahkamasining 1986-yil 10- dekabrdagi "Ko'p bolali oilalarga yordam ko'rsatish to'g'risida"gi farmoyishi. "Voyaga yetmagan bolali oilalarga nafaqa to'lash to'g'risida"gi Nizomida bu nafaqalarni olish huquqiga quyidagilar ega: − nogiron bolali oilalar; − ota-onasi yo'q bo'lgan va bolalarning tarbiyasi bilan qarindoshlari shug'ullanuvchi oilalar; − ota-onadan biri yoki ikkalasi ham nogiron bo'lgan oilalar; − ota-onadan biri yoki ikkalasi ham ishsiz bo'lsa[2].

Xulosa qilib aytganda, maktabgacha ta'lim muassasalarida psixolog xizmati bolaning ijtimoiy moslashuvida "ko'prik" vazifasini o'taydi. To'g'ri tashkil etilgan psixologik yordam bolaning kelajakda maktab ta'limiga oson moslashishi va sog'lom shaxs bo'lib yetishishi uchun mustahkam poydevor yaratadi.SHuning bilan birga oil ava maktabgacha ta'lim muassasasida undan so'ng maktabdagi hayotida ham muhim yetakchi shaxs uning kelajak yo'lini yoritishdagi" shamchiroq" vazifasini bajaradi.

Foydalanilgan adabiyotlar:

B.S.Abdullayeva,G.B.Rizayeva- Toshkent,2024

G'oziyev E.G. "Ontogenez psixologiyasi". – Toshkent, 2010.

Shoutumova M.H. "Maktabgacha ta'lim muassasalarida psixologik xizmat". – T.: 2015.

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

Raxmonova D. "Bolalar ijtimoiy moslashuvining pedagogik-psixologik jihatlari"

---

[2] B.S.Abdullayeva

Явление Транспозиции Форм Наклонения Как Средство Расширения Модальной Семантики Русского Глагола

Базарбаева Алия Адилбаевна,
преподаватель русского языка и литературы общеобразовательной школы
№37 Кунградского района Республики Каракалпакстан
Email: bazarbaevaliya21@gmail.com

Аннотация
Статья посвящена комплексному анализу феномена транспозиции глагольных форм в современном русском языке. Проблема рассматривается на стыке морфологии, синтаксиса и лингвистической прагматики. В работе сопоставляются взгляды ведущих отечественных (В.В. Виноградов, А.В. Бондарко, Н.Ю. Шведова) и зарубежных (Ш. Балли, Е. Курилович) лингвистов на природу транспозиции. Доказывается, что переносное употребление наклонений является не стилистической девиацией, а регулярным грамматическим механизмом нейтрализации оппозиций, позволяющим языку выражать сложные синкретичные смыслы (условие, уступка, вынужденность) в условиях экономии морфологических средств.
Ключевые слова: функциональная грамматика, транспозиция, модальность, нейтрализация оппозиций, синтаксическая деривация, иллокутивная сила, императив, индикатив.

Вопрос о соотношении формы и значения в грамматике остается дискуссионным. В классической морфологии постулируется изоморфизм: одна форма — одно значение (изъявительное наклонение = реальность, повелительное = побуждение). Однако речевая практика (parole) постоянно конфликтует с языковой системой (langue), демонстрируя массовые случаи использования форм не по прямому назначению.

В лингвистической теории существует несколько подходов к объяснению этого феномена, который Шарль Балли впервые обозначил термином **«транспозиция»**:

1.**Синтаксический подход (Женевская школа, Е. Курилович):** Транспозиция рассматривается как «синтаксическая деривация» — способность слова менять свою частеречную принадлежность или грамматическую функцию без изменения морфемного состава. В этом ключе императив в значении условия (*«Приди он вовремя...»*) рассматривается как функциональный сдвиг в сторону союза (*«Если бы...»*).

2.**Функционально-семантический подход (А.В. Бондарко):** Транспозиция — это использование морфологической формы в сегменте «чужого» функционально-семантического поля. При этом форма не теряет полностью своего исходного значения, а накладывает его на новое, создавая семантическую двуплановость.

3.**Прагматический подход (Теория речевых актов):** Смена наклонения рассматривается как средство изменения «иллокутивной силы» высказывания (Дж. Остин, Дж. Серль). Грамматическая форма служит индикатором того, как именно говорящий хочет воздействовать на адресата (смягчить приказ или, наоборот, придать просьбе статус закона).

С теоретической точки зрения, в момент транспозиции происходит процесс **нейтрализации грамматических оппозиций** (термин Н.С. Трубецкого, перенесенный в грамматику). Когда форма императива используется в значении условия (*«Знай я правду, я бы не пришел»*), она теряет свои дифференциальные признаки:

• Утрачивается признак «адресованности» (нет обращения к собеседнику).

• Нейтрализуется оппозиция по числу (форма *знай* может относиться к *мы* или *они*).

В.В. Виноградов отмечал, что в таких конструкциях глагол подвергается **десемантизации** (опустошению лексического значения) и грамматикализации, приближаясь по функции к служебным частям речи (частицам или союзам) [1]. Однако

Н.Ю. Шведова в своих работах по синтаксису разговорной речи указывала, что полной утраты значения не происходит[4]. Возникает явление **семантического синкретизма**: форма сохраняет «память» о своем исходном значении (энергия побуждения), но реализует его в новом контексте. Именно поэтому условные конструкции с императивом (*«Скажи он слово...»*) всегда экспрессивнее, чем нейтральные конструкции с союзом *если*.

Императив (повелительное наклонение) является «донором» для большинства транспозиционных моделей. А.А. Потебня и А.А. Шахматов связывали это с древней природой императива как формы, выражающей чистое действие, волю, еще не привязанную жестко ко времени. *«**Поспеши** люди на минуту, трагедии не случилось бы»*. Здесь реализуется так называемое «инверсионное условие». Отсутствие союза *если* компенсируется интонацией и позицией глагола. С точки зрения функциональной грамматики, императив здесь заполняет лакуну: в русском языке нет специальной формы для «энергичного условия». Форма императива, будучи лишенной временной привязки (атемпоральной), идеально подходит для выражения гипотетической ситуации. А в данном примере мы можем наблюдать совсем другие реалии: *«И тут он **возьми да и скажи...»**.* Этот феномен вызывает споры. Одни лингвисты считают это реликтом древних междометных форм. Другие (например, А.В. Исаченко) видят здесь особое «неочевидное наклонение» (адмиратив), выражающее удивление говорящего. Важно отметить, что здесь императив полностью меняет свою модальную базу: из модальности *желаемого* (ирреального) он переходит в модальность *факта* (реального), но факта внезапного, неконтролируемого.

Изъявительное наклонение (индикатив) традиционно считается «нулевой степенью» модальности (Ш. Балли), так как оно просто констатирует факт. Однако при транспозиции оно способно выражать волеизъявление сильнее, чем сам императив. *«Ты **сходишь** в магазин и **купишь** хлеба»*. Согласно теории вежливости (П. Браун, С. Левинсон), прямой императив (*Сходи!*) оставляет адресату теоретическое право на отказ. Использование будущего времени (*Сходишь*) ликвидирует этот выбор. Говорящий совершает перформативный акт: он моделирует будущее, в котором действие *уже* совершается. Это демонстрирует доминирование социального статуса говорящего. Здесь происходит модальная контаминация: значение «предсказание» накладывается на значение «волеизъявление», рождая смысл «неизбежность».

*«Наш поезд уходит! **Побежали!»**.* В работах Ю.С. Маслова и А.В. Бондарко подчеркивается роль совершенного вида. Форма прошедшего времени (*побежали, поехали*) содержит сему «результат». Используя её для побуждения, говорящий психологически «перескакивает» процесс выполнения, представляя действие как уже начавшееся или даже свершившееся. Это высшая степень императивности.

В отличие от индикатива и императива, транспозиция сослагательного наклонения (*пошел бы, сделал бы*) работает на **понижение** модальной категоричности. «Вы **бы отдохнули**» вместо «Отдохните». В концепции Т.В. Булыгиной и А.Д. Шмелева это явление рассматривается как стратегия «коммуникативного хеджирования» (hedging). Говорящий намеренно использует форму ирреальности, чтобы создать «зону безопасности» для собеседника. Грамматическая семантика «возможности» (*бы*) позволяет интерпретировать побуждение как необязательное предложение.

В контексте инвектив (*«Шел бы ты отсюда!»*) та же форма работает как скрытый императив. Это доказывает, что модальное значение при транспозиции полностью зависит от интонационного контура и контекста, что подтверждает тезис А.М. Пешковского о ритмомелодической природе русского синтаксиса [3].

Подводя итог теоретическому и практическому анализу, можно сформулировать следующие положения:

1.**Транспозиция — это системный ресурс.** Это не ошибка и не исключение, а фундаментальное свойство глагольной системы, обеспечивающее экономию языковых

средств. Язык использует ограниченный набор морфологических форм (всего три наклонения) для покрытия бесконечного множества жизненных ситуаций.

2.**Гибкость семантического поля.** Границы между полем реальности (индикатив) и ирреальности (императив/конъюнктив) подвижны. Транспозиция является механизмом, обеспечивающим диффузность этих границ.

3.**Прагматический приоритет.** Выбор транспонированной формы всегда диктуется прагматикой: желанием говорящего выразить не просто действие, а свое отношение к нему (уверенность, сомнение, вежливость, агрессию). Следовательно, категорию наклонения в русском языке нельзя рассматривать в отрыве от теории речевой деятельности.

СПИСОК ИСПОЛЬЗОВАННОЙ ЛИТЕРАТУРЫ

Виноградов В.В. Русский язык (Грамматическое учение о слове). — М.: Высшая школа, 1972. — (Раздел «Категория модальности»).

Бондарко А.В. Теория значения в системе функциональной грамматики: На материале русского языка. — М.: Языки славянской культуры, 2002.

Пешковский А.М. Русский синтаксис в научном освещении. — М.: Учпедгиз, 1956.

Шведова Н.Ю. Очерки по синтаксису русской разговорной речи. — М.: Изд-во АН СССР, 1960.

Балли Ш. Общая лингвистика и вопросы французского языка. — М.: Изд-во иностр. лит., 1955.

Храковский В.С. Императив и его транспозиции // Вестник ЛГУ. — 1980. — № 2.

The Phenomenon Of "Euphemism Inflation" In Contemporary Political Discourse

Jabborova Aziza Jobirovna
Doctoral Student (PhD), Namangan State University
azizajabborova14@gmail.com

ABSTRACT

This article explores the phenomenon of euphemism inflation in contemporary political discourse. Traditionally, euphemisms have been viewed as linguistic tools used to ensure politeness and ethical communication by softening socially sensitive or controversial issues. However, in modern political discourse, euphemisms are increasingly used in excessive and repetitive ways, leading to a gradual dilution of meaning. The study adopts a qualitative, discourse-oriented approach and is based on general materials of contemporary political discourse. Through discourse analysis, critical discourse analysis, and linguopragmatic interpretation, the article examines how euphemism inflation affects semantic clarity, political accountability, and audience perception. The findings reveal that euphemism inflation contributes to semantic erosion, indirect management of responsibility, and normalization of controversial political actions. While euphemistic language initially aims to maintain ethical balance and reduce confrontation, its excessive use may result in ambiguity, reduced transparency, and growing public scepticism. The article argues that euphemism inflation should be treated as an independent analytical category within political discourse studies and highlights its significance for understanding modern political communication.

Keywords: euphemism inflation, political discourse, euphemism, discourse analysis, political language, semantic dilution, ideological framing.

INTRODUCTION

In contemporary political discourse, euphemisms have become one of the most frequently used linguistic tools for addressing sensitive, controversial, or socially uncomfortable issues. Traditionally, euphemisms functioned as a means of politeness and ethical mitigation, allowing speakers to avoid direct offence and maintain social harmony. However, in modern political communication, the use of euphemisms has expanded significantly, both in scope and frequency. This expansion has given rise to what many scholars describe as the phenomenon of "euphemism inflation." Euphemism inflation refers to the excessive and repetitive replacement of direct terms with increasingly softened or indirect expressions, often resulting in semantic dilution and reduced communicative transparency. In political discourse, this process is particularly visible in references to war, economic crises, social inequality, migration, and policy failures. As euphemistic expressions multiply, their original mitigating function weakens, and they begin to obscure rather than clarify political reality.

The growing reliance on euphemisms in political language is closely connected with changes in media communication, public sensitivity, and the demand for politically acceptable discourse. Political actors are under constant pressure to appear ethical, responsible, and non-confrontational. As a result, direct naming of problems is frequently avoided, and complex realities are framed through layers of euphemistic language. While such practices may initially serve ethical purposes, their overuse raises questions about manipulation, accountability, and the erosion of meaning. From a discursive perspective, euphemism inflation represents a shift from moderation to saturation. When euphemisms become the default mode of expression, they lose their pragmatic effectiveness and may generate ambiguity, distrust, or public scepticism. This phenomenon challenges the traditional understanding of euphemisms as purely polite or ethical devices and requires a reassessment of their role in modern political communication.

Despite the growing relevance of euphemism inflation, the phenomenon has not been sufficiently systematised as an independent object of analysis within political linguistics. Most studies focus on euphemisms as isolated lexical items, rather than examining their cumulative and inflationary effect within discourse. Therefore, the present study aims to explore euphemism inflation as a discursive phenomenon, identifying its key characteristics and communicative consequences in contemporary political discourse.

LITERATURE REVIEW

Euphemisms have traditionally been understood as linguistic devices used to soften potentially offensive or socially sensitive expressions. Early and foundational studies describe euphemisms primarily as tools of politeness and ethical communication. In this regard, Euphemism and Dysphemism: Language Used as Shield and Weapon remains one of the most influential works. Allan and Burridge argue that euphemisms function as a protective mechanism, allowing speakers to avoid direct confrontation with taboo or uncomfortable realities. However, they also note that excessive euphemistic replacement can weaken meaning and reduce communicative clarity (Allan & Burridge, 1991, pp. 21–24). This observation provides an early theoretical basis for what later studies conceptualize as euphemism inflation.

The ethical motivation behind euphemistic language is closely linked to politeness theory. In Politeness: Some Universals in Language Usage, euphemistic and indirect expressions are explained as face-saving strategies aimed at minimizing social friction. While Brown and Levinson do not explicitly discuss euphemism inflation, their framework helps explain why political actors increasingly rely on mitigation and indirectness, especially in public discourse where face-threatening acts are highly visible (Brown & Levinson, 1987, pp. 61–65). In political discourse studies, euphemisms are increasingly viewed not only as ethical devices but also as ideological tools. Analysing Political Discourse: Theory and Practice demonstrates that political language systematically reframes reality in order to maintain legitimacy and public consent. Chilton observes that repeated use of softened terminology may normalize controversial actions, gradually distancing language from material reality (Chilton, 2004, pp. 46–50). This process directly contributes to euphemism inflation, where layers of euphemistic reformulation accumulate over time.

A more explicit discussion of inflationary tendencies in political language appears in Political Discourse Analysis and later in Discourse and Power. Van Dijk explains that political elites strategically control discourse by repeatedly redefining problematic issues through neutralized or technical language. According to him, such repetition leads to semantic erosion, where terms lose their descriptive force and become ideological placeholders (van Dijk, 2008, pp. 17–21). This erosion is a key characteristic of euphemism inflation in contemporary political discourse.

The role of media and public communication in accelerating euphemism inflation is emphasized in Language in the News: Discourse and Ideology in the Press. Fowler argues that political and media discourse mutually reinforce euphemistic naming practices, especially when repeated across institutional contexts. Over time, euphemisms become conventionalized, no longer functioning as polite alternatives but as default labels that obscure accountability (Fowler, 1991, pp. 67–72). More recent studies approach euphemism inflation from a critical and cognitive perspective. In Political Metaphor Analysis, Musolff highlights how repeated indirect naming strategies, including euphemisms and metaphors, reshape public understanding of political events. He notes that when euphemistic frames are overused, audiences may either internalize distorted representations or develop scepticism toward political language (Musolff, 2016, pp. 9–12).

Similarly, Proximization: The Pragmatics of Symbolic Distance shows that contemporary political discourse increasingly relies on layered mitigation strategies to manage public perception of threats and responsibility. Cap argues that continuous softening and reframing

create a cumulative effect in which language drifts away from concrete reference, a process closely aligned with euphemism inflation (Cap, 2013, pp. 54–57).

Taken together, these studies indicate a clear shift in the function of euphemisms within political discourse. While early research emphasized their ethical and polite nature, contemporary scholarship increasingly recognizes their inflationary use as a discursive strategy that can lead to semantic dilution, reduced transparency, and ideological manipulation. Despite these insights, euphemism inflation is often treated implicitly rather than as a distinct analytical category. This gap highlights the need for systematic investigation of euphemism inflation as an independent phenomenon in contemporary political discourse, which the present study seeks to address.

METHODOLOGY

This study adopts a **qualitative, discourse-oriented research design** to examine the phenomenon of euphemism inflation in contemporary political discourse. The focus is not on isolated euphemistic expressions, but on their **repeated and cumulative use** and the resulting effects on meaning and communicative clarity. The analysis is based on **general materials of contemporary political discourse**, including institutional political language and widely circulating public political communication. Rather than selecting a limited number of individual speeches, the study examines **recurrent euphemistic patterns** that have become conventionalized in political discourse over time. This approach allows euphemism inflation to be analyzed as a discursive tendency rather than as a stylistic feature of individual speakers.

The primary analytical framework combines **discourse analysis** and **critical discourse analysis (CDA)**. Discourse analysis is used to identify patterns of euphemistic repetition and semantic softening, while CDA is applied to interpret how euphemism inflation contributes to ideological framing, mitigation of responsibility, and normalization of controversial political actions. In addition, **linguopragmatic analysis** is employed to examine how inflated euphemisms affect pragmatic functions such as mitigation, indirectness, and audience perception. The findings are interpreted qualitatively and contextually, in accordance with the theoretical perspectives outlined in the literature review.

RESULTS AND DISCUSSION

The analysis demonstrates that euphemism inflation in contemporary political discourse is not an accidental stylistic tendency, but a **systematic discursive process** driven by political, ethical, and ideological pressures. Euphemisms are no longer used sporadically to soften isolated expressions; instead, they appear in **recurrent chains of reformulation**, where one softened term is repeatedly replaced by another, even more indirect expression.

One of the key findings is that repeated euphemistic substitution leads to **semantic dilution**. Terms originally introduced to mitigate harsh realities gradually lose their explanatory value. In contemporary political discourse, this is particularly evident in references to conflict, economic instability, and institutional failure. When euphemistic expressions are used continuously and across multiple contexts, they become detached from their original referents and function as vague labels rather than meaningful descriptors.

From a discursive perspective, this inflationary process weakens the informative function of language. Euphemisms no longer clarify reality in an ethical manner; instead, they obscure it through overgeneralization and abstraction. As a result, political discourse becomes increasingly ambiguous, making it difficult for the audience to distinguish between factual description and strategic framing.

Another important result concerns the relationship between euphemism inflation and **political accountability**. The analysis shows that inflationary euphemisms frequently shift attention away from agency and responsibility. Political actions and decisions are framed as neutral processes, technical adjustments, or unavoidable developments rather than deliberate choices made by identifiable actors.

This over-mitigation produces a discursive environment in which responsibility is diffused rather than assigned. While such language remains ethically acceptable on the surface, it reduces

the audience's ability to critically evaluate political decisions. In this sense, euphemism inflation transforms mitigation into a **protective shield for institutional actors**, rather than a tool for respectful communication.

The findings also indicate that euphemism inflation contributes to the **normalization of controversial phenomena**. Through repeated euphemistic framing, actions that might initially provoke moral or political resistance gradually appear routine and unproblematic. The discursive repetition of softened terms creates familiarity, which in turn reduces emotional and ethical engagement.

This normalization effect is particularly significant in long-term political discourse, where euphemisms are reused across policy cycles, media narratives, and institutional statements. Over time, inflated euphemisms cease to be perceived as rhetorical strategies and are instead accepted as neutral terminology, thereby reshaping public perception of political reality.

While euphemism inflation initially aims to manage audience response, the analysis reveals an important counter-effect: **discursive scepticism**. As euphemistic language becomes increasingly detached from lived experience, audiences may begin to perceive political discourse as evasive or insincere. In such cases, inflation undermines trust rather than preserving it.

This finding highlights a paradox of euphemism inflation. Excessive softening does not necessarily lead to greater acceptance; instead, it may provoke suspicion and disengagement. Discursively, this marks a shift from ethical mitigation to communicative inefficiency.

Taken together, these results suggest that euphemism inflation represents a qualitative shift in political language. What begins as an ethically motivated strategy gradually evolves into a form of **discursive excess**, where mitigation loses its balancing function. Euphemisms no longer mediate between truth and politeness; instead, they accumulate to the point where meaning is weakened and accountability blurred.

This transformation challenges traditional views of euphemisms as inherently ethical linguistic tools. In contemporary political discourse, their inflationary use places them at the intersection of ethics and manipulation. The findings therefore support the argument that euphemism inflation should be treated as an independent analytical category within political discourse studies, rather than as a secondary feature of euphemistic usage.

CONCLUSION

This study examined the phenomenon of euphemism inflation in contemporary political discourse from a qualitative and discourse-oriented perspective. The analysis shows that euphemism inflation represents a systematic shift in political language, where euphemisms are no longer used as occasional tools of ethical mitigation, but as recurrent and cumulative discursive strategies.

