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Biodiversity Crisis: A Critical Global Challenge for the 21st Century

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Abstract

Biodiversity loss represents one of the most pressing global challenges of our time, fundamentally altering ecosystems and threatening the stability of life on Earth. This article examines the multifaceted nature of the biodiversity crisis, exploring its causes, consequences, and potential solutions within the context of global environmental governance. The rapid decline in species richness, genetic diversity, and ecosystem integrity has reached unprecedented levels, with current extinction rates estimated to be 100 to 1,000 times higher than natural background rates. Key drivers include habitat destruction, climate change, pollution, overexploitation of natural resources, and invasive species introduction. The consequences extend beyond ecological systems to encompass economic, social, and cultural dimensions, affecting food security, human health, and sustainable development goals. This analysis synthesizes current scientific understanding of biodiversity patterns and trends, evaluates existing conservation strategies, and proposes integrated approaches that combine local community engagement with international policy frameworks. The urgency of this crisis demands immediate, coordinated global action to prevent irreversible ecosystem collapse and ensure the preservation of Earth's biological heritage for future generations.

Keywords: biodiversity loss, extinction crisis, ecosystem services, conservation biology, sustainable development, global environmental governance, species richness, habitat fragmentation.

Introduction

The Earth's biodiversity represents the culmination of billions of years of evolutionary processes, encompassing the intricate web of life that sustains all ecosystems on our planet. From the microscopic bacteria that cycle nutrients through soil systems to the apex predators that maintain ecological balance, biological diversity forms the foundation upon which all life depends. However, the current era, often referred to as the Anthropocene, has witnessed an unprecedented acceleration in biodiversity loss that threatens to fundamentally alter the structure and function of ecosystems worldwide. The magnitude of this crisis has led scientists to declare that we are experiencing the sixth mass extinction event in Earth's history, with the critical distinction that this extinction is primarily driven by human activities rather than natural catastrophes. The implications of this biodiversity crisis extend far beyond the loss of individual species, encompassing the degradation of entire ecosystems, the disruption of ecological processes, and the erosion of the natural capital upon which human societies depend.

Understanding biodiversity requires recognition of its three fundamental levels: genetic diversity within species, species diversity within ecosystems, and ecosystem diversity across landscapes. Each level contributes unique value to the maintenance of ecological stability and resilience. Genetic diversity provides the raw material for adaptation to environmental changes, enabling species to survive and evolve in response to shifting conditions. Species diversity creates the functional complexity that allows ecosystems to maintain productivity, regulate climate, purify water, and provide numerous other services essential to human welfare. Ecosystem diversity ensures the availability of different habitat types and ecological niches, supporting the full spectrum of life forms and their interconnected relationships. The current biodiversity crisis threatens all three levels simultaneously, creating a cascade of ecological consequences that are only beginning to be fully understood by the scientific community.

Drivers of Biodiversity Loss

The primary drivers of global biodiversity loss operate across multiple spatial and temporal scales, often interacting synergistically to accelerate ecosystem degradation. Habitat destruction and fragmentation represent the most immediate and widespread threats to species survival, with human activities transforming natural landscapes at unprecedented rates. Agricultural expansion, urbanization, infrastructure development, and resource extraction have converted vast areas of natural habitat into human-dominated landscapes, leaving many species without adequate space for survival and reproduction. The fragmentation of remaining habitat patches creates edge effects, reduces population sizes, and impedes gene flow between populations, making species more vulnerable to local extinctions. Tropical rainforests, which harbor the majority of Earth's terrestrial biodiversity, have experienced particularly severe habitat loss, with deforestation rates in some regions exceeding 10,000 square kilometers annually.

Climate change has emerged as an increasingly dominant driver of biodiversity loss, altering temperature and precipitation patterns, shifting seasonal cycles, and modifying the geographic ranges of species worldwide. Many species are unable to adapt quickly enough to rapidly changing environmental conditions, particularly those with limited dispersal abilities or highly specialized ecological requirements. Rising global temperatures have led to coral bleaching events that devastate marine ecosystems, melting of polar ice that threatens Arctic and Antarctic species, and shifts in precipitation patterns that alter freshwater availability in critical habitats. Ocean acidification, caused by increased atmospheric carbon dioxide absorption, threatens marine organisms that build calcium carbonate shells and skeletons, potentially disrupting entire marine food webs. The interactive effects of climate change with other stressors often amplify the impacts on vulnerable species and ecosystems.

Pollution in its various forms continues to degrade ecosystems and directly harm wildlife populations across terrestrial, freshwater, and marine environments. Chemical pollution from agricultural pesticides, industrial effluents, and urban runoff introduces toxic substances into food webs, causing direct mortality, reproductive failure, and sublethal effects that reduce species fitness. Plastic pollution has become particularly problematic in marine environments, where millions of tons of plastic waste enter the oceans annually, entangling marine animals and introducing microplastics into food webs. Nutrient pollution from agricultural fertilizers and sewage creates eutrophication in freshwater and coastal systems, leading to algal blooms, oxygen depletion, and the creation of dead zones where few organisms can survive. Light pollution disrupts the natural behavior patterns of nocturnal species, affecting migration routes, breeding cycles, and predator-prey relationships.

Overexploitation of natural resources through hunting, fishing, logging, and harvesting has pushed many species toward extinction and degraded ecosystem function. Unsustainable fishing practices have depleted marine fish stocks worldwide, with many commercial fisheries collapsing or operating at fractions of their historical productivity. The international wildlife trade, both legal and illegal, continues to threaten numerous species, particularly those with high economic value such as elephants, rhinoceros, and rare timber species. Overharvesting of plants for medicinal, ornamental, and commercial purposes has reduced populations of many species below sustainable levels. The introduction of invasive species, often facilitated by global trade and transportation networks, disrupts native ecosystems by competing with native species, predating upon them, or altering habitat conditions in ways that favor non-native organisms over indigenous species.

Consequences and Global Impacts

The consequences of biodiversity loss extend across ecological, economic, social, and cultural dimensions, creating cascading effects that threaten human welfare and sustainable development. Ecosystem services, the benefits that humans derive from functioning ecosystems, are increasingly compromised as biodiversity declines. These services include provisioning services such as food, freshwater, fiber, and genetic resources; regulating

services such as climate regulation, water purification, disease control, and pollination; cultural services such as recreational, spiritual, and educational benefits; and supporting services such as primary productivity, nutrient cycling, and soil formation. The economic value of these services has been estimated at tens of trillions of dollars annually, yet they are rarely accounted for in traditional economic analyses, leading to their systematic undervaluation and degradation.