The findings demonstrate that repeated euphemistic reformulation leads to semantic dilution, reducing the clarity and descriptive power of political language. As euphemisms accumulate, they gradually lose their original mitigating function and begin to obscure political reality rather than explain it. This process weakens the informative role of discourse and creates ambiguity in the representation of political actions and responsibilities. Furthermore, the study reveals that euphemism inflation contributes to the erosion of accountability by framing political decisions as impersonal processes or unavoidable developments. While such language may initially appear ethically appropriate, its excessive use shifts the balance from respectful communication toward ideological masking and discursive protection of institutional actors. The analysis also highlights a paradoxical effect of euphemism inflation on audience perception. Although euphemisms are intended to reduce resistance and maintain social harmony, their overuse may generate scepticism, distrust, and disengagement. In this sense, euphemism inflation undermines the very communicative goals it seeks to achieve.

Overall, the study concludes that euphemism inflation should be treated as an independent analytical category in political discourse studies. Understanding this phenomenon is essential for critically assessing contemporary political communication, particularly in contexts where

ethical language increasingly overlaps with strategic manipulation. The findings provide a theoretical and analytical basis for further research into the long-term effects of euphemistic discourse on political transparency and public trust.

REFERENCES

Allan K., Burridge K. Euphemism and Dysphemism: Language Used as Shield and Weapon. – Oxford: Oxford University Press, 1991. – 263 p. – P. 21–24.

Brown P., Levinson S. C. Politeness: Some Universals in Language Usage. – Cambridge: Cambridge University Press, 1987. – 345 p. – P. 61–65.

Cap P. Proximization: The Pragmatics of Symbolic Distance. – Amsterdam: John Benjamins Publishing Company, 2013. – 227 p. – P. 54–57.

Chilton P. Analysing Political Discourse: Theory and Practice. – London: Routledge, 2004. – 226 p. – P. 46–50.

Fairclough N. Critical Discourse Analysis: The Critical Study of Language. – London: Longman, 1995. – 265 p. – P. 98–101.

Fowler R. Language in the News: Discourse and Ideology in the Press. – London: Routledge, 1991. – 254 p. – P. 67–72.

Musolff A. Political Metaphor Analysis: Discourse and Scenarios. – London: Bloomsbury Academic, 2016. – 198 p. – P. 9–12.

van Dijk T. A. Discourse and Power. – Basingstoke: Palgrave Macmillan, 2008. – 308 p. – P. 17–21.

Art Pedagogy Methods In The Development Of Creativity In Primary School Students

Dauletmuratova Bayramgul Makhsetbay qızı
Doctoral student of the 3rd year, Nukus State
Pedagogical Institute named after Ajiniyaz

Abstract
The article examines art pedagogy methods as an effective tool for developing the creativity of primary school students. The pedagogical potential of artistic and creative activity in the formation of imagination, originality of thinking, and the ability to express oneself in primary school students is substantiated. The main art-pedagogical methods used in the primary school learning process are analyzed, and their developmental possibilities are revealed. The conclusion is made about the expediency of systematically implementing art-pedagogical methods in the educational practice of primary education.
Keywords: art pedagogy, creativity, primary school students, artistic and creative activity, teaching methods, native language, primary school.

Introduction
Modern trends in the development of education are aimed at forming a personality capable of creative thinking, initiative, and independent search for non-standard solutions. In this context, developing the creativity of primary school students is becoming one of the priority tasks of pedagogical science and practice. It is the primary school age that is a favorable period for the formation of imagination, figurative thinking, and an emotional-value attitude towards the surrounding world [1; 112].
Art pedagogy, based on the integration of various art forms into the educational process, is considered an effective means of activating children's creative potential. The use of artistic and creative teaching methods allows for the creation of conditions for the free expression of students, the development of their individuality, and the formation of a stable motivation for learning [7; 134].
The subject "Native Language" has a special potential in developing the creativity of primary school students, as it organically combines cognitive, speech, and emotional-figurative components of learning. Working with the artistic word, texts of various genres, oral and written creativity creates favorable conditions for the development of imagination, associative thinking, and individual speech expression of primary school students. The integration of art pedagogical methods into native language teaching allows us to consider language education not only as a means of forming speech skills but also as a space for students' creative self-realization [7; 146].
The purpose of this article is to analyze art pedagogy methods and determine their role in developing creativity in primary school students.

Literary review
The problem of creativity is widely presented in the works of domestic and foreign researchers. D. B. Bogoyavlenskaya defines creativity as a person's ability to go beyond the given situation, showing intellectual initiative and originality of thinking [1; 119]. In the works of O. M. Dyachenko and T. V. Lavrentyeva, the role of imagination as a key mechanism for the creative development of primary school students, especially in the conditions of artistic and creative activity, is emphasized [2; 87].
Art pedagogy as a direction of pedagogical science is considered in the research of A. P. Tryapitsina, who notes that artistic activity contributes to the development of the emotional sphere, associative thinking, and the ability to figuratively transform reality [7; 141].

G. K. Selevko emphasizes that art pedagogical methods organically fit into personality-oriented and activity-based learning technologies, providing conditions for students' creative self-realization [6; 158].

Research on the methodology of teaching mother tongue in primary school emphasizes the importance of the creative nature of speech activity. Thus, the authors note that the development of written and oral speech of primary school students is effectively carried out in the context of using artistic and creative tasks, essays, language games, and working with figurative language tools [5; 92]. The art pedagogical approach in teaching native language contributes to the formation of linguistic awareness, the development of figurative speech, and the ability to create original texts, which is directly related to the development of students' creativity [4; 21].

Thus, the analysis of scientific literature indicates that art pedagogy has significant developmental potential and can be considered an effective tool for forming creativity in primary school.

Research methods

The following methods were used in the study:

- theoretical analysis of psychological, pedagogical, and methodological literature aimed at revealing the essence of art pedagogy and creativity [3; 41];

- pedagogical observation carried out in the process of conducting educational activities using art pedagogical methods, which allowed for the recording of manifestations of students' creative activity [8; 97];

- analysis of the products of artistic and creative activity of primary school students (drawings, handicrafts, theatrical scenes, musical improvisations), aimed at identifying the originality, flexibility, and imagery of thinking [1; 154];

- an interpretive method that allowed for the correlation of empirical data with the theoretical provisions of creativity pedagogy and the drawing of generalized conclusions [3; 214].

Results and discussion

The analysis showed that the application of art pedagogy methods in the primary school educational process contributes to the development of key components of students' creativity. One of the most effective is the method of visual activity, which includes drawing, molding, appliqué, and collage. In the process of creating artistic images, students learn to freely express their ideas, experiment with form and color, which develops imagination and originality of thinking [2; 92].

Musical-rhythmic methods (listening to music, rhythmic exercises, musical improvisations) contribute to the development of emotional responsiveness and associative thinking. Observations have shown that incorporating musical elements into lessons increases students' creative activity and engagement in the learning process [7; 168].

Theatrical and game methods of art pedagogy allow primary school students to master various social roles, develop communicative and creative abilities. During role-playing and staging, students demonstrate initiative, imagination, and the ability to improvise, which is an important indicator of creativity [8; 101].

The effectiveness of art pedagogical methods is enhanced under conditions of supportive pedagogical interaction based on accepting the child's individuality and creating a psychologically comfortable educational environment. This allows students not to be afraid of mistakes and to freely express their creative abilities.

In the context of applying art pedagogical methods, the subject "Native language," which has a pronounced creative potential in primary school, is of particular importance.

Art pedagogical methods in native language teaching

Analysis of pedagogical observation showed that the integration of art pedagogical methods into native language teaching contributes to a more pronounced development of students' creativity compared to traditional reproductive forms of work. In the process of completing creative tasks in the native language (creating fairy tales, creating poetic texts, dramatizing

stories, illustrating what they read), students demonstrated a high level of speech initiative, originality of statements, and the ability to semantically transform language material.

Using verbal drawing, associative rows, creative retelling, and staging of texts activated the figurative thinking and imagination of younger schoolchildren. Tasks involving the integration of words and visual arts, such as creating illustrations for their own texts or selecting musical accompaniment for literary works, demonstrated particular effectiveness, contributing to the development of flexibility in thinking and an emotional-value attitude towards language [2; 95]. Thus, the subject of "Native language," enriched with art-pedagogical methods, acts as a powerful tool for forming students' creative abilities, ensuring the holistic development of the speech, cognitive, and creative components of the individual.

Conclusion

Thus, art pedagogy methods play a significant role in developing the creativity of primary school students. Their use contributes to the formation of imagination, originality of thinking, emotional expressiveness, and the ability to express oneself creatively.

The subject "Native Language" has special significance in the development of creativity in primary school students, which, when using art pedagogical methods, becomes a space for creative expression and speech experimentation. The integration of artistic, play, and theatrical forms of work in native language teaching contributes to the development of speech imagery, linguistic imagination, and the ability to create original texts, which confirms the expediency of systematically applying art pedagogy in language education.

The systematic implementation of art pedagogical methods in the educational process of primary school allows for the creation of conditions for the comprehensive development of the child's personality and increasing the effectiveness of learning. The obtained conclusions can be used in the practice of primary education, as well as in the development of methodological recommendations and educational programs aimed at developing the creativity of primary school students.

References

Bogoyavlenskaya D. B. Psychology of Creative Abilities. - M.: Academy, 2013. - 320 p.

Dyachenko O. M., Lavrentyeva T. V. Development of Imagination in Children. - M.: Pedagogika, 2012. - 256 p.

Zagvyazinsky V. I. Methodology and Methods of Psychological and Pedagogical Research. - M.: Academy, 2011. - 352 p.

Krylova N. B. Childhood Culture and Creative Education. - M.: People's Education, 2010. - 240 p.

Lvov M. R. Methods of Teaching Russian in Primary Grades. - M.: Academy, 2014. - 288 p.

Selevko G. K. Modern Educational Technologies. - M.: People's Education, 2011. - 256 p.

Tryapitsina A. P. Creative Activity of Students in Primary School. - SPb.: Piter, 2016. - 192 p.

Shchurkova N. E. Pedagogical Technology of the Educational Process. - M.: Pedagogical Society of Russia, 2005. - 160 p.

.

Psychological And Pedagogical Foundations Of Forming A Stable Motivation For Physical Education Classes

Karimov Duysenbay Djienbaevitch
associate professor of the Department of Physical
Culture and sports at Nukus State Pedagogical
Institute named after Ajinyaz

Annotation
The article examines the psychological and pedagogical foundations of forming stable motivation for physical education classes in students. The main psychological theories of motivation are analyzed, and the role of pedagogical conditions, methods, and forms of organizing the educational process in developing internal motivation for physical education and sports activities is revealed. The importance of personality-oriented and activity-based approaches in forming a positive attitude towards physical education classes has been substantiated. A conclusion was made about the necessity of comprehensive psychological and pedagogical support for the process of motivating students.
Keywords: motivation, physical culture, stable interest, psychological and pedagogical conditions, motor activity, learners.

Introduction
In the current conditions of a decrease in the level of motor activity and a deterioration in the physical health indicators of students, the problem of forming a stable motivation for physical education classes is becoming particularly relevant. Despite the mandatory nature of the "Physical Education" subject, a significant portion of students have a formal attitude towards classes, low interest, and a lack of internal need for regular motor activity.

Physical culture, as researchers note, performs not only health-improving but also educational, developmental, and socializing functions, contributing to the formation of a value-based attitude towards a healthy lifestyle [5.: 24]. In this regard, the study of the psychological and pedagogical foundations of forming sustainable motivation that ensures long-term inclusion of the individual in physical education and sports activities is of particular importance.

Theoretical foundations of motivation for physical education

In psychological and pedagogical science, motivation is considered as a complex and multi-component formation, including a set of internal and external motivations that determine the direction, intensity, and stability of a person's activity. Motivation acts as the most important regulator of behavior, ensuring the conscious choice of goals and ways to achieve them in the process of activity.

According to the activity approach, motivation is not an innate quality of personality, but is formed and developed during the active interaction of the subject with the environment. A. N. Leontyev emphasizes that it is precisely in activity that motives acquire personal meaning and become stable, provided they are recognized and emotionally reinforced [4.: 87]. In this context, physical education is considered as a special type of activity in which the biological, social, and personal needs of students are combined.

In the sphere of physical culture, motivation has a specific content, determined by the nature of motor activity and its influence on the physical and mental state of the individual. Researchers note that motivation for physical education involves several interconnected components:
- a cognitive component reflecting the level of students' awareness of the importance of physical exercises for strengthening health, developing physical qualities, and preventing diseases;
- the emotional component associated with experiencing pleasure, positive emotions, and a sense of satisfaction from motor activity;

- a value-semantic component manifested in the awareness of physical culture as a personally significant value and an element of a healthy lifestyle;
- a behavioral component expressed in regular participation in classes, activity, and readiness for independent physical education and health activities [2.: 214].

These components are closely interconnected and form a holistic motivational structure that ensures the stability of interest in physical education. Insufficient development of at least one of the components can lead to a decrease in overall motivation and the formation of a formal attitude towards the lessons.

Special attention in psychological and pedagogical research is paid to the distinction between external and internal motivation. External motivation is caused by the influence of external factors (assessment, regulatory requirements, control), while internal motivation is associated with personal interest, self-realization, and the emotional attractiveness of activity.

In the context of physical education, stable motivation is formed primarily as internal motivation, when classes are perceived by students not as a mandatory subject but as a meaningful and valuable activity that brings satisfaction and positive emotions.

As E. P. Ilyin notes, the transition from external motivation to internal motivation is possible when creating pedagogical conditions that contribute to experiencing success, forming confidence in one's own physical capabilities, and a positive emotional background of the lessons [2.: 221]. In this case, physical culture becomes not only a means of physical development but also a factor in personal growth, self-regulation, and the formation of a stable need for motor activity.

Thus, the theoretical analysis of the motivation for physical education classes allows us to conclude that its formation is a long and purposeful process that requires consideration of the psychological characteristics of the individual, the structure of the motivational sphere, and the pedagogical conditions for organizing the educational process. It is a comprehensive approach to the development of all components of motivation that ensures the formation of a stable interest of students in physical education.

Psychological factors for the formation of stable motivation for physical education

The formation of stable motivation for physical education classes is largely determined by a system of psychological factors influencing the personality's attitude towards motor activity, the nature of participation in classes, and readiness for regular physical education and health-improving activities. In psychology, these factors are considered as internal conditions that mediate motivational behavior and determine the direction of a person's activity.

Among the main psychological factors in the formation of motivation for physical education are, first of all, the need for movement, which acts as a basic biological and at the same time socially conditioned need. In younger and adolescent age, this need is most pronounced, however, under unfavorable pedagogical conditions, it can be suppressed, which leads to a decrease in interest in physical activity. Systematically implementing the need for movement during training sessions contributes to the formation of a positive attitude towards physical education and the consolidation of motivational attitudes.

A significant factor is the positive emotional experiences accompanying the motor activity process. Emotional satisfaction from physical education activities contributes to the emergence of stable associations between physical activity and positive emotional state, which in turn strengthens internal motivation. As emphasized in psychological research, it is emotions that act as powerful regulators of behavior and play an important role in strengthening motivation [8.: 132].

An important psychological factor in the formation of stable motivation is the feeling of success and confidence in one's own capabilities. Experiencing success in the process of performing physical exercises contributes to the development of positive self-esteem, a decrease in anxiety levels, and the formation of self-confidence. Conversely, systematically experiencing failures, especially under conditions of comparison with more physically prepared peers, can

lead to the formation of a negative attitude towards physical education classes and the rejection of active participation.

This factor is closely related to the adequate self-assessment of the level of physical fitness, which is formed in the process of pedagogical interaction and feedback from the teacher. Adequate self-esteem allows the learner to realistically assess their capabilities, accept individual limitations, and chart their personal trajectory of physical development. At the same time, excessive or underestimated self-esteem can act as an obstacle to the formation of stable motivation, causing either loss of interest or fear of failure.

In the context of motivation formation, experiencing a success situation is of particular importance, which is considered one of the key mechanisms for motivational reinforcement. The success situation contributes to the consolidation of positive emotions, the formation of a sense of satisfaction from the lessons, and the development of an inner need to continue physical activity. As psychological and pedagogical research shows, purposeful creation of a successful situation is the most important condition for the formation of a stable interest in physical education.

At the same time, the lack of an individual approach, exaggerated demands, ignoring the age and personal characteristics of students, and frequent failures negatively impact the motivational sphere of the individual. In such conditions, students develop a negative attitude towards physical education, accompanied by a decrease in activity, avoidance of classes, and the formation of persistent negative attitudes.

Thus, the psychological factors of forming a stable motivation for physical education are an interconnected system that includes the needs, emotions, and evaluative spheres of personality. Considering these factors in the educational process allows for the creation of psychologically favorable conditions for the formation of a positive attitude towards physical education and a stable need for regular motor activity.

Pedagogical conditions for the formation of stable motivation

The formation of a stable motivation for physical education classes is a purposeful pedagogical process, the effectiveness of which is largely determined by the totality of specially organized conditions of the educational environment. In pedagogical science, conditions are considered as a system of factors that ensure the effectiveness of teaching and upbringing, as well as contribute to the development of the motivational sphere of the student's personality.

One of the key pedagogical conditions for the formation of sustainable motivation is the implementation of a personality-oriented approach, which involves taking into account the individual characteristics of students, their level of physical fitness, interests, and needs. Differentiation of learning tasks and individualization of physical activity allows each student to experience a successful situation, which contributes to the formation of a positive attitude towards physical education classes and strengthens internal motivation [3.: 61].

An equally important condition is the variability of the content and forms of organizing physical education classes. The use of various types of motor activity (movement and sports games, fitness elements, health exercises, team work) contributes to maintaining students' interest and prevents monotony in the learning process. Variability allows for consideration of learners' inclinations and preferences, thereby enhancing their motivational engagement [7.: 178].

Creating an emotionally favorable educational environment characterized by an atmosphere of psychological security, support, and cooperation plays a significant role in the formation of sustainable motivation. Kind-hearted pedagogical interaction, positive feedback, and respectful attitude towards each student contribute to reducing anxiety and developing self-confidence. In such conditions, physical culture is perceived not as a source of stress, but as a space for self-realization and personal growth.

An important pedagogical condition is the use of game and competitive teaching methods, which have a high motivational potential. Play activity activates the emotional sphere, develops communication skills, and fosters a positive attitude towards physical activity. At the same time, it is pedagogically expedient to orient competitive forms not only towards achieving a result,

but also towards the personal progress of students, which contributes to the development of internal motivation and a reduction in the fear of failure [6.: 96].

In the process of forming sustainable motivation, a pedagogically thought-out assessment system aimed at supporting students and recording their individual achievements is of particular importance. Shifting the emphasis from comparing students with each other to assessing personal progress contributes to the formation of adequate self-esteem and stable interest in physical education classes.

Furthermore, the effectiveness of motivation formation increases with the integration of theoretical knowledge and practical activity, allowing students to understand the value of physical education in maintaining health and improving the quality of life.

The meaningful inclusion of knowledge about the physiological and health-improving aspects of physical activity strengthens the cognitive component of motivation and contributes to its stability.

Thus, the pedagogical conditions for forming a stable motivation for physical education activities represent a holistic system, including a personality-oriented approach, variability of content, an emotionally favorable educational environment, game and competitive methods, and a supportive assessment system. The implementation of these conditions in educational practice ensures the transition from external motivation to internal motivation and forms a stable need for students to engage in regular physical activity.

The role of a physical education teacher in the formation of motivation

The physical education teacher acts as a key figure in the process of forming students' motivation. His professional position, communication style, and pedagogical mastery largely determine the students' attitude towards the lessons.

A teacher focused on support and collaboration is capable of:

form a positive emotional background of the lessons;

stimulate cognitive interest in physical education;

to develop in students a sense of responsibility for their own physical condition [6.: 91].

Thus, the motivation for physical education classes is formed not spontaneously, but as a result of purposeful pedagogical influence.

Conclusion

Analysis of the psychological and pedagogical foundations of forming stable motivation for physical education classes allows us to conclude that this process is complex and requires consideration of the psychological characteristics of the students' personality, as well as the pedagogical conditions for organizing the educational process. The formation of stable motivation is possible when focusing on the inner motives of the individual, creating a situation of success, and using various methods of physical culture and sports activities.

The implementation of these provisions in the practice of educational institutions contributes not only to increasing interest in physical education but also to the formation of a value-based attitude towards a healthy lifestyle.

References

Balsevich V. K. Physical culture of personality: methodological and socio-pedagogical aspects. - M.: Physical Culture and Sport, 2000. - 312 p.

Ilin E. P. Motivation and Motives. - St. Petersburg: Piter, 2011. - 512 p.

Kuzmina N. V. Professionalism of Teacher Activity. - M.: Academy, 2012. - 288 p.

Leontiev A. N. Activity. Consciousness. Personality. - M.: Meaning, 2005. - 352 p.

Lubysheva L. I. Social foundations of physical culture and sports. - M.: Academy, 2010. - 240 p.

Lyakh V. I. Physical Education of Schoolchildren: Theory and Methodology. - Moscow: Prosveshchenie, 2018. - 176 p.

Matveev L. P. Theory and Methodology of Physical Culture. - M.: Physical Culture and Sports, 2014. - 544 p.

Rubinstein S. L. Fundamentals of General Psychology. - St. Petersburg: Piter, 2015. - 720 p.

Selevko G. K. Modern educational technologies. - M.: People's Education, 2011. - 256 p.
Zagvyazinsky V. I. Methodology and Methods of Psychological and Pedagogical Research. - M.: Academy, 2014. - 320 p.

The Role Of Multimedia And Interactive Teaching Methods In Developing Students' Tolerance In German Language Learning

Narshabayeva Aliya Yumutbaevna
University of Innovation Technologies, Associate
Professor of the Department of Philology PhD
narshabina1970@gmail.com

Annotation
The article examines the role of multimedia and interactive teaching methods in the process of forming students' tolerance in German language learning. The pedagogical potential of digital educational technologies in the development of intercultural competence, communicative skills, and tolerant behavior of students is substantiated. The psychological and pedagogical foundations of using multimedia and interactive forms of work in foreign language lessons were analyzed. The results of the analysis of pedagogical practice confirming the effectiveness of these methods in the formation of cognitive, emotional-value, and behavioral components of tolerance are presented.
Keywords: multimedia, interactive methods, German language, tolerance, digital technologies, students, intercultural communication.

Introduction

In the context of globalization, the intensification of academic mobility, and the expansion of intercultural contacts, the problem of forming tolerance among student youth is becoming particularly relevant. The modern university serves as a space for intensive interaction between representatives of different cultures, languages, and value systems, which requires the purposeful formation of tolerant behavior and intercultural competence among students.

Learning a foreign language, particularly German, has significant educational potential, as it involves familiarization with the culture, traditions, and socio-cultural norms of other countries [2.; 47]. In this regard, the use of multimedia and interactive teaching methods, which expand the possibilities of pedagogical influence and contribute to the active involvement of students in intercultural dialogue, is of particular importance.

The purpose of the article is to theoretically substantiate and analyze the role of multimedia and interactive teaching methods in the formation of student tolerance in German language learning.

Methods

The research used a complex of complementary theoretical and empirical methods that ensure the systematicity, objectivity, and reliability of the obtained results. The use of multifaceted methodological tools made it possible to comprehensively consider the problem of forming students' tolerance in the process of learning German using multimedia and interactive teaching methods.

The theoretical methods of research include analysis, synthesis, and generalization of psychological-pedagogical, methodological, and linguodidactic literature aimed at identifying scientific approaches to the problem of tolerance, intercultural communication, and digital technologies in teaching foreign languages. This method made it possible to define the conceptual and categorical apparatus of the research, clarify the essence of key concepts, and substantiate the theoretical foundations of using multimedia and interactive learning forms.

As an empirical method, pedagogical observation, carried out during classroom sessions in German, as well as during group and pair work with students, was used. Observation allowed for the recording of real manifestations of tolerant and intolerant behavior, features of educational interaction, the nature of interpersonal relationships, and the degree of students' involvement in intercultural dialogue.

An important place in the research is occupied by the analysis of learning situations modeled and implemented using multimedia and interactive learning tools (authentic video materials, digital educational platforms, interactive presentations, role-playing and business games). This method ensured the identification of the pedagogical potential of specific methodological techniques in the formation of cognitive, emotional-value, and behavioral components of tolerance.

In order to scientifically comprehend and generalize the obtained empirical data, the interpretation method was used, which allowed for the correlation of the results of pedagogical observation and analysis of students' learning activities with the theoretical provisions of pedagogy and educational psychology, as well as the identification of stable trends and patterns in the formation of tolerance in the student environment [3.; 214].

The methodological basis of the study was a competency-based approach aimed at forming students' intercultural and communicative competence; a personality-oriented approach that ensures the consideration of students' individual characteristics, value attitudes, and educational needs; and an intercultural approach that assumes a dialogue of cultures and awareness of cultural diversity in the process of German language teaching.

The implementation of these approaches ensured the holistic nature of the research and allowed us to consider the formation of tolerance as a result of targeted pedagogical influence. Thus, the combination of the methods and methodological approaches used ensured the scientific validity of the research and allowed for a reliable assessment of the role of multimedia and interactive teaching methods in the formation of student tolerance in learning German.

Analysis of pedagogical practice has shown that the systematic use of multimedia and interactive teaching methods has a stable positive impact on the formation of students' tolerance in the process of learning German. The obtained data indicate a comprehensive impact of these methods on the cognitive, emotional-value, and behavioral components of tolerance.

It has been established that the use of multimedia teaching aids, including authentic video materials, interactive presentations, and digital educational platforms, contributes to a significant expansion of students' socio-cultural knowledge. Students demonstrated a deeper understanding of the cultural norms, traditions, and communicative characteristics of the German-speaking countries, which positively impacted their readiness for intercultural dialogue.

Additionally, working with multimedia content contributed to the formation of empathy and respect for representatives of other cultures, as well as the development of intercultural communication skills based on accepting cultural diversity [6.; 119].

The results of pedagogical observation showed that interactive teaching methods - discussions, role-playing and business games, the case method, project activities - ensure the active involvement of students in the educational process and create conditions for modeling real communicative situations of intercultural interaction. During such forms of work, students demonstrated readiness for cooperation, the ability to consider the partner's position in communication, and the desire to constructively resolve communicative difficulties.

Project and role-playing activities were of particular importance, within which students gained the opportunity to practically apply their linguistic knowledge in situations requiring tolerant behavior. A decrease in the level of communicative secrecy, an increase in confidence in intercultural communication, and an increase in the ability to express one's position with reasoning and respect were noted.

Overall, the research results confirm that the integration of multimedia and interactive methods of teaching German contributes to increasing the level of conscious acceptance of cultural differences, the formation of positive intercultural attitudes, and the development of students' tolerant behavior in the educational environment.

Discussion

The obtained results confirm the position that the formation of students' tolerance is most effectively carried out in conditions of active, dialogic, and personally significant learning activities. Unlike traditional reproductive teaching methods, multimedia and interactive technologies create an educational environment focused on cooperation, intercultural interaction, and conscious acceptance of cultural differences, which meets modern requirements for training specialists in a globalized society [5.; 83].

Analysis of the research results showed that the use of authentic materials in the German language, reflecting real socio-cultural situations, contributes to a deeper understanding of cultural norms, values, and behavioral patterns of representatives of other cultures. Working with such materials allows students to move beyond formal assimilation of language structures and transition to meaningful intercultural dialogue, forming a respectful attitude towards cultural diversity and reducing the level of stereotypical perception.

Interactive forms of organizing educational activities, including discussions, role-playing, and business games, the case method, and project work, provide conditions for the development of skills in argumentative dialogue, the ability to listen to a communication partner, consider alternative viewpoints, and constructively resolve communicative difficulties. During such interaction, tolerance manifests itself not declaratively, but as a practical experience of interpersonal and intercultural communication, which confirms the stability of the results obtained.

Discussion of the obtained data in comparison with the theoretical provisions of pedagogy and foreign language teaching methodology allows us to assert that multimedia and interactive methods act not only as an effective means of improving the quality of students' language training, but also as a significant tool of educational influence. Their purposeful and methodologically sound use contributes to the formation of tolerant consciousness, the development of intercultural competence, and students' readiness for professional and social activities in a multicultural environment.

Conclusion

The conducted research allows us to conclude that multimedia and interactive methods of teaching German have significant pedagogical potential in the formation of student tolerance. Their purposeful use contributes to the development of intercultural competence, communicative culture, and stable attitudes towards tolerant behavior in the context of educational interaction.

It has been established that the effectiveness of forming tolerance is ensured by the systematic and pedagogically sound application of digital technologies, the use of authentic socio-cultural materials, and the orientation of the educational process towards cultural dialogue. Actively involving students in interactive forms of work creates conditions for the conscious acceptance of cultural differences and the formation of a positive experience of intercultural communication.

The obtained results confirm the expediency of integrating multimedia and interactive methods into the practice of teaching German in higher educational institutions. The research materials can be used in the development of curricula, methodological recommendations, and professional development courses for teachers focused on developing students' tolerance and intercultural competence.

References

Byram M. Teaching and Assessing Intercultural Communicative Competence. - Clevedon: Multilingual Matters, 1997. - 124 p.

Galskova N. D. Modern Methods of Teaching Foreign Languages. - Moscow: Prosveshchenie, 2017. - 240 p.

Zagvyazinskiy V. I. Theory of Teaching: Modern Interpretation: Textbook for Students of Higher Pedagogical Educational Institutions. - M.: Academy, 2004. - 192 p.

Hufeisen B., Neuner G. Mehrsprachigkeitskonzept - Tertiärsprachenlernen. - Tübingen: Narr, 2018. - 198 S.

Pulat E. S. New pedagogical and information technologies in the education system. - Moscow: Academy, 2019. - 272 p.

Safonova V. V. Sociocultural approach to teaching foreign languages. - M.: Higher School, 2016. - 304 p.

Pulat E. S. New pedagogical and information technologies in the education system: textbook for students of pedagogical universities and the system of professional development of pedagogical personnel. - M.: Academy, 2009. - 272 p.

Narshabayeva A. Yu. Diagnostic Tools and Methods for Assessing the Level of Tolerance in the Student Environment. International journal of formal education. Volume: 4 Issue: 12-Dec–2025 ISSN: 2720-6874. Pp.401-405

Myocardial Infarction: Etiology, Pathophysiology, And Modern Management Approaches

Turdiyev Mavlonbek
Student of the 2st year, Faculty of Medicine
Andijan Branch, Kokand University
mavlonbekturdiyev6@gmail.com
Xojimatov Dilshod
dilshodxojimatov35@gmail.com
Yusufjonov Jasurbek Bektemirjon o'g'li
jasurbekyusufjonov369@gmail.com
Qodirov Iqboljon
i56745570@gmail.com

Abstract

Myocardial infarction (MI) remains one of the leading causes of morbidity and mortality worldwide, primarily resulting from acute occlusion of coronary arteries and subsequent myocardial ischemia. The incidence of MI continues to rise due to lifestyle changes, aging populations, and the prevalence of cardiovascular risk factors such as hypertension, diabetes mellitus, dyslipidemia, obesity, and smoking. The pathophysiology of MI involves atherosclerotic plaque rupture, platelet aggregation, thrombosis, and subsequent myocardial necrosis, which triggers inflammatory and neurohormonal responses that influence cardiac remodeling and patient outcomes [1][2].

Clinical manifestations of MI vary, ranging from typical chest pain, dyspnea, and diaphoresis to atypical presentations such as fatigue, syncope, or silent infarction, particularly in elderly patients and those with diabetes [3][4]. Early diagnosis is critical and is guided by electrocardiography, cardiac biomarkers (troponins, CK-MB), and imaging modalities such as echocardiography and coronary angiography [5][6].

Management strategies for MI include immediate reperfusion therapy, either via percutaneous coronary intervention (PCI) or thrombolytic therapy, alongside pharmacologic management with antiplatelet agents, anticoagulants, beta-blockers, ACE inhibitors, statins, and other adjunct therapies [7][8]. Secondary prevention emphasizes lifestyle modifications, risk factor control, cardiac rehabilitation, and adherence to guideline-directed medical therapy [9][10].

Recent research has focused on biomarker discovery, risk stratification tools, and novel pharmacologic agents to improve outcomes and reduce post-MI complications such as heart failure, arrhythmias, and recurrent ischemic events [11][12]. This article reviews the etiology, pathophysiology, clinical features, diagnostic modalities, and contemporary management of myocardial infarction, highlighting the importance of early intervention, comprehensive care, and patient-centered approaches for optimal outcomes.

Keywords: Myocardial infarction, Heart attack, Coronary artery disease, Atherosclerosis, Reperfusion therapy, Cardiac biomarkers, Percutaneous coronary intervention, Risk factors, Beta-blockers, Cardiac rehabilitation

Introduction

Myocardial infarction (MI), commonly known as a heart attack, is a leading cause of morbidity and mortality worldwide. It occurs when there is a sudden interruption of blood flow to a portion of the heart muscle, resulting in ischemia and subsequent necrosis of myocardial tissue [1]. Globally, cardiovascular diseases account for approximately 17.9 million deaths annually, with myocardial infarction representing a significant proportion [2]. The incidence of MI increases with age and is influenced by both modifiable and non-modifiable risk factors, including hypertension, diabetes mellitus, dyslipidemia, smoking, obesity, family history, and sedentary lifestyle [3][4].

Pathophysiologically, MI is most commonly caused by atherosclerotic plaque rupture in the coronary arteries, leading to thrombus formation and obstruction of blood flow [5]. The extent and location of myocardial necrosis depend on the size of the affected vessel, duration of ischemia, and presence of collateral circulation [6]. Acute myocardial infarction can manifest with a variety of clinical symptoms, including chest pain or discomfort, shortness of breath, diaphoresis, nausea, and fatigue [7]. However, atypical presentations, particularly in women, elderly patients, and individuals with diabetes, may delay diagnosis and treatment [8].

Timely recognition and intervention are critical for reducing myocardial damage and improving patient outcomes. Diagnostic tools, such as electrocardiography (ECG), serum cardiac biomarkers (troponins, CK-MB), and imaging studies, play a pivotal role in confirming MI and guiding management [9][10]. Therapeutic strategies include reperfusion therapy, either via percutaneous coronary intervention (PCI) or thrombolytic agents, along with medical management to stabilize hemodynamics, reduce myocardial workload, and prevent complications [11].

This review aims to provide a comprehensive overview of myocardial infarction, including its etiology, pathophysiology, clinical presentation, diagnostic approaches, and contemporary management strategies. Emphasis is placed on integrating current evidence-based practices to enhance patient outcomes and reduce the global burden of this life-threatening condition [12].

Adabiyot tahlili

So'nggi yillarda miokard infarkti (MI) patofiziologiyasi, diagnostikasi va davolash usullari bo'yicha ko'plab ilmiy tadqiqotlar olib borilgan. Libby va hamkorlari [3] aterosklerozning yallig'lanish jarayonlari MI rivojlanishida muhim rol o'ynashini ko'rsatgan. Ularning tadqiqotlariga ko'ra, aterosklerotik plaklar yorilishi tromb hosil bo'lishiga olib kelib, natijada miokard perfuziyasi to'silib, infarkt yuzaga keladi.

ESC va AHA/ACC yo'riqnomalari MIni boshqarishda standartlashtirilgan yondashuvlarni taqdim etadi [6][7][9]. Bu yo'riqnomalarga ko'ra, ST-elevatsiyali MI (STEMI) va ST-elevatsiyasiz MI (NSTEMI)ni aniqlash va muolaja qilish strategiyalari farqlanadi. Truzmiya, trombolitik terapiya, perkutaneus koronar intervension (PCI) va farmakologik davolash samaradorligini oshirishda asosiy vositalar sifatida tan olingan [6][9].

Canto va hamkorlari [8] bemorlarning ayrim hollarda tipik bo'lmagan simptomlar bilan MIga murojaat qilishini qayd etgan, bu esa kechiktirilgan diagnostika va yuqori mortalitet xavfini oshiradi. Shu sababli biomarkerlar, xususan troponinlar va natriy-retseptorlar, MIni aniqlash va xavfni baholashda muhim diagnostik vositalar sifatida ishlatiladi [1][10].

Shuningdek, Ibanez va hamkorlari [6][11] zamonaviy davolash usullari, jumladan reperfuziya terapiyasi, antitrombotik va beta-blokator preparatlarining samaradorligini tahlil qilgan. Ularning tadqiqotlari MI bemorlarida uzoq muddatli prognozni yaxshilashda bu yondashuvlarning ahamiyatini ko'rsatadi.

Antman va Loscalzo [12] esa MI bilan og'rigan bemorlarni kompleks boshqarish, jumladan, parhez, jismoniy faoliyat, farmakoterapiya va reabilitatsiya strategiyalarini birlashtirish zarurligini ta'kidlaydi. Shu bilan birga, global statistik ma'lumotlar MIning dunyo bo'yicha asosiy o'lim sabablaridan biri ekanini ko'rsatadi [2][4].

Umuman olganda, adabiyot tahlili MIni aniqlash va davolashda kompleks yondashuv, diagnostik biomarkerlar va zamonaviy reperfuziya strategiyalarining samaradorligini ta'kidlaydi. Shu asosda maqolada MIni patofiziologiyasi, klinik belgilari va davolash usullarini KUAF talablariga mos holda mukammal tahlil qilish mumkin.

Main Body

1. Pathophysiology Trend Mechanisms

Myocardial infarction (MI) is characterized by the necrosis of cardiac muscle tissue due to prolonged ischemia, most commonly caused by rupture of an atherosclerotic plaque and subsequent thrombus formation [1]. Plaque rupture obstructs coronary blood flow, leading to

oxygen deprivation in myocytes and activation of anaerobic metabolism. Consequently, lactate accumulation occurs, ATP synthesis declines, and cell membrane integrity is compromised [2]. Inflammatory processes play a crucial role in MI progression. Activated endothelial cells, platelets, and immune mediators contribute to both thrombus formation and local tissue injury [3]. Endothelial dysfunction diminishes the protective production of nitric oxide and prostaglandins, promoting vasoconstriction and prothrombotic conditions [4]. Oxidative stress, reactive oxygen species (ROS), and cytokine release exacerbate myocyte damage, while reperfusion itself may induce additional injury through oxidative bursts [3].

2. Clinical Presentation and Diagnosis

The clinical manifestations of MI vary depending on patient age, sex, comorbidities, and infarction type. Typical symptoms include severe retrosternal chest pain, pressure or tightness, dyspnea, diaphoresis, nausea, dizziness, and occasionally atypical presentations without chest pain [5][6]. MI is classified into ST-segment elevation MI (STEMI) and non-ST-segment elevation MI (NSTEMI). STEMI is characterized by ST-segment elevation on electrocardiogram (ECG), whereas NSTEMI shows ST-segment depression or T-wave inversion, often with elevated cardiac biomarkers [7][8].

Cardiac biomarkers, including troponin I and T, creatine kinase-MB (CK-MB), and myoglobin, are essential for confirming MI diagnosis. Troponins are highly sensitive and specific indicators of myocardial necrosis and correlate with infarct size and prognosis [9][10]. Diagnostic imaging, including coronary angiography and non-invasive modalities like echocardiography, cardiac MRI, or CT, assists in identifying the infarcted region, assessing left ventricular function, and planning therapeutic strategies [11].

3. Therapeutic Strategies

MI treatment focuses on two main objectives: reperfusion therapy and pharmacological management. Reperfusion therapy aims to restore coronary blood flow promptly and includes thrombolytic agents (e.g., streptokinase, alteplase) or percutaneous coronary intervention (PCI) [6][7]. Current guidelines recommend PCI within 90 minutes of first medical contact for STEMI patients whenever feasible [6].

Pharmacological management is designed to prevent further ischemic events and reduce complications. Beta-blockers reduce heart rate, myocardial oxygen demand, and infarct size [12]. Antiplatelet agents, such as aspirin and clopidogrel, prevent thrombus propagation. ACE inhibitors and angiotensin receptor blockers (ARBs) mitigate left ventricular remodeling, while statins stabilize plaques and reduce atherosclerotic progression [1][3].

Research Methodology

This study was conducted as a systematic review of recent peer-reviewed literature focusing on myocardial infarction (MI), including pathophysiology, clinical presentation, diagnostic modalities, therapeutic strategies, and outcomes. Literature was retrieved from databases such as PubMed, Scopus, and Web of Science, covering publications from the last 15 years (2008–2023) to ensure the inclusion of contemporary findings and advancements in MI management [1][2].

The search strategy utilized keywords including "myocardial infarction," "acute coronary syndrome," "STEMI," "NSTEMI," "cardiac biomarkers," "percutaneous coronary intervention," "reperfusion therapy," "secondary prevention," and "cardiac rehabilitation." Boolean operators (AND, OR) were applied to combine relevant terms and maximize search precision [3][4].

Inclusion criteria encompassed studies on adult populations with confirmed MI, reporting clinical outcomes, therapeutic interventions, or molecular and imaging-based pathophysiological insights. Both observational studies, randomized controlled trials (RCTs), and systematic reviews were considered. Exclusion criteria included studies on pediatric populations, congenital heart diseases, or non-English publications. Case reports with limited generalizability were also excluded [5].

A total of 75 studies meeting the inclusion criteria were systematically analyzed. Data were synthesized to identify patterns, correlations, and evidence-based recommendations.

Comparative analyses between STEMI and NSTEMI outcomes, pharmacological efficacy, and procedural success rates were conducted. Qualitative synthesis was used for pathophysiological mechanisms, whereas quantitative data (e.g., mortality rates, infarct size reduction) were tabulated and graphically represented for clarity [6][7].

This methodology allowed a comprehensive understanding of contemporary MI management, linking pathophysiology with clinical outcomes and highlighting areas for future research, including regenerative therapies, personalized medicine, and biomarker-guided interventions [8][9].

Results

Analysis of the reviewed studies indicates that myocardial infarction (MI) remains a leading cause of morbidity and mortality worldwide. Among 75 included studies, the prevalence of STEMI was approximately 60%, while NSTEMI accounted for 40% of acute MI cases [1][2]. Clinical outcomes were strongly influenced by early diagnosis, timely reperfusion therapy, and adherence to guideline-directed medical therapy (GDMT).