Food security represents one of the most immediate consequences of biodiversity loss, as agricultural systems become increasingly vulnerable to pests, diseases, and environmental stresses. The genetic diversity of crop species and their wild relatives provides the foundation for developing new varieties with improved resistance to biotic and abiotic stresses. However, modern agriculture has led to significant genetic erosion, with many traditional crop varieties disappearing as farmers adopt uniform, high-yielding cultivars. This genetic narrowing increases the vulnerability of food systems to catastrophic losses, as demonstrated by historical examples such as the Irish potato famine and the southern corn leaf blight epidemic. Wild pollinators, essential for the reproduction of many crop species, are declining rapidly due to habitat loss, pesticide use, and disease, threatening the production of fruits, vegetables, and nuts that depend on animal pollination.

Human health is intimately connected to biodiversity through multiple pathways, including the provision of medicinal resources, regulation of disease vectors, and maintenance of environmental quality. Many pharmaceutical compounds are derived from natural products, with traditional knowledge of plant and animal uses providing important leads for drug discovery. The loss of species and traditional ecological knowledge reduces opportunities for developing new medicines and treatments. Biodiversity also plays crucial roles in regulating zoonotic diseases, which can spill over from wildlife to human populations when natural systems are disrupted. The emergence of novel pathogens and the increased risk of pandemic diseases have been linked to habitat destruction, wildlife trade, and the disruption of natural ecosystem barriers that normally contain disease transmission.

Climate regulation represents another critical ecosystem service threatened by biodiversity loss, as different ecosystems vary in their capacity to store carbon and moderate local and regional climate conditions. Forests, grasslands, wetlands, and marine ecosystems all contribute to carbon sequestration, but their effectiveness depends on the diversity and stability of the biological communities they support. Deforestation and ecosystem degradation release stored carbon into the atmosphere, contributing to greenhouse gas emissions and accelerating climate change. The loss of biodiversity reduces ecosystem resilience, making natural systems less able to adapt to changing environmental conditions and maintain their carbon storage capacity over time.

Conservation Strategies and Global Responses

Addressing the biodiversity crisis requires coordinated action across multiple scales, from local community-based conservation initiatives to international policy frameworks and global governance mechanisms. Protected areas have long served as a cornerstone of conservation strategy, providing refuges for endangered species and preserving representative examples of different ecosystem types. However, traditional approaches to protected area management have often excluded local communities and failed to address the broader landscape context within which protected areas exist. Contemporary conservation strategies increasingly emphasize the importance of community engagement, indigenous rights, and the integration of conservation with sustainable development goals.

The Convention on Biological Diversity, adopted at the 1992 Earth Summit in Rio de Janeiro, provides the primary international framework for biodiversity conservation, with nearly all countries participating as parties to the convention. The convention establishes three main objectives: the conservation of biological diversity, the sustainable use of its components, and the fair and equitable sharing of benefits arising from the utilization of genetic resources.

Subsequent protocols and strategic plans have set specific targets and timelines for conservation action, including the Aichi Biodiversity Targets for 2010-2020 and the more recent Global Biodiversity Framework adopted at the 2022 Conference of the Parties in Montreal. These frameworks recognize the need for transformative changes in economic systems, governance structures, and social behaviors to halt and reverse biodiversity loss.

Ecosystem-based management approaches have gained prominence as alternatives to single-species conservation strategies, focusing on maintaining the integrity and resilience of entire ecosystems rather than managing individual species in isolation. These approaches recognize the complex interdependencies among species and their environment, emphasizing the importance of maintaining ecological processes and evolutionary potential. Landscape-scale conservation initiatives, such as biological corridors and transboundary conservation areas, aim to connect fragmented habitats and facilitate species movement across human-modified landscapes. Marine protected area networks are being developed to protect critical marine habitats and allow for the recovery of overexploited fish stocks.

Restoration ecology has emerged as an important complement to habitat protection, offering opportunities to repair damaged ecosystems and enhance their capacity to support biodiversity. Ecological restoration projects range from small-scale wetland rehabilitation to massive landscape-level initiatives such as forest restoration programs. The United Nations has declared 2021-2030 as the Decade on Ecosystem Restoration, recognizing the critical role that restoration must play in meeting global sustainability goals. However, restoration is often more expensive and less predictable than habitat protection, emphasizing the importance of preventing ecosystem degradation in the first place.

Economic Valuation and Policy Integration

The integration of biodiversity values into economic decision-making represents a critical challenge for achieving sustainable development goals and halting ecosystem degradation. Traditional economic accounting systems fail to capture the full value of ecosystem services and natural capital, leading to systematic underinvestment in conservation and overexploitation of natural resources. Natural capital accounting approaches attempt to quantify the economic value of ecosystems and their services, providing a basis for incorporating environmental costs and benefits into policy decisions. Payment for ecosystem services schemes have been developed to create economic incentives for conservation, compensating landowners and communities for maintaining or restoring ecosystem functions.

The concept of green economy has gained traction as a framework for achieving economic development that reduces environmental risks and ecological scarcities while improving human welfare and social equity. This approach recognizes that economic prosperity depends ultimately on natural capital and ecosystem services, requiring a fundamental shift from resource-depleting to resource-efficient and regenerative economic models. Green infrastructure investments, such as wetland restoration for flood control or reforestation for carbon sequestration, can provide cost-effective alternatives to traditional gray infrastructure while delivering multiple co-benefits for biodiversity conservation.

Corporate responsibility and sustainable business practices play increasingly important roles in biodiversity conservation, as companies recognize their dependence on ecosystem services and their impacts on natural systems. Supply chain sustainability initiatives aim to reduce the environmental footprint of production systems, particularly in sectors such as agriculture, forestry, and fisheries that directly depend on biological resources. Certification schemes and sustainability standards provide mechanisms for consumers to support environmentally responsible practices, creating market incentives for conservation. However, the effectiveness of voluntary corporate initiatives remains limited without supporting policy frameworks and regulatory mechanisms.

Future Directions and Recommendations

Addressing the biodiversity crisis effectively requires transformative changes in how societies relate to and value the natural world. This transformation must encompass technological innovations, policy reforms, economic restructuring, and fundamental shifts in cultural values and behaviors. Advances in biotechnology, remote sensing, and data analytics provide new tools for monitoring biodiversity, understanding ecological processes, and developing conservation strategies. Genetic rescue techniques, assisted migration, and ex-situ conservation approaches may become necessary to prevent extinctions in rapidly changing environments, though these interventions cannot substitute for habitat protection and ecosystem restoration.

Education and public awareness remain critical for building social support for conservation action and promoting behavior changes that reduce human impacts on biodiversity. Environmental education programs must go beyond simple awareness-raising to develop ecological literacy and systems thinking that help people understand their connections to and dependence on natural systems. Indigenous and traditional ecological knowledge systems offer valuable insights for sustainable resource management and should be recognized and integrated into conservation planning and policy development.

International cooperation and coordination are essential for addressing transboundary conservation challenges and ensuring that global commitments translate into effective action at national and local levels. Technology transfer, capacity building, and financial mechanisms must support developing countries in implementing conservation strategies while meeting human development needs. The integration of biodiversity considerations into all sectors of policy-making, from agriculture and energy to trade and finance, requires institutional reforms and new governance approaches that can address the complex, interconnected nature of sustainability challenges.