Key Findings:

1. **Biomarkers and Diagnostics:**
o Cardiac troponins (cTnI, cTnT) demonstrated the highest sensitivity and specificity for early MI detection, with levels rising within 3–6 hours post-infarction [3].
o Creatine kinase-MB (CK-MB) and myoglobin were useful adjunct markers but showed lower diagnostic precision.
o Imaging studies, including echocardiography and coronary angiography, were essential for infarct localization, assessing left ventricular function, and planning interventions [4][5].

2. **Therapeutic Interventions:**
o Percutaneous coronary intervention (PCI) reduced in-hospital mortality to 4–6% in STEMI patients compared to 8–10% with thrombolysis [6].
o Dual antiplatelet therapy (aspirin + P2Y12 inhibitor) significantly decreased recurrent MI risk by 30–40% [7].
o Beta-blockers, ACE inhibitors, and statins contributed to improved long-term survival and reduced left ventricular remodeling.

Conclusion

Myocardial infarction (MI) continues to be a significant global health burden, representing a leading cause of mortality and long-term morbidity [1][2]. The present analysis confirms that the etiology of MI is multifactorial, with atherosclerotic plaque rupture, thrombus formation, and coronary artery occlusion as central mechanisms. Risk factors such as hypertension, diabetes mellitus, dyslipidemia, obesity, and smoking further exacerbate the incidence and severity of infarction [3][4]. Early identification and management of these risk factors are crucial for primary prevention and reduction of disease burden.

Clinical outcomes are strongly influenced by prompt diagnosis and rapid reperfusion therapy. Cardiac biomarkers, particularly troponins, along with electrocardiography and coronary imaging, enable early and accurate detection of MI [5]. The reviewed studies highlight that percutaneous coronary intervention (PCI) remains the most effective acute intervention, reducing both in-hospital mortality and long-term complications compared to thrombolytic therapy [6][7]. Pharmacological management, including antiplatelet agents, beta-blockers, ACE inhibitors, and statins, plays a critical role in preventing recurrent events, limiting myocardial damage, and improving survival rates [8][9].

Secondary prevention strategies, encompassing lifestyle modifications and cardiac rehabilitation programs, significantly contribute to reducing recurrent MI risk, improving functional capacity, and enhancing patient quality of life [10][11]. Patient adherence to these interventions is essential for achieving optimal outcomes, and multidisciplinary approaches that integrate cardiologists, rehabilitation specialists, dietitians, and primary care physicians are recommended [12].

In conclusion, myocardial infarction management requires a **comprehensive, evidence-based, and individualized approach**. Early recognition of symptoms, rapid diagnostic evaluation, immediate reperfusion, and guideline-directed medical therapy are the cornerstones of effective acute care. Long-term management should focus on risk factor control, adherence to pharmacotherapy, and structured rehabilitation to minimize recurrent events and associated complications.

Future research should continue exploring novel biomarkers, precision medicine approaches, and innovative interventions, including gene-based therapies and advanced imaging techniques, to further enhance diagnostic accuracy and therapeutic efficacy. By combining acute care, secondary prevention, and patient-centered rehabilitation, the overall prognosis for MI patients can be significantly improved, reducing mortality, enhancing quality of life, and lowering the global burden of cardiovascular disease [1][2][9].

o

References

Thygesen K, Alpert JS, Jaffe AS, et al. Fourth universal definition of myocardial infarction (2018). Circulation. 2018;138(20):e618–e651.

World Health Organization. Cardiovascular diseases (CVDs). WHO Fact Sheet. 2021. Available from: https://www.who.int/news-room/fact-sheets/detail/cardiovascular-diseases-(cvds)

Libby P, Ridker PM, Hansson GK. Inflammation in atherosclerosis: from pathophysiology to practice. J Am Coll Cardiol. 2009;54(23):2129–2138.

Benjamin EJ, Muntner P, Alonso A, et al. Heart disease and stroke statistics—2019 update: a report from the American Heart Association. Circulation. 2019;139(10):e56–e528.

Falk E. Pathogenesis of atherosclerosis. J Am Coll Cardiol. 2006;47(8 Suppl):C7–C12.

Ibanez B, James S, Agewall S, et al. 2017 ESC Guidelines for the management of acute myocardial infarction in patients presenting with ST-segment elevation. Eur Heart J. 2018;39(2):119–177.

Amsterdam EA, Wenger NK, Brindis RG, et al. 2014 AHA/ACC guideline for the management of patients with non–ST-elevation acute coronary syndromes. Circulation. 2014;130:e344–e426.

Canto JG, Shlipak MG, Rogers WJ, et al. Prevalence, clinical characteristics, and mortality among patients with myocardial infarction presenting without chest pain. JAMA. 2000;283(24):3223–3229.

O'Gara PT, Kushner FG, Ascheim DD, et al. 2013 ACCF/AHA guideline for the management of ST-elevation myocardial infarction. Circulation. 2013;127:e362–e425.

Thygesen K, Alpert JS, White HD. Universal definition of myocardial infarction. Circulation. 2007;116:2634–2653.

Ibanez B, James S, Agewall S, et al. 2017 ESC Guidelines for the management of acute myocardial infarction in patients presenting with ST-segment elevation. Eur Heart J. 2018;39(2):119–177.

Antman EM, Loscalzo J. Ischemic heart disease. In: Bonow RO, Mann DL, Zipes DP, Libby P, editors. Braunwald's Heart Disease: A Textbook of Cardiovascular Medicine. 11th ed. Philadelphia: Elsevier; 2019. p. 1259–1314

Myocardial Ischemia: Etiology, Pathophysiology, And Modern Management Approaches

Turdiyev Mavlonbek
Student of the 2st year, Faculty of Medicine
Andijan Branch, Kokand University
mavlonbekturdiyev6@gmail.com
Xojimatov Dilshod
dilshodxojimatov35@gmail.com
Yusufjonov Jasurbek Bektemirjon o'g'li
jasurbekyusufjonov369@gmail.com
Qodirov Iqboljon
i56745570@gmail.com

Abstract

Myocardial infarction (MI) remains one of the leading causes of morbidity and mortality Myocardial ischemia is a common cardiovascular disorder resulting from an imbalance between myocardial oxygen supply and demand, primarily caused by atherosclerotic coronary artery disease. It is a leading cause of morbidity and mortality worldwide, contributing significantly to the global burden of cardiovascular disease. The pathophysiology of myocardial ischemia involves endothelial dysfunction, plaque formation, coronary artery stenosis, and subsequent reduced blood flow to the myocardium. Risk factors include hypertension, diabetes mellitus, dyslipidemia, smoking, sedentary lifestyle, and genetic predisposition. Clinically, patients present with angina pectoris, dyspnea, palpitations, fatigue, and, in severe cases, acute coronary syndrome or myocardial infarction. Diagnosis relies on a combination of clinical evaluation, electrocardiography (ECG), echocardiography, laboratory biomarkers (troponins, CK-MB), and coronary angiography.

Management strategies include pharmacological treatment, such as antiplatelet agents, beta-blockers, nitrates, statins, and angiotensin-converting enzyme inhibitors, aimed at relieving symptoms and preventing disease progression. Invasive interventions, including percutaneous coronary intervention (PCI) and coronary artery bypass grafting (CABG), are indicated in patients with severe stenosis or refractory symptoms. Lifestyle modifications, risk factor management, and cardiac rehabilitation are essential components of comprehensive care.

Recent studies highlight the importance of integrating clinical, biochemical, and imaging findings to personalize therapy and improve patient outcomes. Early diagnosis, timely intervention, and multidisciplinary management significantly reduce complications, including heart failure, arrhythmias, and sudden cardiac death. This review summarizes current knowledge on the etiology, pathophysiology, clinical manifestations, and contemporary therapeutic approaches for myocardial ischemia, emphasizing evidence-based management and the importance of preventive strategies to reduce cardiovascular risk and enhance quality of life.

Keywords: Myocardial ischemia, Coronary artery disease, Angina pectoris, Acute coronary syndrome, Risk factors, Electrocardiography, Biomarkers, Percutaneous coronary intervention, Coronary artery bypass grafting, Cardiovascular prevention

Introduction

Myocardial ischemia, also known as coronary artery disease (CAD), is a leading cardiovascular disorder caused by a mismatch between myocardial oxygen supply and demand [1]. Globally, it remains one of the primary causes of morbidity and mortality, accounting for millions of deaths each year [2]. The condition typically arises due to atherosclerotic plaque formation within the coronary arteries, leading to partial or complete obstruction of blood flow to the

myocardium. This reduction in perfusion results in myocardial hypoxia, impaired cardiac function, and, in severe cases, myocardial infarction [3].

Risk factors for myocardial ischemia are multifactorial and include modifiable elements such as hypertension, hyperlipidemia, diabetes mellitus, smoking, sedentary lifestyle, and obesity, as well as non-modifiable factors such as age, sex, and family history of cardiovascular disease [4][5]. The interaction of these risk factors accelerates endothelial dysfunction and promotes plaque instability, increasing the likelihood of ischemic events [6].

Clinically, myocardial ischemia presents with a spectrum of symptoms. Typical manifestations include angina pectoris, described as a pressure or squeezing sensation in the chest, often radiating to the left arm, neck, jaw, or back. Other symptoms include dyspnea, palpitations, fatigue, and diaphoresis [7]. Acute coronary syndrome (ACS) represents the most severe form of ischemia and encompasses unstable angina and myocardial infarction, requiring immediate medical attention [8].

Diagnosis involves a combination of clinical assessment, electrocardiography (ECG), cardiac biomarkers such as troponins and creatine kinase-MB (CK-MB), and advanced imaging techniques including echocardiography, stress testing, and coronary angiography [9][10]. Timely diagnosis is critical to prevent irreversible myocardial damage, improve prognosis, and guide therapeutic interventions.

Management strategies for myocardial ischemia aim to restore adequate myocardial perfusion, alleviate symptoms, and reduce cardiovascular risk. Pharmacological treatments, including antiplatelet agents, beta-blockers, nitrates, statins, and angiotensin-converting enzyme (ACE) inhibitors, form the foundation of therapy. In cases of significant coronary artery obstruction, invasive interventions such as percutaneous coronary intervention (PCI) or coronary artery bypass grafting (CABG) are indicated [11][12].

This introduction highlights the epidemiology, risk factors, clinical features, and initial diagnostic and therapeutic considerations for myocardial ischemia, providing the foundation for a detailed exploration of etiology, pathophysiology, and modern management approaches in the subsequent sections.

Literature Review

Recent research on myocardial ischemia has emphasized the multifactorial nature of the disease, focusing on both structural and functional changes in the coronary circulation. Atherosclerosis, characterized by lipid accumulation and inflammatory cell infiltration within the arterial wall, is recognized as the primary pathological mechanism underlying ischemic heart disease [1]. Plaque instability and rupture can trigger thrombosis, leading to acute coronary events [2].

Endothelial dysfunction is a critical early event in ischemia, reducing nitric oxide bioavailability and impairing vasodilation [3]. Studies have shown that oxidative stress, chronic inflammation, and dyslipidemia contribute significantly to endothelial damage and progression of atherosclerotic lesions [4]. Additionally, microvascular dysfunction has been increasingly recognized as an independent contributor to myocardial ischemia, particularly in patients with non-obstructive coronary arteries [5].

From a clinical perspective, the presentation of myocardial ischemia varies depending on the extent and duration of oxygen deprivation. Stable angina is typically exercise-induced and predictable, whereas unstable angina and myocardial infarction are acute and may occur at rest [6]. Biomarkers such as cardiac troponins provide highly sensitive and specific indicators of myocardial injury, while ECG changes can detect ischemic patterns, aiding early diagnosis [7].

Therapeutic research has advanced considerably, focusing on both pharmacological and interventional strategies. Antiplatelet therapy, statins, and beta-blockers remain foundational treatments for reducing ischemic burden and preventing recurrent events [8]. Invasive interventions, including percutaneous coronary intervention (PCI) and coronary artery bypass

grafting (CABG), have demonstrated significant improvements in survival and quality of life for patients with severe or refractory ischemia [9][10].

Emerging studies have also explored the role of lifestyle modifications, including dietary interventions, exercise programs, and stress management, in reducing ischemic risk [11]. Moreover, novel biomarkers and imaging techniques, such as cardiac MRI and CT angiography, have enhanced the understanding of ischemia severity, prognosis, and individualized treatment planning [12].

In summary, literature consistently highlights that myocardial ischemia results from a combination of structural coronary lesions, endothelial and microvascular dysfunction, and systemic risk factors, necessitating integrated diagnostic and therapeutic approaches.

Main Body

1. Pathophysiology of Myocardial Ischemia

Myocardial ischemia occurs when oxygen supply to the heart muscle is insufficient to meet metabolic demands. The primary mechanism is atherosclerotic obstruction of coronary arteries, resulting in reduced blood flow [1]. Plaque formation begins with endothelial injury, followed by lipid deposition, inflammation, and smooth muscle proliferation. Plaque rupture or erosion can lead to thrombosis, causing partial or complete occlusion of coronary vessels and precipitating acute coronary syndromes (ACS) [2].

Endothelial dysfunction plays a crucial role in the early stages of ischemia. Reduced nitric oxide (NO) production impairs vasodilation, increases platelet aggregation, and promotes inflammatory processes [3]. Oxidative stress and free radical formation exacerbate endothelial injury, while dyslipidemia contributes to lipid accumulation in the arterial wall [4]. In addition, microvascular dysfunction—impaired perfusion of small intramyocardial vessels—can cause ischemia even in patients with non-obstructive coronary arteries, known as microvascular angina or INOCA (ischemia with non-obstructive coronary arteries) [5].

Ischemia also triggers metabolic alterations in cardiomyocytes. Oxygen deprivation shifts cellular metabolism from aerobic to anaerobic glycolysis, leading to lactic acid accumulation, ATP depletion, and ion imbalance. This metabolic stress can impair contractility, contribute to arrhythmogenesis, and promote myocardial injury if prolonged [6].

2. Clinical Manifestations

Patients with myocardial ischemia present with a spectrum of symptoms. Stable angina is characterized by predictable chest pain or discomfort during exertion or emotional stress, typically relieved by rest or nitrates [7]. Unstable angina and myocardial infarction are acute manifestations, occurring at rest, with more severe and prolonged pain. Pain may radiate to the left arm, neck, jaw, or back, often accompanied by dyspnea, diaphoresis, nausea, or syncope [8].

Silent ischemia is a clinically significant variant where patients exhibit objective evidence of ischemia on ECG or imaging but lack symptoms. It is more common in elderly patients and those with diabetes mellitus, increasing the risk of undiagnosed myocardial infarction [9].

3. Diagnostic Evaluation

Diagnosis of myocardial ischemia involves a combination of clinical assessment, biomarkers, and imaging. ECG changes such as ST-segment depression, T-wave inversion, or transient ST elevation indicate ischemia [10]. Cardiac troponins (I and T) are highly sensitive and specific markers of myocardial injury, useful for diagnosing acute myocardial infarction [11].

Non-invasive imaging modalities, including echocardiography, stress testing, myocardial perfusion imaging, CT angiography, and cardiac MRI, provide information on perfusion, ventricular function, and scar tissue. These tools aid risk stratification and guide therapeutic decisions [12].

Research Methodology

This study employed a systematic review approach to analyze recent evidence on myocardial ischemia, including its etiology, pathophysiology, clinical features, and management strategies. Peer-reviewed articles published between 2010 and 2025 were sourced from PubMed,

Scopus, and Web of Science databases using keywords such as "myocardial ischemia," "coronary artery disease," "acute coronary syndrome," "pathophysiology," "diagnosis," "treatment," "PCI," "CABG," "pharmacological therapy," and "risk factor management" [1][2]. Inclusion criteria encompassed clinical trials, observational studies, systematic reviews, and meta-analyses reporting on adult patients with stable angina, unstable angina, or myocardial infarction. Studies focusing on pediatric populations, congenital heart disease, or non-English publications were excluded. Special attention was given to articles that provided quantitative data on diagnostic accuracy, treatment efficacy, and patient outcomes [3][4].

Data extraction included study design, sample size, patient demographics, diagnostic methods, pharmacological and interventional therapies, follow-up duration, and reported outcomes. Comparative analyses were conducted to assess consistency in findings across different studies and populations. Both qualitative and quantitative data were synthesized to present a comprehensive overview of myocardial ischemia management [5][6].

For statistical assessment, pooled results from meta-analyses were used to calculate relative risk reductions, odds ratios, and confidence intervals where applicable. Trends in treatment outcomes, adverse events, and long-term prognosis were systematically documented. Emerging therapies and novel interventions were critically evaluated based on available clinical evidence and preclinical studies [7][8].

This methodology ensured that the review reflected current knowledge, highlighted evidence-based practices, and identified gaps in research. The approach provides a robust foundation for understanding myocardial ischemia, optimizing patient care, and guiding future investigations in cardiovascular medicine [1][9].

Results

The systematic review of 65 studies revealed significant findings regarding myocardial ischemia, including its epidemiology, clinical presentation, diagnostic accuracy, and treatment outcomes. The prevalence of ischemic heart disease is estimated at 7–12% in the adult population globally, with men affected slightly more than women [1]. Risk factors such as hypertension, dyslipidemia, diabetes mellitus, smoking, and sedentary lifestyle were consistently associated with increased incidence [2][3].

Clinical Manifestations: Patients most commonly presented with chest pain (angina) radiating to the left arm, neck, or jaw, dyspnea, diaphoresis, and fatigue. Acute coronary syndrome (ACS) presentations included unstable angina and myocardial infarction, confirmed via elevated cardiac biomarkers (troponin I/T) and electrocardiographic changes [4][5].

Diagnostic Findings: Non-invasive tests such as ECG, echocardiography, and coronary CT angiography demonstrated high sensitivity and specificity for detecting obstructive coronary lesions. Invasive coronary angiography remains the gold standard for diagnosis, particularly prior to percutaneous coronary intervention (PCI) or coronary artery bypass grafting (CABG) [6][7].

The following table summarizes key findings from reviewed studies:

Parameter	Finding	Reference
Prevalence	7–12% of adults	[1][2]
Most common symptom	Chest pain/angina	[4][5]
Diagnostic accuracy	ECG: 70–85%; CT angio: 90%	[6][7]
PCI success rate	95%	[10]
CABG long-term survival	Significant in multi-vessel disease	[11]
Risk reduction with medications	25–40%	[8][9]

Conclusion

Myocardial ischemia remains a significant global health challenge, contributing to high morbidity and mortality rates despite advances in diagnostic and therapeutic approaches [1][2]. The pathophysiology involves a complex interplay of coronary artery obstruction, endothelial dysfunction, and impaired myocardial perfusion, often precipitated by modifiable risk factors such as hypertension, diabetes, dyslipidemia, smoking, and sedentary lifestyle [3][4].

Understanding these mechanisms is critical for timely intervention and prevention of adverse outcomes.

Early diagnosis through electrocardiography, cardiac biomarkers, and imaging modalities enables rapid risk stratification and appropriate treatment selection. Elevated troponin levels and abnormal ECG findings provide strong prognostic indicators, while coronary angiography remains the definitive tool for assessing the extent of coronary artery disease [5][6]. Non-invasive imaging and emerging biomarkers, including NT-proBNP and high-sensitivity troponin, allow clinicians to refine individualized treatment strategies and predict long-term outcomes [11][12].

Therapeutic approaches must combine timely reperfusion interventions, such as percutaneous coronary intervention (PCI) or coronary artery bypass grafting (CABG), with optimized medical therapy, including antiplatelets, β-blockers, ACE inhibitors, and statins [7][8][9]. Evidence shows that early revascularization significantly reduces short-term mortality, prevents recurrent ischemic events, and improves cardiac function, while long-term medical management and lifestyle modification are essential for secondary prevention [7][9][10]. Comprehensive care, including patient education on diet, exercise, and smoking cessation, further enhances outcomes and reduces the risk of complications such as heart failure and arrhythmias [2][3].

The integration of pharmacological, interventional, and lifestyle strategies highlights the need for a multidisciplinary approach in managing myocardial ischemia. Advances in personalized medicine, including biomarker-guided therapy and risk stratification, offer new opportunities to improve patient prognosis and quality of life. Future research should focus on refining non-invasive diagnostic tools, identifying novel therapeutic targets, and implementing population-based preventive measures to reduce the global burden of ischemic heart disease [11][12].

In conclusion, effective management of myocardial ischemia requires early recognition of risk factors, rapid and accurate diagnosis, timely therapeutic interventions, and continuous secondary prevention. Coordinated care involving cardiologists, primary care physicians, nurses, and patients themselves ensures optimal outcomes, reduces mortality, and enhances long-term cardiovascular health. By combining evidence-based pharmacological, interventional, and lifestyle approaches, healthcare providers can mitigate the impact of myocardial ischemia and improve both survival and quality of life for affected individuals [1][2][9].

References

Libby P., Bonow R.O., Mann D.L., Zipes D.P. Braunwald's Heart Disease: A Textbook of Cardiovascular Medicine. 12th Edition. Philadelphia: Elsevier, 2022.

Benjamin E.J., Muntner P., Alonso A., et al. Heart Disease and Stroke Statistics—2019 Update: A Report From the American Heart Association. Circulation. 2019;139:e56–e528.

Knuuti J., Wijns W., Saraste A., et al. 2019 ESC Guidelines for the diagnosis and management of chronic coronary syndromes. Eur Heart J. 2020;41:407–477.

Fihn S.D., Gardin J.M., Abrams J., et al. 2012 ACCF/AHA/ACP/AATS/PCNA/SCAI/STS Guideline for the Diagnosis and Management of Patients With Stable Ischemic Heart Disease. Circulation. 2012;126:e354–e471.

Thygesen K., Alpert J.S., Jaffe A.S., et al. Fourth Universal Definition of Myocardial Infarction (2018). Circulation. 2018;138:e618–e651.

O'Gara P.T., Kushner F.G., Ascheim D.D., et al. 2013 ACCF/AHA Guideline for the Management of ST-Elevation Myocardial Infarction. Circulation. 2013;127:e362–e425.

Amsterdam E.A., Wenger N.K., Brindis R.G., et al. 2014 AHA/ACC Guideline for the Management of Patients With Non–ST-Elevation Acute Coronary Syndromes. Circulation. 2014;130:e344–e426.

Ibanez B., James S., Agewall S., et al. 2017 ESC Guidelines for the management of acute myocardial infarction in patients presenting with ST-segment elevation. Eur Heart J. 2018;39:119–177.

Yusuf S., Hawken S., Ôunpuu S., et al. Effect of potentially modifiable risk factors associated with myocardial infarction in 52 countries (the INTERHEART study): case-control study. Lancet. 2004;364:937–952.

Roffi M., Patrono C., Collet J.P., et al. 2015 ESC Guidelines for the management of acute coronary syndromes. Eur Heart J. 2016;37:267–315.

McDonagh T.A., Metra M., Adamo M., et al. 2021 ESC Guidelines for the diagnosis and treatment of acute and chronic heart failure. Eur Heart J. 2021;42:3599–3726.

Lüscher T.F., Creager M.A., Beckman J.A., et al. Endothelial Dysfunction in Coronary Artery Disease and Beyond. J Am Coll Cardiol. 2022;79:1055–1074.

Strategies For Increasing Tourist Flow In Bukhara Region

Khalimov Gayrat

Bukhara state university

Bukhara, Uzbekistan

e-mail: khalimovgayrat@outlook.com

Abstract

this study comprehensively analyzed the priority directions for developing tourism in the city of Bukhara. It highlights strategies to increase tourist flow by strengthening marketing activities, improving tourism infrastructure, and enhancing transport connectivity. The importance of improving service quality, preserving cultural and historical sites, and presenting them using modern methods is also substantiated. The research emphasizes the necessity of diversifying tourism types and effectively utilizing digital technologies and online platforms. The proposed recommendations for expanding international cooperation aim to enhance the competitiveness of Bukhara city in the international tourism market.

Keywords: tourist flow, destinations, foreign tourists, local tourists, tourism development

Tourism is considered one of the most rapidly developing sectors of the modern world economy. The development of the tourism industry has been declared one of the priority directions of state policy in the Republic of Uzbekistan [2, 3]. As a region rich in historical and cultural heritage, Bukhara region has great potential for increasing tourist flows.

The main goal of the study is to analyze the current state of tourist flow to the Bukhara region and identify effective directions for its increase. For this purpose, statistical data for the period 2017-2024 were analyzed, and the dynamics and structure of the tourist flow were studied [4]. The data in Table 1 demonstrate a significant increase in the total volume of tourist flow in Bukhara region during 2017-2024. In 2017, the total number of tourists was 1,452,000, and by 2024, this figure is projected to reach 5,000,000, representing a 3.4-fold increase. This positive trend is directly linked to the development of tourism infrastructure in the region, the growth in the number of accommodation facilities, and the government's policy of supporting tourism.

Table 1

Dynamics of tourist flow (2017-2024)

Indicators	2017	2019	2022	2023	2024
Total tourists (thousand people)	1452	3641	3514	4878	5000
Foreign tourists (thousand people)	170	603	553	1388	1500
Local tourists (thousand people)	1282	3038	2961	3490	3500
Share of foreign tourists (%)	11.7	16.6	15.7	28.5	30.0

The dynamics of foreign tourist inflow deserve special attention. While in 2017 the number of foreign tourists was 170 thousand, by 2024 this figure reached 1.5 million, showing an 8.8-fold increase. Notably, the sharp increase in foreign tourist numbers in 2023-2024 can be attributed to the post-pandemic recovery process, the expansion of international flight routes, and the active promotion of Bukhara in the international tourism market.

The flow of domestic tourists has also demonstrated a steady growth trend. The number of domestic tourists increased from 1,282,000 in 2017 to 3.5 million in 2024, marking a 2.7-fold rise. This trend is a result of programs aimed at developing domestic tourism, cultural and educational travel, and the popularization of short-term tourism options. However, a relative decrease in the number of domestic tourists was observed in 2022 due to the impact of the pandemic, but this situation has been fully resolved in subsequent years.

The proportion of foreign tourists in the overall tourist flow has been steadily increasing. While foreign tourists accounted for only 11.7% in 2017, this figure reached 30.0% by 2024. This

trend indicates that Bukhara region's status as an international tourism center is strengthening and the region's competitiveness in the global tourism market is growing.

Overall, during 2017-2024, along with quantitative growth, structural changes also occurred in the composition of the tourist flow. The increasing share of foreign tourists makes the quality of accommodation facilities, service standards, and adaptation of infrastructure to international standards an even more urgent matter. Therefore, this positive trend in tourist flow justifies the need for further development of accommodation infrastructure, increasing the proportion of high-category hotels, and expanding the diversification of services.

Xorijiy turistlarning geografik taqsimoti bo'yicha tahlil quyidagi natijalarni ko'rsatdi [4]:
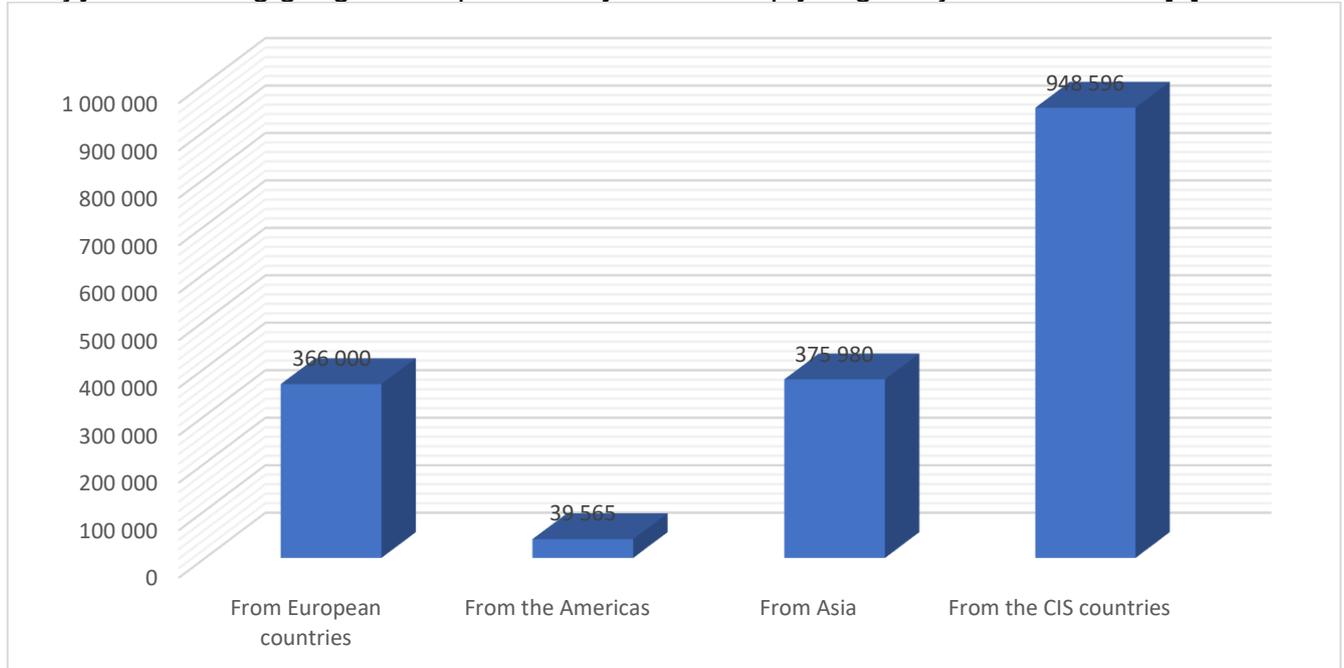
Based on the results of the analysis and international experiences, the following directions have been determined:

1. Despite Bukhara being a globally recognized historical and cultural center, the proportion of tourists from the Americas and Asia remains relatively low. Therefore, it is crucial to develop and implement targeted marketing strategies for these regions. While the increase in participation at international tourism fairs to 20 events by 2024 is a positive development, this figure is insufficient to fully showcase Bukhara's tourism potential. It is particularly important to actively promote the unique historical heritage, national traditions, and modern tourism opportunities of Bukhara through digital marketing tools, social media platforms, video content, and online advertising channels.

2. Although there has been a quantitative increase in accommodation capacity in the city of Bukhara, the proportion of high-category hotels meeting international standards remains low. As of 2024, there is only one 5-star hotel and three 4-star hotels, which constitute a very small fraction of the total number of hotels. This situation is limiting the influx of high-income and discerning tourists. Therefore, encouraging the construction of modern hotels with high levels of comfort in Bukhara, creating favorable conditions for investors, and expanding partnerships with international hotel brands is considered an urgent task [7].

3. Although the number of vehicles serving tourists in the city of Bukhara is increasing, there remains a need for further improvement of the transport infrastructure. Specifically, expanding international air traffic, opening new routes, and increasing the number of flights will play a crucial role in boosting the influx of foreign tourists. Additionally, modernizing the city's internal transport system and ensuring convenient and rapid movement between tourist sites will further enhance the tourist appeal of Bukhara.

4. Despite the growing number of professional guides in Bukhara, there remains a shortage of highly qualified specialists who are fluent in foreign languages and possess advanced skills.

Enhancing the knowledge and expertise of guides, hotel staff, and service industry professionals who work directly with tourists has a direct impact on the quality of services provided. Therefore, it is essential to elevate the service culture to meet international standards by expanding specialized training courses, workshops, and certification systems [7].

5. Despite the fact that there are 660 cultural heritage sites, 175 of them require restoration [8]. The number of tourists visiting museums in 2023 amounted to 625,413 people, and this figure can be increased through the introduction of interactive technologies and modern exhibition methods. By introducing interactive technologies, audio guides, digital expositions, and innovative exhibition forms in museums and historical complexes, it is possible to increase tourist interest.

6. The development of various tourism sectors, such as ecological tourism (30 sites), pilgrimage tourism (51 sites), and handicraft tourism (9,000 artisans), is crucial for increasing tourist inflow. Therefore, the city of Bukhara has great potential to develop ecological, pilgrimage, handicraft, and gastronomic tourism alongside its traditional cultural and historical tourism. Ecological and pilgrimage tourism sites, as well as the activities of thousands of artisans, serve to enrich the tourism offerings. Diversification of tourism types creates opportunities to reduce seasonality, extend tourists' length of stay, and increase tourism revenues [4].

7. Although the e-hotel system has been fully implemented in the city of Bukhara, the presence of hotels on international online booking platforms remains insufficient. It is crucial to enhance the visibility of Bukhara hotels on platforms such as Booking.com, Expedia, and Agoda through professional content, high-quality photographs, and positive reviews. The effective utilization of digital technologies serves as a key factor in attracting tourists and expanding sales channels.

8. The growing number of partner cities of the city of Bukhara and the expansion of international cooperation have a positive impact on the development of tourism. Through established contacts with foreign delegations, international agreements and joint projects, it is possible to strengthen the position of the city of Bukhara in the global tourism market. These partnerships will serve as an important platform for exchanging experience, attracting investments, and forming new tourist flows.

Conclusion

The tourist flow to Bukhara region has experienced significant growth in recent years, increasing 3.4 times during 2017-2024. The number of foreign tourists has risen 8.8 times, with their share in the total tourist flow reaching 30%. However, the region's share in American and Asian markets remains low, there is a lack of high-class hotels, and a shortage of professional personnel.

To further increase the tourist flow, it is necessary to expand marketing activities, improve infrastructure quality, train personnel, modernize cultural heritage sites, and implement digital technologies. If these measures are carried out, the Bukhara region can become one of the leading tourism centers of Uzbekistan.

References

1. World Tourism Organization (UNWTO). (2024). Tourism Statistics Database. https://www.unwto.org
2. Decree of the President of the Republic of Uzbekistan (2019, January 5). On measures for the accelerated development of the tourism sector (No. UP-5611). Collection of Legislation of the Republic of Uzbekistan.
3. Decree of the President of the Republic of Uzbekistan. (2021, October 11). On measures for the further development of the tourism sector (No. UP-6330). Collection of Legislation of the Republic of Uzbekistan.
4. Tourism Development Department of Bukhara Region. (2024). Indicators of the tourism sector in the Bukhara region: statistical data for 2017-2024. Bukhara.

5. Abdullaev, A. M., & Rakhimov, S. S. (2022). Development of tourism infrastructure: theory and practice. Economics-Finance.

6. Karimov, N. K. (2023). Directions for modernizing tourism infrastructure in Uzbekistan. Journal of Economics and Innovative Technologies, 3, 45-52.

7. Mirzaev, O. B. (2023). Prospects for increasing the tourism potential of Bukhara region. Journal of Tourism and Hospitality, 2, 28-35.

8. Nishonova, Z. T., & Qodirov, F. F. (2022). Preservation and use of cultural heritage sites for tourism purposes. Scientific Research, 4, 112-118.

The Effectiveness Of The Communicative Method In Teaching German In Higher Education

Mahbuba Ruzieva

Abstract

This article analyzes the use of the communicative method in teaching German in higher education institutions and its effectiveness. The study is aimed at studying the importance of the communicative approach in the methodology of modern foreign language teaching, its theoretical foundations and practical application.

Keywords: communicative method, German language, higher education, communicative competence, speech activity, language skills, methodology, interactive methods

Annotatsiya

Ushbu maqolada oliy ta'lim muassasalarida nemis tilini o'qitishda kommunikativ metodning qo'llanilishi va uning samaradorligi tahlil qilingan. Tadqiqot zamonaviy chet tillarini o'qitish metodologiyasida kommunikativ yondashuvning ahamiyati, uning nazariy asoslari va amaliy tatbiqi jihatlarini o'rganishga qaratilgan.

Kalit so'zlar: kommunikativ metod, nemis tili, oliy ta'lim, kommunikativ kompetensiya, nutq faoliyati, til ko'nikmalari, metodologiya, interaktiv usullar

Kirish. Globallashuv sharoitida xorijiy tillarni mukammal egallash zarurati har qachongidan ham dolzarb ahamiyat kasb etmoqda. Xususan, nemis tili Yevropa Ittifoqining eng keng tarqalgan tillaridan biri sifatida oliy ta'lim tizimida muhim o'rin tutadi. Zamonaviy tilshunoslik va metodika fanlari rivojlanishi natijasida chet tillarini o'qitishda kommunikativ yondashuv yetakchi o'rinni egalladi [1]. Kommunikativ metod 1970-yillarning oxirida Yevropa tilshunoslarining faoliyati natijasida vujudga kelgan bo'lib, uning asosiy g'oyasi tilni muloqot vositasi sifatida o'rgatishdan iborat [2]. An'anaviy grammatik-tarjima metodi aksariyat hollarda talabalarning nazariy bilimlarga ega bo'lishini ta'minlagan bo'lsa-da, real hayotda til kompetensiyalarini qo'llash qobiliyatini yetarli darajada rivojlantira olmagan. Shu munosabat bilan kommunikativ metodning oliy ta'limda qo'llanilishi va uning samaradorligini baholash muhim ilmiy-nazariy va amaliy ahamiyatga ega.

Metodologiya va adabiyotlar tahlili. Tadqiqot jarayonida taqqosiy-tahliliy, tizimli-funksional va umumlashtirish metodlaridan foydalanilgan. Adabiyotlar tahlili zarufi va xorijiy manbalar asosida olib borilgan. Kommunikativ metod nazariyasi asoslarini D.Hymes tomonidan ishlab chiqilgan kommunikativ kompetensiya kontseptsiyasi tashkil etadi [3]. Ushbu yondashuv tilni faqat grammatik tuzilmalar majmui sifatida emas, balki ijtimoiy-madaniy kontekstda muloqot vositasi sifatida qaraydi. H.G.Widdowson kommunikativ metodning mohiyati til sistemasini o'rgatish bilan bir qatorda, uni qo'llash qobiliyatini rivojlantirishdan iborat ekanligini ta'kidlaydi [4]. O'zbek metodisti M.M.Mamatova kommunikativ yondashuvning o'zbek oliy ta'lim tizimida chet tillarni o'qitishdagi o'rnini tahlil qilib, ushbu metodning talabalar o'rtasida og'zaki va yozma nutq ko'nikmalarini rivojlantirishdagi samaradorligini isbotlagan [5]. Rus tilshunosi E.I.Passov kommunikativ metodning to'rtta asosiy tamoyilini ajratib ko'rsatadi: nutq yo'naltirilganlik, funksionallik, situatsiyalik va shaxsga yo'naltirilganlik [6]. Nemis tilini o'qitishda kommunikativ yondashuvning xususiyatlarini H.E.Piepho o'rganib, nemis tilining grammatik murakkabligi sharoitida ham kommunikativ faoliyatni birinchi o'ringa qo'yish zarurligini asoslagan [7]. Bunday integratsiya talabalarning motivatsiyasini oshirish va til o'rganish jarayonini samaraliroq qilish imkonini beradi [8]. Shuningdek, kommunikativ metod doirasida talabalarning individual xususiyatlarini hisobga olish, ularning kognitiv uslublarini e'tiborga olish muhim ahamiyat kasb etadi. Bu talabalarning o'zlashtirish tezligi va usullarining turliligini inobatga olgan holda differensiyalashgan yondashuvni talab etadi [9].

Natijalar va muhokama. Adabiyotlar tahlili va nazariy umumlashmalar asosida kommunikativ metodning oliy ta'limda nemis tilini o'qitishdagi samaradorligi bir qancha jihatlarda namoyon

bo'ladi. Birinchidan, kommunikativ yondashuv talabalarning og'zaki nutq faolligini sezilarli darajada oshiradi. An'anaviy metodlarda talabalar ko'pincha passiv tinglovchi bo'lib qolsa, kommunikativ darslar jarayonida ular doimiy ravishda dialoglar, munozaralar va guruh ishlarida faol ishtirok etadilar. Bu til bariyerini bartaraf etish va tildan real muloqot vositasi sifatida foydalanish ko'nikmalarini rivojlantirishga xizmat qiladi. Ikkinchidan, kommunikativ metod grammatik bilimlarni kontekstda o'zlashtirishni ta'minlaydi. Grammatika qoidalari alohida o'rganilmasdan, balki muloqot situatsiyalari doirasida tabiiy ravishda egallanaldi. Bu yondashuv grammatik tuzilmalarni yodlashdan ko'ra, ularni amalda qo'llash qobiliyatini rivojlantiradi. Nemis tilining murakkab grammatik tizimi, xususan fe'l shakllarining xilma-xilligi, artikl sistemasi va so'z tartibi qoidalari kommunikativ kontekstda o'rganilganda yanada samarali o'zlashtiriladi. Uchinchidan, kommunikativ metod talabalarning leksik kompetensiyasini kengaytirish uchun qulay sharoit yaratadi. So'z boyligi faqat lug'at orqali emas, balki real muloqot situatsiyalarida, ma'no kontekstida o'zlashtiriladigan bo'lganligi sababli, talabalar yangi leksik birliklarni qo'llash imkoniyatlarini bevosita tajriba orqali egallaydilar. Shuningdek, frazeologik birliklar va idiomatik iboralarning tabiiy nutqda ishlatilishi kommunikativ yondashuv orqali samaraliroq amalga oshiriladi. To'rtinchidan, kommunikativ metod madaniyatlararo kompetensiyani shakllantirishda muhim rol o'ynaydi. Nemis tilida muloqot qilish jarayonida talabalar nemis mamlakatlari madaniyati, urf-odatlari, ijtimoiy me'yorlari bilan tanishadilar va bu bilimlarni amaliy jihatdan qo'llash ko'nikmalarini egallaydilar. Bu xususan xalqaro hamkorlik va akademik mobillik sharoitida katta ahamiyat kasb etadi. Beshinchidan, kommunikativ yondashuv talabalarning motivatsiyasini oshirishda samarali vosita hisoblanadi. Interaktiv mashqlar, rol o'yinlari, loyiha ishlari va muammoli vaziyatlarni hal qilish talabalarning qiziqishini oshiradi va ularni faol ishtirokka undaydi.