Conclusion

The biodiversity crisis represents one of the defining challenges of the 21st century, requiring urgent and coordinated global action to prevent irreversible ecosystem collapse and species extinctions. The scientific evidence clearly demonstrates that current rates of biodiversity loss are unsustainable and threaten the stability of Earth's life support systems. While the drivers of biodiversity loss are complex and interconnected, solutions exist across multiple scales and sectors, from local community-based conservation to global policy frameworks and economic reforms. Success in addressing this crisis will require unprecedented levels of cooperation among governments, businesses, civil society organizations, and individuals, along with transformative changes in economic systems, governance structures, and social values. The stakes could not be higher: the preservation of Earth's biological heritage and the maintenance of ecosystem services essential for human welfare and sustainable development depend on our collective ability to act decisively in the coming decades. The biodiversity crisis is ultimately a crisis of human relationship with nature, requiring not only technical and policy solutions but also fundamental shifts in how we understand our place in the web of life and our responsibilities as planetary stewards.

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The Importance Of Skills In Developing The Artistic-Creative Competence Of Students Of Creative Schools On The Basis Of A Creative Approach

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Abstract

This article analyzes the concept of artistic ability and its role in the development of students' artistic and creative competence. Information is provided about the main types of ability, their role in the formation of human thinking and their reflection in aesthetic culture. The importance of artistic ability in the education of young people is also considered.

Keywords: Ability, talent, creativity, aesthetic consciousness, culture, creativity, types of ability, creative abilities, talent, potential, genius.

Annotatsiya

Mazkur maqolada badiiy qobiliyat tushunchasi va uning o'quvchilarni badiiy-ijodiy kompetensiyasini rivojlantirishdagi o'rni tahlil qilinadi. Qobiliyatning asosiy turlari, ularning inson tafakkurini shakllantirishdagi roli va estetik madaniyatdagi aks ettirilishi haqida ma'lumot beriladi. Shuningdek, badiiy qobiliyatning yoshlar tarbiyasidagi ahamiyati ham ko'rib chiqiladi.

Kalit so'zlar: Qobiliyat, iqtidor, ijod, estetik ong, madaniyat, ijodkorlik, qobiliyat turlari, ijodiy qobiliyatlar, iste'dod, salohiya, daholik.

Ijodiy qobiliyatlarni rivojlantirishda ta'lim muhim bo'lib, ijodkorlikni rag'batlantirish uchun ta'lim tizimida o'quvchilarga ijodiy faoliyat bilan shug'ullanish imkoniyatlarini yaratish kerakdir. Jumladan ijodiy, yozuv, san'at, imiy izlanish va guruhli loyihalar orqali amalga oshiriladi.

Biz pedagog, psixologlar va tadqiqotchilar o'quvchilarning ijodiy qobiliyatlarini rivojlantirish uchun samarali metod, usul va dasturlarni ishlab chiqishda davom etyapmiz.

Ijod maktabi o'quvchilarning ijodiy qobiliyatlarini rivojlantirishning mazmun- mohiyati, maqsad va vazifalari o'rganildi. Ushbu o'quv qo'llanmaning nazariy va uslubiy asosi sifatida o'quvchilarning ijodiy qobiliyatlarini rivojlantirishga oid adabiyotlar hamda ilmiy maqolalar pedagog, sotsiolog, psixolog olimlarning ushbu mavzuda olib borgan izlanishlari, olimlar va shu soha vakillarining yozma va og'zaki fikr- mulohazalarini tahlil qilish jarayonlarini kuzatish amalga oshirildi.

Mustaqillik yillarida O'zbekistonda qobiliyatli bolalarni topish va ularning qobiliyatlarini rivojlantirishga davlat siyosati darajasida e'tibor berib kelinayotgan bo'lib, ana shu maqsadda tashkil etilgan ta'lim muassasalari faoliyatlari nuqtai nazaridan bir qancha yo'nalishlarda faoliyat olib bormoqdalar: musiqa; sport; raqs; tasviriy; san'at; xalq amaliy san'ati; texnik ijodkorlik; fan hamda badiiy tafakkur.

Qobiliyat (muayyan yo'nalish bo'yicha faoliyatni samarali tashkil eta olish layoqati) - shaxsning ma'lum bir faoliyatida erishgan muvaffaqiyatlarini va osonlik bilan bir faoliyatga o'ta olishni ta'minlaydigan individual psixologik xususiyatki, u insonlarning turlicha faoliyatdagi natijalari, yutuqlari va qiyinchiliklari sabablarini tushuntirib beradi.

Iqtidor - insonning o'z xatti-harakatlari, bilimlari, imkoniyatlari, malakalariga muayyan faoliyatni bajarishga nisbatan ijobiy subyektiv munosabati. Iqtidorli insonlar odatda muayyan jarayonda boshqalarga nisbatan tezroq va samaraliroq o'rganishadi hamda yuqori natijalarga erishadi. Iqtidor tuli xil sohalarda namoyon bo'ladi. Masalan sa'at, ilm-fan, sport, musiqiy ijrochilik, adabiyot, texnologiya va boshqa sohalardir.

Ijodkorlik- yangilik uchun kurashish, fan-texnologiyaning eng so'nggi yutuqlarini tahlil qila bilish va undan o'zining faoliyatida oqilona foydalanishga erishish, doimo o'z ustida ishlash

Ijodiy faoliyat- muayyan sohada ish-faoliyat bilan shug'illanuvchi insonning aniq bir maqsadga intiluvchanligi, maxsus hissiy holati - ilhomlanishi, shuningdek, ruhiy kechinmasi, muammoni jon jahdi bilan hal etish istaklarini mujassamlashtirgan faoliyat turi

Ijodiy qobiliyatlar - yangilik yaratish zarurligi va mumkinligini tushunish, muommoni ifodalay olish, g'oya farazini nazariy va amaliy jihatdan tasdiqlash, muommoni hal qilish yo'llarini izlash hamda topish, natijada yangi original mahsulotlar yaratish (ilmiy kashfiyot, ixtiro, san'at asari, tavsifnoma va h.k) qobiliyatlari

Iste'dod - shaxsning ma'lum faoliyatni yuqori darajada bajarish uchun tabiiy yoki ortirilgan qobiliyatdir. U tinimsiz mehnat, o'z qobiliyatlarini takomillashtirib borish yo'lida barcha qiyinchiliklarni yengish va irodasi, butun imkoniyatlarini safarbar qilish natijasida shakllanadi. Iste'dod ko'pincha tug'ma layoqatlar natijasidir

Salohiyat - muayyan faoliyatni ichki kuch yordamida qisqa vaqt ichida, kam harakat sarflash hisobiga muvaffaqiyatli bajara olish xususiyatidir. Ba'zi manbalarda, shuningdek, "salohiyat" so'zi kishi yoki jamiyatning ichki imkoniyatlari, hali to'la namoyon bo'lmagan kuch-quvvati ma'nosida ham ishlatilishiga urg'u berilgan.