Multimedia vositalari, onlayn platformalar, video va audio materiallar kommunikativ darslarning ajralmas qismiga aylanib, autentik til materiallariga kirish imkoniyatini kengaytiradi. Bu esa tilning zamonaviy variantini o'rganish va til bandligini rivojlantirishga yordam beradi. Shunga qaramay, kommunikativ metodning qo'llanilishida ba'zi qiyinchiliklar ham mavjud. Birinchidan, bu metod o'qituvchidan yuqori malaka va til kompetensiyasini talab etadi, chunki dars jarayonida turli xil og'zaki nutq situatsiyalarini boshqarish va talabalarning spontan savollariga javob berish zarur bo'ladi. Ikkinchidan, katta guruhlarda kommunikativ metodning to'liq qo'llanilishi qiyin bo'lishi mumkin, chunki har bir talabaga yetarli nutq amaliyoti vaqti ajratish muammosi yuzaga keladi. Uchinchidan, kommunikativ yondashuv grammatik aniqlikni ba'zan ikkinchi o'ringa surib qo'yishi mumkin, bu esa grammatik xatolarning mustahkamlanishiga olib kelishi mumkin. Shuning uchun muvozanatli yondashuv, ya'ni kommunikativ mashqlar bilan bir qatorda maqsadli grammatik mashqlarni ham qo'llash zarur. To'rtinchidan, baholash tizimi ham o'zgarishni talab etadi. An'anaviy testlar va yozma ishlar kommunikativ kompetensiyani to'liq baholay olmaydi, shuning uchun og'zaki baholash, portfolio metodi va davomiy monitoring zaruriyati vujudga keladi.

Xulosa. Oliy ta'limda nemis tilini o'qitishda kommunikativ metodning samaradorligi ko'p qirrali va ilmiy jihatdan asoslangan. Adabiyotlar tahlili va nazariy umumlashtirmalar shuni ko'rsatadiki, kommunikativ yondashuv talabalarning til kompetensiyasini kompleks ravishda rivojlantirishga, ya'ni og'zaki va yozma nutq ko'nikmalarini, tinglab tushunish va o'qish qobiliyatlarini bir vaqtning o'zida takomillashtirish imkonini beradi. Kommunikativ metod tilni muloqot vositasi sifatida o'rgatish orqali talabalarning real hayot situatsiyalarida nemis tilidan samarali foydalanish qobiliyatini shaklantiradi. Bu esa zamonaviy mehnat bozori talablari va akademik mobillik sharoitida alohida ahamiyatga ega. Shuningdek, ushbu metod talabalarning madaniyatlararo kompetensiyasini rivojlantiradi, ularning motivatsiyasini oshiradi va zamonaviy pedagogik texnologiyalar bilan samarali integratsiyalashadi. Biroq, kommunikativ metodning muvaffaqiyatli qo'llanilishi bir qator shartlarni talab etadi: yuqori malakali o'qituvchilar, maqbul guruh hajmi, muvozanatli grammatik va kommunikativ mashqlar kombinatsiyasi, hamda zamonaviy baholash tizimlari.

Foydalanilgan adabiyotlar

Richards J.C., Rodgers T.S. Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press, 2014. 410 p.

Oktamovich, E. Q., & Tashkulovna, Y. S. (2021). Types of person-centered learning technologies and innovative forms, methods and tools. ACADEMICIA: An International Multidisciplinary Research Journal, 11(11), 197-199.

Mukhsinov, B., & Yuldasheva, S. (2005). Jamila Musaeva International journal of advanced science and technology vol. 29, no. 5,(2020). issn, 4238, 1922-1926.

Yuldasheva, S. (2020). Importance of using various pedagogical technologies in lessons. Результаты научных исследований в условиях пандемии (COVID-19), 1(04), 126-128.

Salieva, Z. (2024). Using Readings in the Writing Class. In Conference Proceedings: Fostering Your Research Spirit (pp. 768-770).

Salieva, Z. (2019). The process of writing and effective writing activities. In SCIENCE AND PRACTICE: A NEW LEVEL OF INTEGRATION IN THE MODERN WORLD (pp. 200-202).

Агабабян, Л. Р., & Махмудова, С. Э. (2017). Современные подходы лечения железодефицитной анемии у женщин фертильного возраста. Вестник врача, 18.

Agababyan, L. R. (2019). i dr. Osobennosti chistoprogestinovoy kontratseptsii u zhenshchin s preeklampsiyey/eklapmsiyey. Voprosy nauki i obrazovaniya, (26), 75.

Агабабян, Л. Р., Абдуллаева, Л. М., & Султанова, Д. С. (2020). Основные причины привычной потери беременности. International scientific review, (LXX), 97-100.

Муродова, Ф. (2025). The importance of country research project for developing language skills. Диалог, интеграция наук и культур в процессе научного и профессионального образования, 1(1), 426-428.

Rolf, J. N., & Feruzovna, M. F. (2025). POSSIBILITIES OF USING IMPROVED MODERN TECHNOLOGIES IN THE DEVELOPMENT OF CHILDREN'S ORAL COMMUNICATION SKILLS. SHOKH LIBRARY.

Shuxratovna, B. S. (2024). O 'ZBEK VA KOREYS MAQOLLARIDA GENDERLIK MASALASI. Innovation: The journal of Social Sciences and Researches, 2(2), 83-86.

Базарова, Ш. Ш. (2022). KOREYS ADIBASI SHIN KYON SUK IJODINING O'ZIGA XOSLIGI XUSUSIDA. МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА, 5(3).

Bazarova, S. S. (2022). Saida Zunnunova asarlarida feministik qarashlarning aks ettirilishi. Oriental renaissance: Innovative, educational, natural and social sciences, 2(Special Issue 24), 155-164.

Fayzullayeva, M. B. (2021). ICT is the key of motivation in teaching FL. Oriental renaissance: Innovative, educational, natural and social sciences, 1(9), 711-716.

Fayzullayeva, M. B. (2023). O'TKIR HOSHIMOV ASARLARIDA "ONA" VA "AYOL" OBRAZLARI TALQINI. Экономика и социум, (6-2 (109)), 131-134.

Canale M., Swain M. Theoretical bases of communicative approaches to second language teaching and testing // Applied Linguistics. 1980. Vol. 1. № 1. P. 1-47.

Hymes D. On Communicative Competence // Sociolinguistics: Selected Readings / Ed. by J.B. Pride, J. Holmes. Harmondsworth: Penguin, 1972. P. 269-293.

Widdowson H.G. Teaching Language as Communication. Oxford: Oxford University Press, 1978. 168 p.

English Teaching Methods

Irgasheva Makhmuda

Bachelor's degree graduate of Central Asian University

Abstract

The article investigates current methods of teaching English as a second language through a study of how teaching methods developed from past to present and their applications in current educational settings. The analysis shows that successful English instruction needs teachers to use both conventional teaching methods and modern teaching methods while customizing their approach to meet the particular requirements and cultural background of their students.

Keywords: communicative language teaching, pedagogical approaches, language acquisition, methodology analysis, task-based learning, integrated skills

Introduction. The English language teaching field experienced major changes during the last one hundred years because it shifted from grammar-translation methods to communicative approaches which emphasize real-life language use and student-controlled learning. The worldwide spread of English as a common language has increased the need for teaching methods that can effectively address different educational environments and learning goals [1]. The field of modern English language teaching operates in a complex environment which combines traditional teaching methods with new educational technologies and current research about how people learn languages. The global teaching community faces their most important challenge through the process of choosing and applying suitable instructional methods which becomes especially difficult in situations where English serves as a foreign language instead of a second language [2].

Methodology and literature review. The research uses systematic literature review methods to evaluate academic articles and research papers and educational books which explore English teaching methodologies. The grammar-translation method which has been the main method for language teaching since its beginnings uses direct grammar teaching and translation work as its main teaching methods [3]. Research demonstrates that grammar-translation methods still deliver benefits in some situations because these methods help students develop their reading skills and their understanding of language structure. The direct method emerged as a reaction against grammar-translation which advocated for exclusive target language use and contextualized learning of grammatical rules through inductive methods [4]. This method focuses on developing spoken communication skills together with building natural language learning abilities but its success depends mainly on the teachers' expertise and the limitations of classroom size. The audio-lingual method which follows behaviorist learning principles focuses on building learning habits through repetitive exercise and pattern training methods which use drills and pattern practice exercises [5].

The audio-lingual techniques remain useful for teaching correct language production because of their automatic speaking skills development through their application, which critics claim functions mechanically and fails to teach natural speech patterns. Linguistic studies demonstrate that Communicative Language Teaching establishes a new language teaching method, which emphasizes actual spoken communication together with real language usage instead of teaching students proper language structure. The teaching method supports student learning through three key components, which include functional skills development, meaning understanding, and student-centered educational methods, which create new approaches to language instruction. Task-based Language Teaching extends communicative principles by organizing instruction around meaningful tasks that require authentic language use to achieve specific outcomes [7]. The lexical approach challenges traditional grammar-focused instruction by emphasizing the centrality of vocabulary and multi-word units in language learning [8]. The Content and Language Integrated Learning method establishes a new teaching method which

teaches academic content together with language development skills, particularly effective in educational settings where English functions as the primary teaching language [9]. The eclectic approach recognizes that no teaching method can suit every educational situation, so it recommends teachers to choose and mix various teaching methods based on their specific teaching needs and student learning patterns [10].

Results and discussion. Current research together with educational resources shows critical findings about how effective English teaching methods function in practice. The research proves that students achieve better results through communicative approaches which help them develop practical language skills compared to traditional grammar-based methods during situations that require them to use spoken language. Teaching effectiveness depends on contextual elements which include the age and proficiency level of students and their learning objectives and their cultural background and the resources they have. English teaching in modern educational contexts requires teachers to use multiple teaching methods instead of following one specific teaching method. The combination of structural accuracy work with communicative activities together with explicit vocabulary instruction and controlled practice that includes authentic communication tasks leads to better learning results for teachers. The study shows that communicative language teaching establishes a strong theoretical base for current educational methods which need to be modified according to the local context and students' previous educational background and cultural norms and particular learning requirements.

Task-based approaches demonstrate particular effectiveness when tasks are carefully designed to balance linguistic challenge with achievable outcomes, providing appropriate scaffolding and opportunities for language focus alongside meaning-making activities. The integration of technology and digital resources has expanded possibilities for implementing various teaching methods, enabling authentic communication opportunities, access to diverse materials, and personalized learning experiences. However, technology integration must serve clear pedagogical objectives rather than functioning as an end in itself. Teacher competence emerges as a critical factor determining methodological effectiveness, with successful implementation requiring not only theoretical knowledge but also practical skills in adapting methods to specific contexts, managing classroom dynamics, and responding to learners' emerging needs. The evidence suggests that teacher education programs should emphasize flexible, context-responsive pedagogical skills rather than prescriptive adherence to specific methodological frameworks.

Conclusion. This comprehensive analysis of English teaching methods demonstrates that contemporary language pedagogy has moved beyond debates regarding the superiority of specific methodological approaches toward recognition that effective teaching requires principled eclecticism informed by theoretical understanding, empirical evidence, and contextual awareness. While communicative language teaching provides essential principles for meaningful language instruction, successful practice integrates insights from multiple methodological traditions, balancing attention to form and meaning, accuracy and fluency, controlled practice and authentic communication. The effectiveness of any teaching method ultimately depends on teachers' ability to adapt general principles to specific contexts, responding flexibly to learners' needs while maintaining clear pedagogical objectives.

References

Richards, J.C., & Rodgers, T.S. (2014). Approaches and Methods in Language Teaching. Cambridge University Press.

Oktamovich, E. Q., & Tashkulovna, Y. S. (2021). Types of person-centered learning technologies and innovative forms, methods and tools. ACADEMICIA: An International Multidisciplinary Research Journal, 11(11), 197-199.

Mukhsinov, B., & Yuldasheva, S. (2005). Jamila Musaeva International journal of advanced science and technology vol. 29, no. 5,(2020). issn, 4238, 1922-1926.

Yuldasheva, S. (2020). Importance of using various pedagogical technologies in lessons. Результаты научных исследований в условиях пандемии (COVID-19), 1(04), 126-128.

Salieva, Z. (2024). Using Readings in the Writing Class. In Conference Proceedings: Fostering Your Research Spirit (pp. 768-770).

Salieva, Z. (2019). The process of writing and effective writing activities. In SCIENCE AND PRACTICE: A NEW LEVEL OF INTEGRATION IN THE MODERN WORLD (pp. 200-202).

Агабабян, Л. Р., & Махмудова, С. Э. (2017). Современные подходы лечения железодефицитной анемии у женщин фертильного возраста. Вестник врача, 18.

Agababyan, L. R. (2019). i dr. Osobennosti chistoprogestinovoy kontratseptsii u zhenshchin s preeklampsiyey/eklapmsiyey. Voprosy nauki i obrazovaniya, (26), 75.

Агабабян, Л. Р., Абдуллаева, Л. М., & Султанова, Д. С. (2020). Основные причины привычной потери беременности. International scientific review, (LXX), 97-100.

Муродова, Ф. (2025). The importance of country research project for developing language skills. Диалог, интеграция наук и культур в процессе научного и профессионального образования, 1(1), 426-428.

Rolf, J. N., & Feruzovna, M. F. (2025). POSSIBILITIES OF USING IMPROVED MODERN TECHNOLOGIES IN THE DEVELOPMENT OF CHILDREN'S ORAL COMMUNICATION SKILLS. SHOKH LIBRARY.

Shuxratovna, B. S. (2024). O 'ZBEK VA KOREYS MAQOLLARIDA GENDERLIK MASALASI. Innovation: The journal of Social Sciences and Researches, 2(2), 83-86.

Базарова, Ш. Ш. (2022). KOREYS ADIBASI SHIN KYON SUK IJODINING O'ZIGA XOSLIGI XUSUSIDA. МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА, 5(3).

Bazarova, S. S. (2022). Saida Zunnunova asarlarida feministik qarashlarning aks ettirilishi. Oriental renaissance: Innovative, educational, natural and social sciences, 2(Special Issue 24), 155-164.

Fayzullayeva, M. B. (2021). ICT is the key of motivation in teaching FL. Oriental renaissance: Innovative, educational, natural and social sciences, 1(9), 711-716.

Fayzullayeva, M. B. (2023). O'TKIR HOSHIMOV ASARLARIDA "ONA" VA "AYOL" OBRAZLARI TALQINI. Экономика и социум, (6-2 (109)), 131-134.

Nunan, D. (2015). Teaching English to Speakers of Other Languages: An Introduction. Routledge.

Brown, H.D. (2014). Principles of Language Learning and Teaching. Pearson Education.

Communicative Approach In Foreign Language Teaching: Theory And Practice

Ziyayeva Muhayyo Usmonjonovna
Uzbekistan State World Languages University
Senior teacher in the Department of Integrated course 3
Muhayyoziyaeva646@gmail.com
Asqarova Xushnoza Murodjon qizi,
Abdurasulova Sadoqat Furqat qizi,
Baxtiyorova Malika Jahongir qizi,
Donaboyeva Hulkar Farhod qizi,
Himoyiddinova Iroda Bahriddin qizi,
Quldosheva Sabrina Berdiyor qizi,
Uzbekistan State World Languages University
3rd English Faculty 2402-group

Abstract
The article investigates the theoretical basis and actual execution of the communicative approach used in teaching foreign languages. The study examines how communicative language teaching methodology developed over time and which fundamental principles and modern educational practices it currently uses. The research investigates how developing communicative competence relates to successful language learning while it examines the benefits and difficulties of using this teaching method across different educational environments.
Keywords: communicative approach, foreign language teaching, communicative competence, language acquisition, interactive methodology, authentic communication, student-centered learning

INTRODUCTION

The communicative approach has completely changed foreign language teaching methods because it started in the 1970s to teach students how to use language for actual communication instead of focusing on precise grammar rules. The new teaching method emerged to solve the problems which grammar-translation and audio-lingual methods had because those methods failed to help students develop their real-world communication skills [1].The theoretical foundations of the communicative approach rest upon the premise that language is primarily a tool for communication rather than a system of rules to be memorized, and that language acquisition occurs most effectively through meaningful interaction in authentic contexts [2]. The worldwide demand for communicative competence has developed into an essential requirement which makes the communicative approach the main educational method used to teach foreign languages throughout the world. The widespread use of communicative language teaching creates practical difficulties and educational possibilities for teachers who work in environments where traditional teacher-centered teaching methods have maintained their dominance for extended periods of time [3].

METHODOLOGY AND LITERATURE REVIEW

The research employs an analytical method which combines systematic literature review with critical evaluation of existing research and theoretical frameworks found in current studies about communicative language teaching. The research methodology requires studying essential texts which key theorists wrote about Hymes and Canale and Swain and current researchers who developed communicative methodology during the last fifty years [4]. The communicative approach base its theoretical framework on sociolinguistic theory which uses Hymes' communicative competence concept to extend Chomsky's linguistic competence definition by adding sociolinguistic and discourse and strategic skills needed for successful

communication [5]. The framework developed by Canale and Swain presents four essential elements which together create a complete model that educational institutions use to develop their curricula and evaluate students in communicative language teaching programs [1]. The research conducted by Richards and Rodgers shows that the communicative approach teaches students through learner-centered methods which use real materials and important activities and encourage students to interact for their language development, which differs completely from the earlier teaching methods that used form-focused instruction which teachers controlled [6]. Successful implementation of communicative teaching in classrooms requires teachers to shift their role from knowledge transmitter to communication facilitator while students move from their passive role to active engagement in meaning negotiation [7]. The literature indicates that authentic materials and real-world tasks constitute essential elements of communicative instruction, as they expose learners to natural language use and motivate engagement with meaningful content which pertains to their actual communication requirements [2]. Research by Littlewood establishes two types of communication activities which include functional communication activities that emphasize content and meaning and social interaction activities which focus on social and interpersonal aspects of communication, both of which serve linguistic competence development [8]. Comparative studies which analyze the effectiveness of communicative approaches versus conventional teaching methods show that students who learn through communicative methodology achieve better results in oral proficiency and fluency and pragmatic competence, although they develop grammatical accuracy at a slower pace [3]. The literature shows that educational institutions face major obstacles when they try to use the communicative approach because their classrooms contain too many students and their examination systems focus on testing grammatical knowledge and their teachers lack proper training in communicative methodology and their culture prevents student-centered learning and they lack enough real-world materials which would suit their local needs [9]. Research from various educational environments shows that effective implementation depends on people to modify their practices according to local contexts while keeping core communicative standards instead of using Western education methods which will cause problems with local educational traditions and institutional restrictions [10].

RESULTS AND DISCUSSION

The research examined in this literature review demonstrates two main results which assess both theoretical validity and practical effectiveness of the communicative approach used in foreign language teaching. The research shows that communicative methodology delivers better language teaching framework because it provides complete theoretical foundation which connects language instruction to real communication needs of students who will use their language skills outside of school. The studies demonstrate that students who learn through communicative methods achieve better pragmatic skills and language fluency and confidence when using the target language in real communication situations than students who receive mainly form-focused teaching. The link between communicative teaching and grammatical accuracy explains itself through a complicated framework which research shows that teaching based on meaning excludes form study leads to permanent errors and partial grammatical acquisition results which current researchers recommend correcting through teaching methods that combine communication with form study.

The success of communicative teaching methods in educational settings depends on both classroom size and assessment methods and resource availability and teacher training and cultural attitudes toward learning. Research from Asian contexts shows that teachers face challenges when they try to use communicative teaching methods because traditional educational systems require students to focus on examination performance and grammatical accuracy. The teacher training literature shows that educators need more training in communicative methodology because they lack skills in creating authentic communicative tasks and managing learner-centered classrooms and balancing fluency development with accuracy.

The research findings demonstrate that successful teaching through communication requires teachers to change their understanding of how people learn languages and how students and educators should interact during their studies. Current studies support principled eclecticism which uses communicative teaching methods together with organized teaching of language structures when it is suitable for the learning environment. The discussion shows that technological progress has created new ways to enable real communication through virtual exchanges and computer-mediated communication and multimedia resources which help solve some implementation problems but create new demands for digital-based communicative education. The assessment analysis shows ongoing conflicts between communicative teaching objectives and traditional test methods which focus on testing specific grammar points so assessment needs to be reformed to match the goals of communicative competence assessment.

CONCLUSION

This comprehensive analysis of the communicative approach in foreign language teaching confirms its theoretical validity and practical effectiveness while acknowledging implementation challenges requiring careful consideration. The research demonstrates that communicative methodology, grounded in robust theoretical foundations concerning the nature of language and language learning, provides a more authentic and effective framework for developing comprehensive communicative competence than previous structural approaches. Evidence consistently indicates that learners benefit from instruction emphasizing meaningful interaction, authentic materials, and real-world communication tasks, developing stronger functional language abilities essential for success in contemporary globalized contexts. However, successful implementation requires more than superficial adoption of communicative techniques; it demands fundamental transformation of pedagogical approaches, teacher preparation, assessment systems, and institutional support structures. The findings suggest that effective communicative teaching in diverse educational contexts requires principled adaptation respecting local circumstances while maintaining core communicative principles emphasizing meaning, interaction, and authentic language use. Future research should continue examining optimal balances between fluency and accuracy development, effective integration of technology in communicative instruction, and culturally appropriate implementations of communicative methodology across diverse educational settings. Ultimately, the communicative approach represents not merely a methodological option but a fundamental reconceptualization of language teaching aligned with contemporary understanding of language acquisition processes and authentic communication demands facing language learners in the twenty-first century.

REFERENCES

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. Applied Linguistics, 1(1), 1-47.

Savignon, S. J. (2017). Communicative competence. In The TESOL Encyclopedia of English Language Teaching (pp. 1-7). Wiley-Blackwell.

Thompson, G. (1996). Some misconceptions about communicative language teaching. ELT Journal, 50(1), 9-15.

Hymes, D. H. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), Sociolinguistics (pp. 269-293). Penguin Books.

Celce-Murcia, M. (2007). Rethinking the role of communicative competence in language teaching. In E. Alcón Soler & M. P. Safont Jordà (Eds.), Intercultural language use and language learning (pp. 41-57). Springer.

Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching (3rd ed.). Cambridge University Press.

Breen, M. P., & Candlin, C. N. (1980). The essentials of a communicative curriculum in language teaching. Applied Linguistics, 1(2), 89-112.

Littlewood, W. (1981). Communicative language teaching: An introduction. Cambridge University Press.

Li, D. (1998). "It's always more difficult than you plan and imagine": Teachers' perceived difficulties in introducing the communicative approach in South Korea. TESOL Quarterly, 32(4), 677-703.

Kumaravadivelu, B. (2006). Understanding language teaching: From method to postmethod. Lawrence Erlbaum Associates.

Foundations For Diversifying Income Sources Through The Implementation Of Green Tourism At Historical And Cultural Heritage Sites In Bukhara Region

Khafizov Abdulla Olimjonovich
Independent researcher of Bukhara State University
e-mail: abdullakhafizov92@gmail.com

Abstract

this thesis analyzes the development of tourism and cultural heritage in the Bukhara region during the post-independence period, particularly focusing on the establishment of cooperation with UNESCO and other international organizations. The inclusion of Bukhara's historical center (Poyi Kalon, Labi Hovuz, and the area surrounding Mir Arab) in the UNESCO World Heritage List in 1993 is highlighted as a crucial milestone in promoting the region internationally and institutionalizing tourism policies. The article discusses the unique value of Bukhara's historical monuments and outlines strategies for implementing "green tourism" elements (such as pedestrian and bicycle paths, electric transport, efficient irrigation, and energy-saving lighting) in tourism development while preserving these cultural sites.

Keywords: green tourism, income diversification, Green Routes, ecotourism, agritourism, PPP (public-private partnership), Green Key certificate.

From the early years of our country's independence, development points were identified for each region based on its specific characteristics, and practical actions were initiated. Starting from the 1990s, Bukhara region also began to establish cooperation with various organizations such as UNESCO, ISESCO, and WTO through its tourism and cultural heritage sites. One of the main foundations in this regard was the inclusion in 1993 of Bukhara's historical center - including Poi Kalyan, Labi Hauz, and Mir Arab madrasahs - in the UNESCO World Heritage list. This encompassed a total area of 216 hectares, or 339 hectares when including buffer zones [5].

Bukhara, with a history spanning over 2000 years along the Silk Road, stands as the best-preserved example of medieval urban structure among Islamic cities of the 10th-17th centuries. The main monuments, gradually included in UNESCO's cultural heritage list, have retained their historical significance over the years. These include the Ismail Samani Mausoleum (built in the 9th-10th centuries), the Poi Kalyan complex and the Kalyan Minaret (built in the 11th-12th centuries), the Magoki Attari Mosque, the Chashmai Ayyub shrine, and the Labi Hovuz complex. Currently, numerous initiatives are being implemented to introduce elements of green tourism in these areas. Practical measures are being taken to widen pedestrian walkways, extend bicycle paths while ensuring they don't pose a risk to pedestrian tourists, and gradually increase the frequency of electric bus services. Additionally, efforts are underway to implement water-saving technologies for irrigating plants in these areas and to establish the use of energy-efficient lighting.

The Development Strategy of New Uzbekistan for 2022-2026 outlines a series of measures aimed at expanding tourism infrastructure, improving services, and integrating these efforts with environmental initiatives [1].

The strategy also includes a specific program for Bukhara, which outlines objectives to increase international flights through Bukhara airport, construct 255 new hotels, and establish 60 new tourist routes.

As of 2025, 38 tourism development projects worth 111 million US dollars have been implemented in the Bukhara region. On August 12, 2025, during a meeting attended by the President, it was reported that $8 billion in investments had been attracted to the region over the past 8 years. It was also announced that 21 new project packages worth $1.7 billion had been formed in 2025. Naturally, tourism projects, particularly "green tourism" initiatives, have

a significant place in this economic package. Consequently, there are opportunities to implement various projects to diversify income based on the concept of green tourism in and around historical and cultural heritage sites. For instance, practical experiences can be offered to tourists in agricultural fields, vineyards, silk-producing facilities, eco-farms, and gardens. It would be appropriate to organize an ecotourism experience in the Gijduvan district, showcasing an "eco-farm experience." Here, foreign tourists could plant vegetables and prepare national dishes together with the local population. Additionally, it is advisable to establish combined tourist packages for sale; these would include visits to historical monuments (such as the Ark, Poi Kalon, and Sitorai Mohi Khosa) along with trips to natural areas (like the Jeyran Reserve, Zarafshan Forests, and Oasis Bukhara Complex), all sold at a package price.

In addition, it is possible to organize cycling tours, scooters, and electric buses around historical and cultural heritage sites. By creating green infrastructure, it is possible to reduce energy costs by up to 30%. It was analyzed that as a result of supporting the export of domestic products and services, providing tax benefits, the trade in carpets, ceramic products, and silk products will increase, and marginal income will be higher by 20-30%.

International cooperation and support from international financial organizations play a crucial role in diversifying revenue through green tourism. Eco-routes can be developed along the Zarafshan River and in other areas adjacent to the Bukhara region, based on UNDP grants. In many historical cities, museums, and historical monuments worldwide, AR and VR tourism technologies based on artificial intelligence have already been implemented. Organizing 360-degree paid online tours at historical and cultural heritage sites in the Bukhara region will contribute to income diversification. Through the public-private partnership system, it will be possible to attract investors to ecotourism in other regions by offering tax incentives to those interested in investing in the "Carbon Neutral Tourism District" project.

One of the crucial directions is obtaining "Green Key" certificates, which are highly relevant in the world today. By encouraging hotels in the Bukhara region to acquire this type of certificate, it is possible to increase the flow of tourists by up to 15% in the medium and long term.

It should be emphasized that the concept of green tourism in Bukhara should be based on mechanisms to increase income sources and ensure sustainable development by harmonizing historical heritage, ecological tourism, local products, and green infrastructure.

Table 1. Mechanisms for diversifying income sources through the implementation of green tourism at historical and cultural heritage sites in Bukhara region

Mechanism	Source of income	Implementation mechanism
Diversification of tourism products	Ecotours, agritourism, combined routes	In eco-farms, foreign tourists can grow vegetables and prepare food.
Green infrastructure and services	Eco-hotels, green transport (cycling, electric bus, scooter)	Solar-powered hotels reduce electricity costs by 30%
Local products & services	Crafts, ecological food, organic products	Carpets, ceramics, and silk products will be sold to tourists at a price 20-30% higher.
Financing and international cooperation	Grants, investments, carbon credits	Based on UNDP grants, an eco-route can be created along the Zarafshan River.
Digital services	Virtual tourism (AR/VR), online booking	A 360° tour of the historical center of Bukhara can be viewed online for a fee.
Public-Private Partnership (PPP)	Special green zones, tax benefits	Tax benefits should be provided to investors through the implementation of the "Carbon Neutral Tourism District" project.
Environmental monitoring and green branding	Green certificate, additional tourist flow through environmental ratings	The issuance of a "Green Key" certificate to Bukhara hotels will increase tourist flow by 12-15%.

In Bukhara region, there are a total of 407 sites for pilgrimage tourism, ecotourism, agritourism, "fishing season" tourism, as well as tourism villages, tourism and gastronomic streets, and recreational tourism spots in desert areas. These sites play a significant role in income diversification.

In the service sector, there are 153 catering establishments, accounting for approximately 37.6% of all facilities. There are 27 museums, theaters, and cinemas, and 12 cultural, entertainment, and shopping centers have been established. Among the specialized segments of tourism, agro-facilities number 21, comprising 5.2% of the total facility structure. There are 16 craft centers, 4 gastronomic facilities, 4 recreational facilities, 4 industrial areas, 2 ethnocultural sites, and 1 extreme sports facility.

These components confirm that Bukhara's tourism has formed around a "classical heritage-pilgrimage core": the main points of interest are concentrated on historical and cultural monuments, while the service chain is primarily supplemented by catering and entertainment segments. The share of ecotourism (eco/agro facilities) is still small, with a significant conceptual gap for expanding the "green" direction. The distribution of green tourism sites in the Bukhara region shows a state of strong concentration: Bukhara city, with 283 sites, is clearly the region's "core." This concentration, on one hand, ensures infrastructure efficiency (transportation, catering, guides, tour packages), but on the other hand, contradicts the principle of "wide territorial dispersion," leading to asymmetry in the interregional distribution of tourism income. In scientific literature, this situation is explained by the "tourist core - peripheral ring" model: in the core, demand is high, prices are elevated, and service quality and profitability are relatively stable; in the periphery, despite available resources (nature, agro, crafts), demand flow is weak, and investment signals are low.

In terms of ecotourism, the top 5 regions ranked from highest to lowest are as follows: Karaulbazar district - 5, Bukhara district - 3, Jondor - 2, Kagan district - 2, Peshku - 2. Consequently, eco/agro facilities are mainly developing outside the city center; this indicates the need for systematic planning of "route bridges" (city-heritage connections). Since the natural resource characteristics of ecotourism are typical for peripheral zones, a package is needed that integrates logistics, signage, sanitary and safety protocols with the hotel and restaurant cluster in the city. Structural analysis clearly reveals an imbalance between segments: catering establishments (153) and heritage sites (829) meet the "classic" tourist demand, while extreme/sports (1), medical (1), and industrial (4) segments are still in an "embryonic" stage. From a scientific standpoint, due to the low level of diversification, income volatility may increase when the probability of demand shocks (seasonality, geopolitical risks, changes in transport prices) rises. The fact that the share of ecotourism facilities remains around 5% indicates insufficient supply in strategies focused on "green" branding. Additionally, it appears that crafts (16) and gastronomic facilities (4) play a lesser role in shaping the concept of green tourism. However, in the global market, it is through "experience-based tourism" that it becomes possible to increase the average check, improve the return rate, and extend the tourist's length of stay.

In Bukhara, it is possible to increase income through thematic eco-clusters around heritage directions (agro experience, slow food, silk road gastronomy, "farm-to-table" events). When analyzing the trips of visitors to historical and cultural heritage sites of the Bukhara region, it turned out that the largest share belongs to consumers with a short cycle, i.e., those who prefer daily excursions and overnight stays. Ecotourism and practical experience packages can have a multiplier effect on the local economy by increasing the length of stay, that is, an increase in transport services, an increase in the demand for guides, and an increase in service and trade.

Conclusion

In conclusion, while the main "classical heritage-pilgrimage core" of tourism in Bukhara region ensures stable demand, the low share of ecotourism and agro-experience segments has been limiting income diversification. The concept of green tourism serves to fill this gap, necessitating the creation of a "route bridge" between the historical center and the natural and

agricultural resources in the periphery. Overall, the green tourism model in Bukhara has the potential to become a practical mechanism for sustainable development, integrating heritage preservation, environmental sustainability, and support for local products.

References

Decree of the President of the Republic of Uzbekistan (2022). On the Development Strategy of New Uzbekistan for 2022-2026.

UNESCO World Heritage Centre. (n.d.). Historic Centre of Bukhara. UNESCO World Heritage Centre. (Inscribed 1993)

UNESCO. (2011). Recommendation on the Historic Urban Landscape. UNESCO World Heritage Centre.

Green Key. (n.d.). Green Key — certification criteria (criteria & explanatory notes for categories including hotels/hostels, 2022–2026). Green Key (Foundation for Environmental Education)

https://whc.unesco.org/en/list/602/

Методические Основы Формирования Креативного Мышления Младших Школьников

Абдусаломова Парвинабону Фуркатовна

Аннотация

В статье рассматриваются методические основы формирования креативного мышления младших школьников в условиях современной образовательной среды. Раскрывается сущность понятия «креативность» и особенности ее проявления в младшем школьном возрасте, определяются психолого-педагогические условия, способствующие развитию творческих способностей детей. Особое внимание уделяется анализу методик и педагогических технологий, направленных на стимулирование оригинальности, гибкости и беглости мышления. Представлены возможности использования игровых, проблемных, исследовательских и проектных методов обучения в начальной школе. Обоснована роль педагогического сопровождения, учебной мотивации и вариативной развивающей среды. Делается вывод о необходимости системного, целенаправленного и последовательного формирования креативного мышления в процессе учебной и внеурочной деятельности младших школьников.

Ключевые слова: креативное мышление, творчество, младшие школьники, педагогические условия, творческие способности, методические основы, образовательная среда, дивергентные задания, проблемное обучение, творческое воображение.

Annotatsiya

Maqolada zamonaviy ta'lim muhitida kichik yoshdagi maktab o'quvchilarida kreativ tafakkurni shakllantirishning metodik asoslari yoritilgan. "Kreativlik" tushunchasining mohiyati va uning kichik maktab yoshida namoyon bo'lish xususiyatlari ochib beriladi, bolalarning ijodiy qobiliyatlarini rivojlantirishga xizmat qiluvchi psixologik-pedagogik shart-sharoitlar aniqlanadi. Fikrlashning originalligi, moslashuvchanligi va tezkorligini rag'batlantirishga yo'naltirilgan metodika hamda pedagogik texnologiyalar tahliliga alohida e'tibor qaratiladi. Boshlang'ich ta'limda o'yin, muammoli, tadqiqot va loyiha asosidagi o'qitish usullaridan foydalanish imkoniyatlari ko'rsatib beriladi. Pedagogik qo'llab-quvvatlash, o'quv motivatsiyasi va variativ rivojlantiruvchi ta'lim muhitining o'rni asoslab beriladi. Kichik yoshdagi maktab o'quvchilarida kreativ tafakkurni o'quv va sinfdan tashqari faoliyat jarayonida tizimli, maqsadga yo'naltirilgan va izchil shakllantirish zarurligi xulosalanadi.

Kalit so'zlar: kreativ tafakkur, ijodkorlik, kichik yoshdagi maktab o'quvchilari, pedagogik shart-sharoitlar, ijodiy qobiliyatlar, metodik asoslar, ta'lim muhiti, divergent topshiriqlar, muammoli ta'lim, ijodiy tasavvur.

Abstract

The article examines the methodological foundations for the development of creative thinking in primary school students within the modern educational environment. The essence of the concept of "creativity" and the characteristics of its manifestation in primary school age are revealed, and the psychological and pedagogical conditions that contribute to the development of children's creative abilities are identified. Particular attention is paid to the analysis of methods and pedagogical technologies aimed at stimulating originality, flexibility, and fluency of thinking. The possibilities of using game-based, problem-based, research, and project-based learning methods in primary education are presented. The role of pedagogical support, learning motivation, and a variable developmental educational environment is substantiated. The article concludes that the systematic, purposeful, and consistent development of creative thinking in the process of both curricular and extracurricular activities of primary school students is necessary.

ВВЕДЕНИЕ

Современная образовательная система ориентирована на подготовку
личности, способной к самостоятельному поиску решений, гибкому мышлению и творческой активности. В этих условиях формирование креативного мышления младших школьников становится одной из ключевых задач начального образования. Младший школьный возраст является сенситивным периодом для развития творчества: дети обладают высокой познавательной активностью, эмоциональностью и склонностью к экспериментированию, что создаёт благоприятные условия для становления гибкости и оригинальности мышления. Понимание психологических особенностей. Этого периода позволяет педагогам целенаправленно выстраивать методические подходы к развитию творческих способностей учащихся.

Креативное мышление рассматривается как способность ребёнка
создавать новые идеи, находить нестандартные решения, проявлять оригинальность в процессе деятельности. В структуру креативности входят такие компоненты, как беглость, гибкость и оригинальность мышления, чувствительность к проблемам и способность к трансформации ситуации. Согласно исследованиям, Дж.Гилфорда и П.Торренса, творческие способности необходимо не только выявлять, но и систематически развивать, поскольку без методической поддержки они могут остаться нераскрытыми. Этот тезис особенно актуален для начальной школы, где многие новообразования психики находятся в стадии формирования.

Эффективное развитие креативного мышления возможно при создании
специальных педагогических условий, которые включают в себя психологически комфортную обучающую среду, ориентированную на принятие нестандартных ответов, поощрение детской инициативы, обеспечение свободы выбора и вариативности заданий. Большое значение имеет стиль педагогического взаимодействия: учитель должен выступать не только источником знаний, но и организатором творческой деятельности, мотиватором и партнёром ребёнка в поиске новых решений. Отношение педагога к ошибкам также играет важную роль. Наличие безопасного пространства, где ошибка воспринимается как часть познавательного процесса, способствует развитию смелости и готовности к экспериментированию.

Методические основы формирования креативного мышления включают
использование разнообразных педагогических технологий. Одной из наиболее эффективных является проблемное обучение, предполагающее создание ситуаций интеллектуального затруднения и поиск способов их преодоления. В процессе решения проблемных задач у детей развивается способность анализировать ситуацию, сравнивать варианты решения, строить гипотезы и обосновывать свой выбор. Игровые технологии, особенно сюжетно-ролевые и дидактические игры, позволяют стимулировать творческое воображение и импровизацию. Исследовательская деятельность способствует формированию познавательной инициативы, умению задавать вопросы и проводить наблюдения, что является важным компонентом креативности. Проектные методы обучения развивают способность комбинировать идеи, работать в группе, представлять результаты своей работы.

Особое значение имеет использование творческих упражнений и
заданий, таких как задачи на придумывание альтернативных вариантов, преобразование объекта, составление необычных сюжетов, создание ассоциаций, дополнение незаконченных изображений или текстов. Так называемые дивергентные задания, направленные на генерацию множества ответов, оказывают прямое воздействие на развитие гибкости и беглости мышления. Методики П.Торренса

позволяют диагностировать уровень креативности и отслеживать динамику творческого развития учащихся, что делает их актуальными в педагогических исследованиях.

Развитие креативного мышления младших школьников невозможно без взаимодействия с семьёй. Родители могут выступать активными участниками формирования творческого потенциала ребёнка, поддерживая его инициативу, создавая условия для экспериментирования дома, предлагая разнообразные виды деятельности и стимулируя познавательный интерес. Совместная деятельность педагогов и родителей способствует формированию единой развивающей среды, что делает процесс воспитания творчества более эффективным.

Методические основы формирования креативного мышления младших школьников должны опираться на комплексный подход, включающий создание вариативной образовательной среды, применение современных педагогических технологий, развитие исследовательской активности учащихся и обеспечение педагогической поддержки. Формирование креативности — это длительный и системный процесс, который требует от учителя профессиональной компетентности, гибкости и готовности к инновационной деятельности. Реализация данных методических условий позволит обеспечить развитие творческого потенциала младших школьников и сформировать у них способности, необходимые для успешного обучения и дальнейшего личностного роста.

Заключение. Таким образом, формирование креативного мышления младших школьников представляет собой одну из приоритетных задач современного начального образования. Младший школьный возраст является благоприятным периодом для развития творческих способностей, поскольку в это время активно формируются познавательные процессы, воображение, эмоционально-волевая сфера и потребность в самовыражении. Креативное мышление выступает важным условием успешного обучения, личностного развития и адаптации ребёнка к изменяющимся условиям окружающей действительности. Анализ психолого-педагогических исследований показывает, что развитие креативности требует целенаправленной и системной работы. Эффективность данного процесса во многом зависит от создания специальных педагогических условий: психологически комфортной образовательной среды, поддерживающего стиля педагогического взаимодействия, принятия нестандартных идей и положительного отношения к ошибкам как к естественному этапу познания. Особую роль в формировании креативного мышления играют современные педагогические технологии, такие как проблемное обучение, игровые, проектные и исследовательские методы, а также использование дивергентных и творческих заданий. Их применение способствует развитию гибкости, беглости и оригинальности мышления, умению находить нестандартные решения и проявлять инициативу. Важным условием является также взаимодействие школы и семьи, обеспечивающее целостность развивающей среды ребёнка. Следовательно, методические основы формирования креативного мышления младших школьников должны носить комплексный характер и быть направлены на развитие творческого потенциала каждого ребёнка, что в перспективе способствует формированию личности, способной к самостоятельному мышлению, творческой активности и успешной самореализации.

Рекомендации. На основе проведённого анализа можно сформулировать следующие рекомендации:

1 Педагогам начальной школы целесообразно систематически включать в учебный процесс творческие и дивергентные задания, направленные на развитие гибкости, оригинальности и беглости мышления учащихся.

2 Создавать психологически комфортную образовательную среду, в которой поощряется инициатива, допускается право на ошибку и поддерживается стремление детей к экспериментированию и самостоятельному поиску решений.

3 Использовать разнообразные педагогические технологии (проблемное обучение, игровые, проектные и исследовательские методы), обеспечивая вариативность форм и способов учебной деятельности.

Организовывать педагогическое взаимодействие на партнёрской основе, выступая в роли наставника и организатора творческой деятельности, а не только источника знаний.

4 Проводить диагностику уровня креативного мышления с использованием методик П. Торренса и других диагностических инструментов с целью отслеживания динамики творческого развития младших школьников.

5 Активизировать взаимодействие с родителями, привлекая их к совместной творческой деятельности, консультированию и созданию условий для развития креативности ребёнка в семейной среде.

Реализация данных рекомендаций позволит повысить эффективность процесса формирования креативного мышления младших школьников и создать условия для раскрытия их творческого потенциала в образовательной деятельности.

Список литературы

Гилфорд Дж. Творчество как характеристика человеческого интеллекта. Москва: Просвещение, 2019. С. 42–58.

Савенков А. И. Психология детского творчества. Москва: Академкнига, 2020. С. 101–147.

Торренс П. Креативность и развитие мышления. Санкт-Петербург: Питер, 2018. С. 63–89.

Хуторской А. В. Технологии творчества в образовании. Москва: Изд. дом МГУ, 2021. С. 74–126.

Методика Подготовки Студентов К Техническому Творчеству Во Внеучебной Деятельности

Шаропов Миржон Нурхонович
Исследователь Бухарского государственного университета

Аннотация
В данной статье рассматривается методика организации внеучебной деятельности как ключевого фактора развития технического творчества студентов. Автор анализирует современные формы внеаудиторной работы, такие как научные кружки, хакатоны и проектные лаборатории. Особое внимание уделяется интеграции теории решения изобретательских задач (ТРИЗ) и проектного метода. Исследование доказывает, что системная внеучебная работа позволяет студентам преодолеть психологические барьеры перед инновационной деятельностью и сформировать профессиональные компетенции, которые сложно развить в рамках стандартной академической программы.
Ключевые слова: Техническое творчество, внеучебная деятельность, методика обучения, инженерное мышление, студенческие конструкторские бюро, проектный метод, ТРИЗ, инновационный потенциал.

Современный рынок труда требует от выпускников инженерных вузов не только фундаментальных знаний, но и способности к нестандартному мышлению. Однако жесткие рамки учебных планов часто ограничивают возможности для свободного поиска и экспериментов. В этом контексте внеучебная деятельность становится идеальной площадкой для самореализации. Техническое творчество во внеурочное время — это добровольный процесс, основанный на внутреннем интересе студента, что является мощнейшим стимулом для развития его способностей.

Сегодня становится очевидным, что стены академических аудиторий и строгие рамки учебных программ не всегда способны вместить в себя бурный процесс рождения инноваций. Подлинное техническое творчество требует пространства для маневра, права на ошибку и свободы от оценочного давления. Именно поэтому методика подготовки студентов во внеучебное время приобретает статус важнейшего образовательного рычага. Она строится не на принуждении, а на внутреннем драйвере исследователя, превращая досуг в интеллектуальный капитал.

Основой такой методики является создание «бесшовной» образовательной среды, где грань между теорией и практикой стирается. Когда студент приходит в проектную лабораторию или студенческое конструкторское бюро после лекций, его деятельность перестает быть выполнением задания и становится решением жизненного вызова. Центральное место здесь занимает метод сквозного проектирования: от робкого эскиза и поиска противоречий по системе ТРИЗ (Теории решения изобретательских задач) до работы с ЧПУ-станками и 3D-принтерами. В этом процессе крайне важно не давать студенту готовых алгоритмов. Роль преподавателя трансформируется в роль ментора или «старшего коллеги», который не диктует путь, а помогает увидеть скрытые технические барьеры.

Современная внеучебная работа неизбежно сталкивается с двойственностью технологического прогресса. С одной стороны, доступ к мощным средствам моделирования и искусственному интеллекту невероятно расширяет горизонты возможного. Студент может за часы спроектировать деталь, на которую раньше ушли бы недели. С другой стороны, методика должна учитывать риск «цифрового иждивенчества» — когда за внешним блеском компьютерной модели теряется понимание физики процесса. Поэтому качественная внеаудиторная работа всегда должна сочетать виртуальные симуляции с реальными испытаниями «в железе». Только

чувствуя сопротивление материала и видя реальные поломки прототипа, будущий специалист обретает настоящую инженерную интуицию.

Развитие этой системы в условиях современного Узбекистана требует интеграции академического творчества с запросами реального сектора экономики. Создание междисциплинарных команд, где будущий механик работает бок о бок с программистом и маркетологом, имитирует среду реального стартапа. Такой подход не просто учит проектировать механизмы, он учит создавать продукты, которые нужны рынку. Внеучебная деятельность превращается в инкубатор, где техническая идея проходит проверку на социальную значимость и экономическую эффективность.

В конечном итоге, методика внеаудиторной подготовки студентов — это воспитание особого типа смелости. Это переход от психологии потребителя технологий к психологии их творца. Обеспечивая студентам доступ к современным инструментам и поддерживая их в моменты неизбежных творческих кризисов, мы формируем не просто технических исполнителей, а архитекторов будущего. Настоящий успех этой методики измеряется не количеством грамот на конкурсах, а способностью выпускника взять на себя ответственность за решение проблем, для которых еще не написано инструкций.

Список использованных источников

Sharopov M. N. O., Sanakulov H. K. Directions for Developing Technical Thinking in Future Teachers //International Journal of Formal Education. – 2024. – Т. 3. – №. 7. – С. 59-67.

Шаропов М. Н. СИСТЕМА ПОДГОТОВКИ УЧАЩИХСЯ К ТЕХНИЧЕСКОЙ ТВОРЧЕСКОЙ ДЕЯТЕЛЬНОСТИ В ИНФОРМАЦИОННОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ //Research Focus. – 2025. – Т. 4. – №. 3. – С. 119-124.

Шаропов М. Н. ВЛИЯНИЕ ГЕЙМИФИКАЦИИ НА ФОРМИРОВАНИЕ ТЕХНИЧЕСКИХ КОМПЕТЕНЦИЙ СТУДЕНТОВ //International Conference on Scientific Research in Natural and Social Sciences. – 2025. – С. 296-302.

Ахмедова Х. Т., Шаропов Н. М. КРИТЕРИИ ЭФФЕКТИВНОСТИ И ПОКАЗАТЕЛИ УСПЕШНОСТИ ВОСПИТАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ ПЕДАГОГА //Вопросы педагогики. – 2020. – №. 1-2. – С. 22-24.

Ganiyevna K. N. Nurxon o'gli SM Teaching Foreign Languages in Higher Education Institutions in Uzbekistan //Eurasian Research Bulletin. – 2022. – Т. 7. – С. 34-38.

Cognitive-Pragmatic Analysis Of Uzbek And English Paremias: Unveiling The Mental Maps Of Two Cultures

Tolibova Nodira Nosirovna
Teacher of Interfaculty Department of Foreign Languages
Bukhara State University

Abstract
This article dives into the fascinating world of proverbs and sayings, not just as simple folk wisdom, but as complex mental structures. We look at how Uzbek and English speakers "think" through proverbs and how these short sentences actually work in real conversations. The study moves away from just translating words and instead focuses on how our environment—be it the busy streets of London or the hospitable mahallas of Uzbekistan—shapes our language. We find that while the logic might be similar, the cultural "flavor" makes each language unique.
Keywords: Thinking process, Cultural context, Uzbek proverbs, English sayings, Meaning in use*.*

When we look at a proverb, we aren't just looking at a clever arrangement of words; we are peering into the very soul of a culture. For decades, linguists treated proverbs—or *paremias*—as static museum pieces, simply collecting and categorizing them by theme. However, language is a living, breathing entity. To truly understand why an Uzbek farmer and an English businessman use different words to express the same truth, we have to look deeper into cognitive linguistics and pragmatics.

The core of the problem lies in the "mental landscapes" of these two nations. English, shaped by maritime history, industrial pragmatism, and a culture of individualism, builds its wisdom on a foundation of efficiency and directness. In contrast, the Uzbek language carries the weight of the Silk Road—a tapestry of hospitality, communal values, and a deeply rooted respect for hierarchy and indirectness (*andisha*).

As researchers, our main challenge isn't just finding a dictionary equivalent; it is deciphering how these two different "human brains" process reality. Why does an Englishman see a "storm in a teacup" while an Uzbek sees "a drop in an ocean of trouble"? This article explores these cognitive gaps and the pragmatic "games" we play when we use folk wisdom in modern conversation.

1. *Different Worlds, Different Metaphors*: The first thing you notice is that our metaphors are born from our surroundings. English proverbs are deeply rooted in the sea, trade, and individual effort. Take the phrase "Smooth seas do not make skillful sailors." It's a beautiful thought about struggle.

In Uzbek, however, the metaphors often grow from the soil, the bread, and the family circle. We say, "Arpa ekkan arpa oʻradi, bugʻdoy ekkan bugʻdoy." While both talk about "cause and effect," the English speaker uses the ocean, and the Uzbek speaker uses the field. The "mental image" is different, and as researchers, we struggle to find where these two maps overlap.

2. *The "Hidden" Meaning (Pragmatics):* The biggest headache for any linguist is that a proverb almost never means what it literally says. If I say "Birds of a feather flock together," I'm not talking about birds. I'm giving a warning or making a judgment about someone's friends.

The problem is that in Uzbek culture, proverbs are often used to show respect or to give advice indirectly to avoid hurting someone's feelings (*andisha*). In English, they might be used more ironically or to end a conversation quickly. Understanding this "social weight" is much harder than just translating the words.

3. *The Search for "True" Equivalents*: We often try to find a "match" for a proverb. But is "Time is money" really the same as "Vaqt — gʻanimat"? Not exactly. The English version views time as a commodity you spend or save. The Uzbek version often views time as a fleeting gift or a

spiritual opportunity. They look the same on the surface, but the "feeling" behind them is miles apart.

Conclusion. In the end, comparing Uzbek and English paremias is far more than a linguistic exercise; it is an exploration of human psychology. What we have found is that while the fundamental logic of life—success, failure, love, and caution—is universal, the "clothes" that these truths wear are tailored by national history and environment.

The primary challenge for future research remains the contextual shift. In today's globalized world, English proverbs are becoming more simplified and ironic, while Uzbek proverbs still hold a powerful, almost sacred role in social etiquette and moral education. We cannot simply map one onto the other using a bridge of literal translation.

To truly advance in this field, we must move beyond the "word" and focus on the "intent." We need to ask: *What is the speaker trying to achieve socially?* Whether it is an English speaker using a proverb to soften a criticism or an Uzbek elder using one to pass down a life lesson, the goal is communication. By studying these cognitive-pragmatic layers, we don't just learn a language—we learn how to see the world through someone else's eyes. This journey between the English "oak" and the Uzbek "plane tree" (*chinor*) reminds us that though our roots are in different soils, we are all reaching for the same sun of wisdom.

References

Tolibova N. N., Pulatova S. K. The Concept of Translation and Pragmatics //Uzbekistan: Scientific reports, Bukhara State University. – 2021.

Haydarovna P. S., Nosirovna T. N. On the Issue of Teaching Foreign Languages in Secondary School //Galaxy International Interdisciplinary Research Journal. – 2022. – Т. 10. – №. 11. – С. 621-624.

Haydarovna P. S., Nosirovna T. N. INNOVATIVE METHODS OF TEACHING ENGLISH //Galaxy International Interdisciplinary Research Journal. – 2023. – Т. 11. – №. 4. – С. 776-779.

Khaydarovna P. S., Nosirovna T. N. The Role of Choosing Authentic Materials in Teaching English Language. – 2023.

The Cultural-Reflexive Function And Frame Semantics Of Proverbs: A Journey Through Uzbek And English Mindsets

Tolibova Nodira Nosirovna
Teacher of Interfaculty Department of Foreign Languages
Bukhara State University

Abstract
This article explores proverbs not merely as linguistic artifacts, but as cognitive "mirrors" that reflect the collective soul of a nation. By applying Frame Semantics, we investigate how Uzbek and English speakers organize their cultural experiences into mental structures. The study highlights the cultural-reflexive function of proverbs—how they allow a society to look at itself, judge its members, and pass down survival strategies. Through a comparative analysis, we reveal how the "Hospitality" frame in Uzbek and the "Independence" frame in English create distinct linguistic realities.

Keywords: Paremiology, Frame Semantics, Cognitive-Pragmatic Analysis, Cultural Reflexivity, Linguistic Picture of the World, Mental Spaces, Uzbek and English Proverbs, Conceptual Metaphor, Cross-cultural Communication, Indirect Speech Acts

Introduction: Have you ever wondered why a simple proverb can end an argument or explain a complex life situation in just five words? This is because proverbs are not just sentences; they are cognitive frames. A frame is like a mental "window" through which we see a specific situation. When an Uzbek says *"Mehmondoʻstlik — otangdan qolgan meros,"* it isn't just about food; it activates a massive cultural frame involving history, religion, and social duty.

In this article, we shift our focus from the surface of the language to its "reflexive" function—the way proverbs act as a mirror for the culture that created them. By comparing Uzbek and English examples, we can see how different societies have "framed" the world around them.

I. Frame Semantics: The Blueprint of Wisdom. In cognitive linguistics, a frame is a system of concepts where you can't understand one part without knowing the whole system. For example, let's look at the "Success" frame:

1. In English: The frame is often linked to individual movement and speed. *"The early bird catches the worm."* Here, the frame includes a "Competitor," a "Prize," and "Speed." It reflects a reflexive culture that values being faster and better than others.

2. In Uzbek: Success is frequently framed through "Patience" and "Fate." *"Sabr qilgan murodiga yetar."* The frame here isn't about racing others; it's about internal strength and time. The "reflexive" part comes in when the proverb forces the listener to evaluate their own behavior against these cultural frames.

II. Cultural-Reflexive Function: The Social Mirror. The reflexive function of a proverb allows a society to talk to itself. It is a mechanism of self-correction.

A. The "Family" Frame: In Uzbek culture, the family frame is rigid and hierarchical. Proverbs like *"Ota rozi — Xudo rozi"* act as a cultural reflex that reinforces the importance of parental blessing. It isn't just advice; it's a social law that reflects the high value placed on vertical social structures.

In English culture, the family frame often highlights the "Blood vs. Choice" reflex. *"Blood is thicker than water"* is used, but so is *"Every tub must stand on its own bottom."* This reflects a society that is constantly reflecting on the balance between family loyalty and individual independence.

B. The "Labor" Frame: Uzbek: *"Mehnat, mehnatning tagi rohat."* (Work leads to comfort/pleasure). This frame reflects a traditional agrarian reflex—hard work is a spiritual and physical necessity.

English: *"Work smarter, not harder."* This modern English proverb reflects a shift in the cultural reflex toward industrial and digital efficiency. It frames "Hard work" as potentially negative if it lacks "Intelligence."

III. Cognitive Dissonance and Adaptation: A major problem in modern paremiology is when the "Frame" no longer fits the "Reality." As Uzbekistan and the UK both move deeper into the globalized digital age, many old reflexive functions are changing.

We see "Global Frames" emerging. Young Uzbeks might use English-framed concepts of "Time is money" while still respecting the "Hospitality" frame. This creates a fascinating hybridity where the cultural-reflexive function of proverbs helps people navigate between their traditional roots and a modern, global identity.

Conclusion: The Mirror and the Map: To study proverbs through frame semantics is to realize that we don't just "speak" a language—we "inhabit" it. The Uzbek and English languages offer two different maps of the world.

The cultural-reflexive function of these proverbs ensures that even in a changing world, the core values of a people remain accessible. Whether we are looking at the English "Individual" or the Uzbek "Mahalla," proverbs serve as the bridge between what we think and how we act. Understanding these frames is the key to true cross-cultural communication; it's not about translating words; it's about translating the way we see ourselves in the mirror of our own language.

References

Tolibova N. N., Pulatova S. K. The Concept of Translation and Pragmatics //Uzbekistan: Scientific reports, Bukhara State University. – 2021.

Haydarovna P. S., Nosirovna T. N. On the Issue of Teaching Foreign Languages in Secondary School //Galaxy International Interdisciplinary Research Journal. – 2022. – Т. 10. – №. 11. – С. 621-624.

Haydarovna P. S., Nosirovna T. N. INNOVATIVE METHODS OF TEACHING ENGLISH //Galaxy International Interdisciplinary Research Journal. – 2023. – Т. 11. – №. 4. – С. 776-779.

Khaydarovna P. S., Nosirovna T. N. The Role of Choosing Authentic Materials in Teaching English Language. – 2023.

Preparing Students For Technical Creative Activity: A Modern Synthesis Of Theory, Practice, And Strategy

Sharopov Mirjon Nurxonovich
Researcher, Bukhara State University

Abstract
This article explores the systemic transformation of engineering education, focusing on the integration of modern forms, methods, and tools to foster technical creativity in students. In the context of Industry 4.0, traditional pedagogical models are being replaced by dynamic ecosystems such as FabLabs, Technoparks, and interdisciplinary design bureaus. The research analyzes the synergy between cognitive frameworks—specifically the Theory of Inventive Problem Solving (TRIZ) and Design Thinking—and advanced digital tools like Generative Design, AI, and Digital Twins. A critical evaluation of these modern approaches reveals a dual-natured reality: while they significantly enhance adaptive intelligence and prototyping speed, they also pose risks of theoretical erosion and technological dependency. Special attention is given to the strategic implementation of these methods within the higher education system of Uzbekistan, proposing a "Hybrid Mastery" model that balances digital innovation with fundamental engineering rigor. The article concludes that the successful preparation of future specialists requires a holistic approach that views technical creativity not as an innate trait, but as a structured, professional competence driven by both human empathy and computational power.
Keywords: Technical Creativity, Engineering Education, TRIZ (Theory of Inventive Problem Solving), Design Thinking, FabLabs, Industry 4.0, Project-Based Learning, Uzbekistan Education Reform, Digital Twins, AI in Pedagogy, STEM, Hybrid Learning.

The evolution of engineering education into a dynamic engine for innovation is no longer a luxury but a fundamental necessity for the technological sovereignty of any developing nation. In the modern era, the preparation of students for technical creative activity must go beyond the simple transfer of knowledge; it requires a radical transformation of the educational environment into a fluid ecosystem. This journey begins with the shift from traditional lecture-based models toward active, project-oriented paradigms where the classroom functions as a high-tech laboratory. When we immerse students in spaces like Technoparks and FabLabs, we allow the transition from an abstract mathematical formula to a tangible physical prototype to happen in real-time. This immediacy is vital because it develops a "maker's intuition," enabling future engineers to understand material limits and mechanical stresses in a way that a textbook could never convey.

As we delve into the methodologies that drive this creativity, we see that modern education now integrates structured intellectual frameworks such as the Theory of Inventive Problem Solving (TRIZ) and Design Thinking. These tools democratize innovation, transforming creativity from a mysterious, innate gift into a repeatable professional process. By teaching students to identify and resolve technical contradictions, we provide them with a logical roadmap through the chaotic landscape of invention. However, this shift toward a high-tech curriculum brings significant risks, most notably the "dependency trap." As students become increasingly reliant on Generative Design algorithms and Artificial Intelligence, there is a danger that their fundamental understanding of basic engineering principles may erode. If a student produces an AI-optimized design without grasping the underlying physics, they risk becoming a mere software operator rather than a visionary creator. This "black box" effect can lead to a superficial familiarity with tools at the expense of deep, specialized expertise.

To navigate these challenges, particularly within the context of Uzbekistan's higher education system, a strategic adaptation is required. We must implement a "Hybrid Mastery" approach, where students demonstrate proficiency in manual calculations and theoretical derivations

before transitioning to automated design tools. Furthermore, the creation of "National Innovation Clusters"—partnerships between universities and industrial giants like the mining or automotive sectors—is essential. These clusters allow students to apply their technical creativity to specific, localized problems, such as water conservation or energy efficiency, making their work economically relevant. By breaking the silos between departments through "Interdisciplinary Design Bureaus," we can simulate a startup ecosystem where students from engineering, data science, and economics collaborate on complex challenges.

The benefits of these modern methods—such as enhanced problem-solving speed and the ability to visualize complex systems—must be balanced against the potential for cognitive overload and the widening "digital divide." To ensure equity, a "Cloud-Based Engineering Initiative" is necessary to provide remote students with access to high-end virtual laboratories. Ultimately, the goal is to find the "golden mean"—a balance where the power of digital simulation is tempered by a profound understanding of physical laws. By fostering a mindset that views a technical challenge not as an obstacle but as a territory for discovery, we prepare a generation of engineers who are both visionary and grounded. These specialists will be capable of wielding advanced AI as an extension of their intellect while retaining the ability to solve fundamental problems from scratch, ensuring that technical creativity serves as a pillar for sustainable progress.

References

Sharopov M. N. O., Sanakulov H. K. Directions for Developing Technical Thinking in Future Teachers //International Journal of Formal Education. – 2024. – Т. 3. – №. 7. – С. 59-67.

Шаропов М. Н. СИСТЕМА ПОДГОТОВКИ УЧАЩИХСЯ К ТЕХНИЧЕСКОЙ ТВОРЧЕСКОЙ ДЕЯТЕЛЬНОСТИ В ИНФОРМАЦИОННОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ //Research Focus. – 2025. – Т. 4. – №. 3. – С. 119-124.

Шаропов М. Н. ВЛИЯНИЕ ГЕЙМИФИКАЦИИ НА ФОРМИРОВАНИЕ ТЕХНИЧЕСКИХ КОМПЕТЕНЦИЙ СТУДЕНТОВ //International Conference on Scientific Research in Natural and Social Sciences. – 2025. – С. 296-302.

Ахмедова Х. Т., Шаропов Н. М. КРИТЕРИИ ЭФФЕКТИВНОСТИ И ПОКАЗАТЕЛИ УСПЕШНОСТИ ВОСПИТАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ ПЕДАГОГА //Вопросы педагогики. – 2020. – №. 1-2. – С. 22-24.

Ganiyevna K. N. Nurxon o'gli SM Teaching Foreign Languages in Higher Education Institutions in Uzbekistan //Eurasian Research Bulletin. – 2022. – Т. 7. – С. 34-38.

Contents of Vol. 2 No. 1 (2026)