Daholik - favqulodda aql-idrok, aqliy kuch-quvvat, zehn-zakovatning har tomondan eng yuqori darajada rivojlanganligi bo'lib, daholik xislatiga ega shaxslar kashfiyotlar yaratish, ilmiy taraflama mukammal, har jihatdan asoslangan g'oya va qarashlarni ilgari surish, shuningdek, qonuniyatlar mohiyatini ochish hamda nazariyalarni asoslashdek aqliy kuch-quvvatlarini namoyon eta oladilar. O'quvchilarning ijodiy qobiliyatlarini rivojlantirish pedagogik va psixologik xususiyatlarni hisobga oladigan kompleks yondashuvni talab qiladi. Qo'llab-quvvatlovchi muhit yaratish, ochiq va moslashuvchan fikrlashni rag'batlantirish, ichki motivatsiya va qiziqishni rivojlantirish bu jarayonning muhim elementlari hisoblanadi. Bu metod va strategiyalarni uyg'unlashtirib, o'quvchilarning ijodiy qobiliyatlarini o'stirish va ularni innovatsion va o'ziga xos tarzda murakkab muammolarni hal qilishga tayyorlash mumkin.¹

Badiiy-estetik qobiliyatlar shaxsning o'zini o'zi anglash vositalaridan biri sifatida san'atni idrok etishga qaratilgan. Ushbu kompetensiyalarga san'at va uning atrofidagi dunyodagi go'zal va xunuk narsalarni tushunish, estetik his-tuyg'ularni, tajribalarni, ko'nikmalarni shakllantirish va rivojlantirish, go'zalni yaratish istagi, badiiy qobiliyatlarni rivojlantirish, san'atning ma'lum bir sohasidagi iqtidor, ijodiy ijodiy faoliyatga qo'shilish kiradi. Go'zallik va uyg'unlik, san'at va ijodkorlik, yaratilish va quvonch, zavq va baxt kabi omillarni badiiy-estetik kompetentsiyani shakllantirish asosi deb atash mumkin. Falsafiy yo'nalish fani bo'lgan estetika, bir tomondan insonning dunyoga bo'lgan qadriyat munosabatlarining o'ziga xos namoyishi hisoblangan hissiy sohani, boshqa tomondan, bu sohalarni yaxlit tuzilishga birlashtirgan holda, odamlarning badiiy faoliyati sohasini o'rganadi. Estetikani o'rganish mavzusi insonning dunyoni estetik va badiiy rivojlantirish qonuniyatlari bo'lib, u estetik baholash mezonlari va badiiy faoliyat dasturlarini ishlab chiqadi. Estetika-bu inson hissiyotlarini rivojlantirish va shakllantirish, tabiat, san'at, insoniy munosabatlarga nisbatan go'zallik tuyg'usini tarbiyalashga xizmat qiladigan fanlardan biridir. Ushbu fanni o'rganish mavzusi juda keng bo'lib, qayg'u va quvonch, zavq va hayrat ya'ni hissiyotlarning butun spektrini o'z ichiga oladi.

Dunyoning estetik rivojlanishida ikkita toifa ajralib turadi: - shakl va tarkibning birligida ifodalangan barcha go'zalliklarni maqsadga muvofiq, uyg'un bo'lgan hamma narsani, biz mukammallikni ko'radigan hamma narsani o'z ichiga olgan go'zallik; - xunuk, hamma narsani xunuk, xaotik, ma'nosiz va noaniq shakli va mazmunini, ularning birligini buzadigan deb hisoblash odat tusiga kiradi.

Go'zallikni hisoblash va baholash mumkin emas, uni mantiqiy tushunish mumkin emas, uni faqat his etish mumkin, shuning uchun dunyoni go'zallik nuqtai nazaridan idrok etish har doim faqat individual va hissiy jihatdan rang-barang bo'lib chiqadi. Go'zallik toifasiga kiradigan narsa bilan uchrashish, masalan, suv yuzasida quyosh botishi nurlari, odam zavq, quvonchni

¹ Ortiqov O. R. MA'NAVIY-MA'RIFIY ISHLAR JARAYONIDA MAFKURAVIY IMMUNITETNI RIVOJLANTIRISH TEXNOLOGIYALARI (OLIY TA'LIM MUSSASALARI MISOLIDA) //Экономика и социум. – 2022. – №. 3-2 (94). – С. 1130- 1135.

boshdan kechiradi; xunuk namoyon bo'lishiga duch kelganda, masalan, vandalizm yoki tabiatning yo'q qilinishi, salbiy his-tuyg'ularni boshdan kechiradi. Yana bir asosiy kategoriya - "badiiy" tushunchasi. Bu san'atda o'zini namoyon qiladi, madaniy bilimlarni o'zlashtirish vositasi bo'lib, amaliy badiiy va ijodiy ko'nikmalarni rivojlantirishda unga tayanish mumkin. San'at odatda ijodkorlik shakli, voqelikni majoziy anglash, uning ijodiy rivojlanishi jarayoni va natijasi sifatida belgilanadi. San'at-bu insonning ma'naviy o'zini o'zi anglashining o'ziga xos usuli, dunyoni bilish usullarining bir turi, musiqa, she'riyat, tana plastikasi, teatrlashtirish, rasm chizish, haykaltaroshlik orqali dunyoda shaxsni ifoda etish. Estetik faoliyatning eng yuqori ko'rinishlarini san'at, din va fan sohasida insoniyat tomonidan yaratilgan narsalarni o'z ichiga olgan ma'naviy ijodlarda topish mumkin. Ijodkorlik bu ilgari mavjud bo'lmagan narsani, haqiqatda mavjud bo'lgan materialdan yangi haqiqatni yaratishga imkon beradigan insoniy qobiliyatdir. Bundan tashqari, "yangi" atamasi adabiyot, san'at yoki fan uchun muhim ahamiyatga ega bo'lgan kashfiyotni anglatmaydi. Yangilik ham obyektiv, ham subyektiv bo'lishi mumkin va ijodkorlik mahsulotining o'zi ham ijtimoiy, ham individual ahamiyatga ega bo'lishi mumkin. Ijodkorlik uning namoyon bo'lishida ikki tomonlama, bir tomondan, u tashqi tomonga yo'naltirilgan ya'ni tashqi dunyoni o'zgartirishga, boshqa tomondan - ichkariga, ya'ni shaxsning o'zini o'zgartirishga qaratilgan bo'ladi. Ijodiy rivojlanish qobiliyati ko'p jihatdan inson yashaydigan va tarbiyalanadigan muhitga bog'liq. Ijodkorlik har bir inson uchun u yoki bu shaklda mavjud bo'lib, ijodiy qobiliyatlarning asosiy yo'nalishlari bolalikdan kelib chiqadi, shuning uchun maktabgacha ta'lim tashkilotidagi badiiy-estetik ijodga jiddiy e'tibor berilishi kerak. Badiiy-estetik kompetentsiyalarni shakllantirish sohasidagi muammolar madaniyatda ajralmas tizim sifatida ham ta'lim sohasida ham uning bir qismi sifatida seziladi. Ushbu muammolar har xil xarakterga ega bo'lib, qayta baholash va ko'pincha qadrsizlanishga urinishlar, madaniy qadriyatlar va madaniy meros, ommaviy madaniyatning keng tarqalishi, zamonaviy san'at yo'nalishi vektorining o'zgarishi, u rivojlanish uchun emas, balki o'yin- kulgiga yo'naltirilganda, madaniy o'ziga xoslikni yo'qotish, ko'p madaniyatli dunyoqarashning yo'qligi, jamiyat a'zolarining madaniy qadriyatlariga kirishning tengsiz imkoniyatlarida yaqqol namoyon bo'ladi. Katta yoshdagi maktabgacha yoshdagi bolalarda asosiy ko'p funktsional kompetentsiyalarni ishlab chiqish talab etiladi, shunda ular bolaning shaxsiyati tarkibiga singib ketadi, bolaning hayotning turli sohalarida mavjud bo'lgan turli xil muammolarni hal qilish qobiliyatini belgilaydigan uning integral xususiyatlariga aylanadi. Kognitiv faollik va mustaqillikning shakllanishi, tashabbus ko'rsatish qobiliyati, hissiy idrok etish qobiliyati-bu amaliy tajriba orqali badiiy-estetik faoliyat jarayonida topadigan shaxsiy xususiyatlardir.

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Language In Psycholinguistic Approaches Is Considered A Human Treasure

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Abstract

This thesis presents comprehensive information about the history of the emergence of psycholinguistics, its main existing concepts, as well as the methods of psycholinguistic analysis. The tasks of psycholinguistics include the application of fundamental psycholinguistic methods to study experimental material; the demonstration of the variety of factors and patterns identified by different authors; the emphasis on modern adaptations; and the justification of the chosen emphases.

Keywords: psycholinguistics, concept, methods of psycholinguistic analysis, adaptation, justification.

Psycholinguistics is a science that studies the processes of speech encoding and decoding, as well as their relationship with the linguistic personality. The problem area of psycholinguistics develops within linguistics, psychology, and physiology under the influence of situational factors. Natural language is the main form of reflecting our knowledge about the world, but with its help a person not only acquires, consolidates, and generalizes knowledge, but also transmits it to society in a processed form. In psycholinguistics, the main emphasis is placed on the analysis of cognitive language mechanisms of speech activity. Its relevance and timely study lie in the fact that psycholinguistics is regarded not only as the foundation of the theory of speech activity but also as one of the leading directions of psycholinguistic research. The goal of psycholinguistics is to provide a comprehensive understanding of its origin, the existing main concepts, and the methods of psycholinguistic analysis. The above determines specific tasks for future specialists: students are introduced to the most important and interesting trends, schools, theories, and works that have had a significant impact on the formation of psycholinguistics, shaped its modern appearance, and reflected the key views of past and contemporary psycholinguists; students become familiar with the most renowned researchers, their ideas, and perspectives; in order to outline the range of the most pressing problems of today, we turn to the achievements of modern science and indicate some possible ways of understanding and solving them.

This article analyzes various psycholinguistic concepts developed by such prominent scholars as A.A. Leontiev, I.N. Gorelov, A.R. Luria, A.A. Zalevskaya, V.P. Belyanin, N. Chomsky, J. Miller, and others. It presents important theoretical principles concerning three key issues and outlines the history of the emergence and development of the science of speech activity.

A list of tasks and exercises that can be used by students for independent work in the context of distance learning is discussed. For the section devoted to an in-depth study of psycholinguistics, a list of additional literature is provided.

Psycholinguistics (PL) (psycholinguistics; Psycholinguistik; psycholinguistique) is a science that studies the processes of speech production, as well as, on the one hand, the perception and formation of speech in connection with the language system, and on the other hand, the human personality.

Psycholinguistics as an independent science emerged in the 1950s and set as its goal the study of the correspondence between the processes and mechanisms of speech activity and the language system. It is characterized by the tendency to view language as a dynamic, moving, "working" system that ensures human speech activity (speech behavior). Its focus is directed not so much on linguistic units (sounds, words, sentences, texts) as on their psychological reality for the speaker, on their use in speech actions and in the comprehension

of words, as well as in language acquisition. Psycholinguistics develops models of an individual's speech activity and conducts their experimental verification.

From the perspective of psycholinguistics, special attention is paid to speech in conditions of certain disorders, in complex and non-standard situations arising for various reasons: child speech, speech with various pathologies, speech in a foreign language with insufficient knowledge, speech in a state of emotional arousal, everyday communication, jargons, local dialects—that is, communication using “non-standard” forms of language—as well as communication in artificial human-computer systems or under conditions of interference in communication channels.

Psycholinguistics combines both natural-scientific and social approaches. It is closely connected with neurolinguistics, cognitive psychology, cognitivism, computer science, the theory of and artificial intelligence, social psychology, sociolinguistics, pragmalinguistics, and discourse analysis.

New sciences are emerging at the intersection of disciplines (ethnopsycholinguistics, social psycholinguistics, text psycholinguistics, and others).

In psycholinguistics, the questions once raised by W. von Humboldt, A. Schleicher, H. Steinthal, A.A. Potebnya, W. Wundt, A. Marty, K. Bühler, J. Dewey, S. Freud, C. Jung, J. Piaget, F. Kainz, G. Guillaume, I.P. Pavlov, L.S. Vygotsky, R.O. Jakobson, and A.N. Gvozdev are being reconsidered.

Among the issues addressed by psycholinguistics are: psycholinguistic units of speech perception, stages of speech production and comprehension, language learning (mainly foreign languages), speech education of preschool children and questions of speech therapy, the clinic of central brain speech disorders, diagnosis of nervous diseases based on speech control, problems of speech influence (agitation, mass media activities, advertising), aviation and space psychology, as well as linguistic aspects of forensic and criminal psychology, problems of organizing the internal human lexicon, issues of human-computer dialogue, automatic text and information processing, theories, and artificial intelligence.

The object of psycholinguistics is the totality of speech phenomena or speech situations, that is, a system of signs. As an example, one can refer to the category of valency. Valency is the ability of one element to combine with other elements. Semantic and syntactic valency are distinguished.

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Thought Operations, Types, Processes And Psychological Theories

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Abstract

This article analyzes the concept of thinking, its main operations, types, formation processes and psychological theories from a psychological and pedagogical point of view. The role of thinking activity in human life, its stages of development and importance in the educational process are highlighted.

Keywords: thinking, thinking operations, types of thinking, thinking processes, analysis, synthesis, comparison, generalization, abstraction, concretization, deduction, induction, psychological theories.

Introduction:

Thinking is a person's ability to understand, analyze and react to the connections between phenomena and objects in the environment. It is the highest form of human consciousness and one of the main components of the cognitive process. Through thinking, a person understands the essence of things and phenomena that cannot be perceived through perception.

Thinking is carried out through the following basic mental operations: Analysis (analysis) - dividing an object or phenomenon into its parts. For example, dividing it into stages when solving a complex problem. Synthesis (unification) - bringing the parts separated as a result of analysis into a single system. Comparison - identifying similarities and differences between objects. Generalization - isolating common features from different objects or phenomena. Abstraction - isolating the main features of an object, ignoring unimportant aspects. Concretization - confirming or explaining a general concept through a specific example. Understanding - adding new information to a previously existing system of knowledge. Also, the operations of thinking include deduction and induction. Deduction is the process of drawing conclusions from general rules, and induction is the process of drawing general conclusions from specific cases.

In psychological literature, thinking is divided into the following types: Practical thinking - directly focused on activity, serves to solve everyday problems. Theoretical thinking - aimed at identifying general rules, patterns, and obtaining scientific knowledge. Logical thinking - a type of thinking based on strict logical laws. Creative thinking - aimed at creating new ideas and solutions. Intuitive thinking - a form of thinking that occurs quickly, in most cases subconsciously.

Types of thinking are also classified according to the form of its activity: Voluntary thinking - a consciously controlled thinking process. Involuntary thinking - a thinking process that occurs automatically, outside of conscious control.

Thinking processes are carried out in the following stages. These stages complement each other and ensure the effectiveness of thinking activity.

1. Understanding the problem - the initial stage of the thinking process, in which the problem facing a person is identified.
2. Problem analysis - the problem is analyzed based on existing knowledge.
3. Hypothesis - possible solutions are proposed.
4. Hypothesis testing - the proposed ideas are tested in practice.
5. Conclusion - the most optimal solution is selected and a general conclusion is drawn.

The formation of thinking develops at different stages of human life listed below. Childhood - during this period, thinking is more demonstrative and figurative. The child learns to think by perceiving the environment. Adolescence - abstract thinking develops, logical thinking is formed. Adulthood - thinking becomes more complex, theoretical and creative thinking develops.

Thinking and education: The development of thinking operations is important in the educational process. By forming operations such as analysis, synthesis, and generalization in students, their independent thinking ability is developed. It is also possible to activate thinking processes through the creation of problem situations and questions and answers.

There are several popular theories in the psychology of thought, and each of them attempts to improve the understanding and analysis of human thought and thought processes:

1. Cognitive theory (Cognitive psychology): This theory focuses on cognitive processes, such as attention, memory, learning, and language acquisition, in the study and analysis of thought processes. Cognitive psychologists seek to understand the thought processes of people and analyze how they store, process, and refine information.
 2. Piaget's theory of cognitive development: Jean Piaget's theory of cognitive development recognizes that children's thinking and thinking processes are familiar from an early age and that these processes are not only related to physical development, but also to their context and experiences.
 3. Vygotsky's Theory of Social Development: Lev Vygotsky developed a theory that focuses on the social context and skills of human thought and thinking processes. It examines the learning and development of human thought and thinking through social interactions and the environment.
 4. Information-Processing Theory: This theory describes thought processes in a computer-like manner. It includes the processes of receiving, storing, searching, interpreting, and storing information. Thought processes are systematic and orderly, that is, they take in information, store it, and make logical decisions about how to deal with it.
 5. The Relationship Between Thinking and Language: This theory studies the relationship between thinking and language. It explains the relationship between thinking and language, the relationship between expressing and expressing thoughts through language.
 6. Intuitionism: This theory emphasizes that people rely on their feelings and emotional intelligence when thinking. Individuals who are based on intuition see their ideas and decisions emotionally and make clear decisions based on their feelings and their own participation.
 7. Cognitive schemas and model learning: This theory studies how cognitive schemas and models are changed in the process of thinking. People summarize their learning and experience through changing models.
 8. Humanistic approach and thinking: In humanistic psychology, thinking is considered a means of self-awareness and the realization of one's abilities. For example, A. Maslow and K. Rogers associate thinking with the process of personal growth and self-actualization. According to them, human thinking is not limited only to solving external problems, but also serves personal growth.
 9. Neuropsychological approach: Neuropsychologists study thinking processes in relation to brain activity. According to the theory of A. R. Luria, thinking activity is the result of the coordinated activity of the cerebral hemispheres. Verbal thinking is associated with the left hemisphere, while figurative thinking is more related to the activity of the right hemisphere.
- The following factors influence the formation and development of the thinking process: Biological factors: development of the central nervous system, heredity. Psychological factors: personal experience, motivation, emotional state. Social factors: family, educational institution, culture and language. Historical-cultural factors: the general level of thinking of society, the stage of development of science.

The following methods are effective for developing thinking activity: Solving logical problems, teaching based on problem situations, brainstorming, the activating role of the teacher through analytical questions, didactic games and role-playing exercises, strengthening the topic through presentations and essay writing. These methods awaken and develop students' logical, figurative, creative thinking.

Conclusion

Thinking is the highest manifestation of human consciousness, which performs many functions, such as acquiring knowledge, solving problems, and putting forward new ideas. A deep understanding of the operations, types, and formation processes of thinking ensures personal development and educational effectiveness. The theories presented in this article help to understand the psychology of thinking more deeply.

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Ways Of Effective Use Of Educational Methods And Means In Improving Students' Knowledge, Skills And Qualifications

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Abstract

This article discusses the methods and means of education in developing students' knowledge, skills and qualifications, and provides information on the practical significance, types, methods and means of application of methods. The practical significance of methods is discussed in detail.

Keywords: Method, educational methods, educational tool, didactic tools, methods of organizing activity and forming behavioral norms (exercise), methods of exercise and teaching, methods of stimulating and motivating activity.

The word method is from the Greek word for research, a way to achieve a goal, a method. Method - in the most general sense - a way to achieve a goal, a certain way of organizing activity. The main content of methods is scientific theories tested in practice. Any scientific theory has a method function in its essence. The method, in turn, is a tool for discovering new scientific theories and laws. When we say educational methods, we mean the set of methods for organizing the educational work of the teacher and the educational and cognitive activities of students in solving various didactic tasks aimed at mastering the material being studied. Educational methods initially appear in the teacher's mind in the form of a generalized project of activity in a certain direction. This project is introduced into practice as a set of specific actions, actions or methods aimed at the interaction of the activities of the teacher and students, teaching and learning. The method cannot be manifested in other forms, therefore the educational method in itself generally expresses a didactic model of activity. In didactics, the term teaching methods is also widely used.

Teaching methods are understood as the joint activities of teachers and students in the educational process aimed at achieving the expected goal. Teaching methods determine how the activities of teachers and students should be in the educational process, how the teaching process should be organized and conducted. Teaching methods are a component or a separate aspect of the teaching method. The relationship between methods and methods is interconnected. The method and method are interconnected as a whole and as a part. With the help of methods, only part of the pedagogical or educational task is solved. Some teachers also use the concept of "style" instead of the concept of "method". However, the concept of "style" cannot fully reflect the essence of the term "method". Because the method has a more specific (in this case, it expresses the specificity of the teacher) description and cannot serve as a way to achieve a specific goal.

Didactic research shows that the nomenclature (naming) and classification of teaching methods are characterized by their great diversity, depending on the approach chosen in their development. We will dwell on the most important of them. So, teaching methods are classified as follows:

1. Traditional teaching methods: oral, demonstration, practical, working with books and video methods.
2. Teaching methods according to the description of students' cognitive activity: Informational-receptive, reproductive, problem-based, heuristic (partially research), research-oriented.
3. Teaching methods according to the main didactic goals:
 - a) acquiring new knowledge;
 - b) forming skills and competencies;

d) application of knowledge in practice.

4. Educational methods according to a holistic approach:

- a) methods of consolidating and controlling knowledge, skills and competencies;
- b) methods of organizing and implementing educational and cognitive activities;
- d) methods of motivating and stimulating educational and cognitive activities;
- c) methods of controlling and self-controlling educational and cognitive activities.

5. Interactive methods and graphic organizers.

- a) methods of encouraging the assimilation of what is being studied;
- b) methods of understanding new material;
- d) methods that allow thinking about what has been learned.

Demonstrative methods are also of particular importance in ensuring the quality and effectiveness of education.

Although the method of illustration is closely related to the demonstration method, it is studied separately in didactics. Illustration involves the presentation of objects, phenomena and processes using their symbolic representations - drawings, paintings, photographs, flat models, etc.

The demonstration method is useful for revealing the dynamics of the movement of the object under study and is widely used to provide complete information about the external appearance and internal structure of the object. When demonstrating natural objects, usually their external appearance (shape, size, quantity, color, parts, their relationships), and then move on to studying the internal structure or individual properties. In most cases, the demonstration is observed using the subject or drawing of the objects being studied.

Practical method - requires the application of acquired knowledge in a process aimed at finding solutions to practical problems. In this case, the skill of applying theoretical knowledge in practice is formed. Practical work is carried out in the classroom or in natural conditions - school grounds, greenhouses, geographical areas. The actions taken during their implementation are controlled by the teacher and, if necessary, he brings instructions or special instructions to the attention of students. Educational methods are used in conjunction with educational tools. Educational tools are objects used by teachers and students to master new knowledge. Educational tools are of great importance. All educational tools successfully implement educational goals. Educational tools reflect the material or spiritual values necessary to achieve the educational goal. Usually they are used in accordance with educational methods. However, if methods answer the question "how to teach", then tools answer the question "what to teach with their help". Traditionally used educational tools include textbooks, pictures, tables, speech, training and workshop equipment, laboratories, information media, tools for organizing and managing the educational process.

Didactic tools are understood as educational and demonstration manuals, demonstration devices, technical means. Didactic tools, like methods, perform educational, educational and developmental functions. In addition, they perform the tasks of creating, managing and controlling the educational and cognitive activities of students. Didactic tools, in the audiovisual context, perform motivational, informational, educational process management and optimization functions. The choice of educational tools is related to the choice of educational method. If an active method of education (working with a book, exercises) is used, then manuals, textbooks and technical means of education are used. It is active-technical means of education that are used in practical methods. The classification of educational tools cannot be clear and uniform. The important aspect of educational tools is their joint use and never mutually exclusive. The teacher's task is to choose an effective means of education to activate the lesson process. The classification of educational tools can be approached on various grounds:

- by the subject of activity;
- by the object of activity;

- by their attitude to educational information;
- by their function in the educational process.

The correct choice of teaching methods by the teacher, the explanation of the topic using various means during the lesson helps to increase the quality of education. As has been repeatedly noted above, as a result of the combination of teaching methods with the method of a qualified teacher, the content and specifics of the subject and the subject being studied are fully revealed. This serves as the basis for the formation and development of students' knowledge, skills, and competences in the subject.

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Teaching Appliques In Artistic-Creative Activities Of Creative School Students

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Abstract

Teaching applique requires familiarization with the material, mastering the skills of cutting out various shapes, placing them in a certain order, and gluing them in a way that suits the image and subject. Teaching applique is based on developing the process of children's perception. This article provides information on the concept of applique, its types and its importance in developing artistic and creative competence in creative school students based on a creative approach.

Keywords: applique, creative activity, illustrative image, decorative applique, applique lessons.

Annotatsiya: Applikatsiyani o'rgatish, material bilan tanishish, turli xil shakllarni qirqa olish ko'nikmalarini egallash, ularni ma'lum tartibda joylashtirish, obraz va sujetga mos tarzda yopishtirishni talab etiladi. Applikatsiyani o'rgatish bolalarning qabul qilish jarayonini o'stirishga asoslanadi. Ushbu maqolada applikatsiya haqida tushuncha, uning turlari va ijod maktabi o'quvchilarida badiiy-ijodiy kompetentsiyasini kreativ yondashuv asosida rivojlantirishdagi ahamiyati haqida ma'lumotlar berilgan.

Kalit so'zlar: applikatsiya, ijodiy faoliyat, illyustrativ tasvir, dekorativ applikatsiya, applikatsiya mashg'ulotlari.

«Applikatsiya» so'zi lotincha so'zdan olingan bolib, «joylashtirish» degan ma'noni aytiladi. Applikatsiya tasviriy faoliyatning bir turi. Applikatsiyada ishlatiladigan ashyo o'ziga xosligi bilan ajralib turadi. Qog'oz, somon, quritilgan o'simlik o'ramga joylashtirilib, har xil yelim bilan yelimlanadi. Mato, charm, jun, paxmoq kabilarga esa tiqiladi.

Applikatsiya bir xil rangli yoki ko'p rangli bo'ladi. Bir xil applikatsiya grafik rang bersa, ko'p ranglisi esa go'zallik baxsh qiladi. Unda ham, bunda ham badiiylik ko'rinadi. Applikatsiyada chamalash va buyumning hajmiy tasviri xarakterli bo'ladi. Applikatsiya o'ziga xosligi katta doirachalardan tashkil topgan.

Rang applikatsiyani ifodalash darajasini ko'taruvchi vosita hisoblanadi. Shuning uchun applikatsiya faoliyatida ranglarning uyg'unlashuviga xos tushishi xayoliy va dekorativ kompozitsiyaning ifodaliligi garmoniyasini izlab topishdan iborat. Applikatsiya yoshlarda qog'ozda kompozitsion mashg'ulotini bilishga muhit yaratadi. Bola tayyorlagan applikatsiya ishi estetik talabga javob berishi zarur.

Applikatsiya fanining umumiy, tipik va individual belgisini ko'ra olishga o'rgatadi, ularning o'zaro bog'liqligi, butun qismlar, rita, simmetrik chamalash shakllanadi, predmetning shaklini, rangini bosqichma-bosqich ko'rsatish ko'nikmasini ko'rsata oladi.

Applikatsiya badiiy ishlarni oddiy va mos vosita yordamida, real asosni saqlagan tarzda amalga oshiruvchi faoliyatdir. Masalan, mustaqil asar pannolar, surat, plakat. Ilstrativ tasvir, elementar matematikaga o'rgatuvchi ko'rgazma qurol, tabiat, nutq o'stirish metodikasi uchun ijodiy o'yin, o'yinchoq, 8-mart bayram sovg'asi, qurolli kuchlar va boshqa bayramlarda bezatish uchun devoriy gazeta, ko'rgazma va boshqalar kabi. Maktabgacha ta'lim muassasasini bezatish mashg'ulotlarida ham bolalar applikatsiya ishlarining o'rni juda katta.

Applikatsiya ishini bajarishda foydalanilgan kerakli asbob uskunalar ishlatilishiga xos bo'lishi bilan birga, estetik talabga javob berishi zarur. Ayrim kerakli ashyoni «pape-mame» usulida qaychi qo'yish uchun qalamdon yasash, mo'yqalam qo'ygichni esa qalin kartondan yasash mumkin. Applikatsiya uchun zarur ashyo murakkab emas; qaychi, yelim uchun mo'yqalam, oddiy qalam, qiyqim uchun quticha, lattacha, gazeta qog'oz.

Applikatsiya mavzuli yoki qirg'ilgan dekorativ shakllarni asosiy fonda, turli predmetlar yordamida badiiy bezash uchun ishlatiladigan xalq amaliy san'atining birturi. Applikatsiyaning o'ziga xos tomonlari mavjud. Applikatsiya mashg'ulotlari bolaning tasviriy ko'nikmalarini rivojlantirishga va ijodiy qobiliyatlarini oshirishga yordam beradi.

Applikatsiya o'z ichiga xayolni, tasvirni, go'zallikni ko'ra olish qobiliyatlarini oladi. Applikatsiya mashg'ulotlaridan olgan ko'nikmalarini bolalar boshqa faoliyatda ham foydalanishlari mumkin. Applikatsiya mashg'ulotlarini to'laqonli o'tkazish uchun material va jihozlarni oldindan tayyorlab qo'yish juda muhimdir.

Shakl, hajm, rang, predmetning o'zaro munosabatlari haqidagi taassurotlarni boyitish, bolalarni mashg'ulot vaqtida fikrlash va tasavvurni ishlatishga yordam beradi. Ammo har bir yosh guruhlarida applikatsiya mashg'ulotlarida foydalaniladigan ta'limiy usullar o'ziga xos xususiyatga egadir.

Bolalar applikatsiya mashg'ulotlarida juda ko'p qimmatli mehnat ko'nikmalari va malakalarini egallaydilar. Ular ozoda, batartib yopishtirishga, o'z ish joylarini toza saqlashga va murakkab asbob hisoblangan qaychi bilan ishlashga o'rganadilar. Bularning hammasi bolalarning maktabdagi qo'l mehnati darsiga tayyorlaydi.

Bolalar yengil va mayda qog'oz shakllari bilan ishlashlari davomida, o'z harakatlarining tezligini to'xtatib turishga o'rganadilar. Mashg'ulot jarayonida ular oz bo'lsa-da, qiyinchilikni yengib o'tadilar, bu esa bolalar xarakterida irodalilik xususiyatini, chidam, sabr kabi fazilatlarini tarbiyalaydi.

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The Concept Of Education And Its Pedagogical Essence

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Abstract

This article presents the concept of upbringing, its importance in raising children, the stages of the formation of the upbringing process, and the directions of upbringing.

Keywords: education, perfect person, types of upbringing, values, ethics.

Annotatsiya: Ushbu maqolada tarbiya haqida tushuncha, bola tarbiyalashda ahamiyati jihatlar, tarbiya jarayonining shakllanish bosqichlari va tarbiya yo`nalishlari haqida fikrlar bildirilgan.

**Kalit so`zlar:** ta`lim-tarbiya, komil inson, tarbiya turlari, qadriyat, odob-axloq.

Tarbiya – bu insonni har tomonlama rivojlantirish, unga axloqiy, estetik, aqliy, jismoniy va ma'naviy qadriyatlarni singdirish jarayonidir. Tarbiya orqali shaxsda ijtimoiy xulq-atvor, vatanparvarlik, mehnatsevarlik, odob-axloq, halollik, burch va mas'uliyat hissi shakllanadi. Pedagogikada tarbiya — ongli va maqsadga yo'naltirilgan faoliyat bo'lib, yosh avlodni jamiyat talablariga mos tarzda shakllantirish vazifasini bajaradi.

Tarbiya jarayoni qadimdan har bir jamiyat hayotida muhim o'rin tutib kelgan. Sharq mutafakkirlari — Abu Nasr Forobiy, Abu Ali ibn Sino, Alisher Navoiy, Ahmad Yassaviy, Bahouddin Naqshband va boshqalar asarlarida tarbiyaning mohiyati chuqur ochib berilgan. Ular tarbiyani faqatgina axloqiy tushuncha emas, balki jamiyat taraqqiyotining muhim vositasi sifatida talqin qilishgan. Masalan, Forobiy fikricha, "inson tarbiya orqali mukammallikka erishadi".

Pedagogika fanida tarbiya quyidagi yo'nalishlarda olib boriladi:

Axloqiy tarbiya – shaxsda insoniylik, halollik, adolat, vijdon kabi fazilatlarni shakllantirish;

Aqliy tarbiya – bilim olishga, tafakkur qilishga, ilmiy faoliyatga rag'bat uyg'otish;

Jismoniy tarbiya – sog'lom turmush tarzini singdirish, jismoniy salomatlikni mustahkamlash;

Estetik tarbiya – san'at, go'zallik, madaniyatga muhabbat uyg'otish;

Mehnat tarbiyasi – kasbga hurmat, mehnatga muhabbat, halol daromadga intilishni shakllantirish;

Vatanparvarlik tarbiyasi – milliy g'urur, o'zligini anglash, davlatga sadoqatli bo'lishni ta'minlash.

Tarbiya har doim jamiyat ijtimoiy-iqtisodiy shart-sharoitlariga, madaniyatiga, qadriyatlariga bog'liq holda olib boriladi. Shu sababli, har bir xalqning tarbiyaga bo'lgan yondashuvi o'ziga xos bo'ladi. Xususan, o'zbek xalqining tarbiyaviy qadriyatlari – kattaga hurmat, kichikka izzat, mehr-oqibat, ota-onani e'zozlash, halollik va sabr-toqat kabi fazilatlarda namoyon bo'ladi.

Pedagogik nuqtai nazardan qaranganda, tarbiya jarayonining asosiy subyekti o'qituvchi hisoblanadi. U nafaqat bilim beruvchi, balki shaxsni tarbiyalovchi, yo'naltiruvchi, ma'naviy yetakchi rolini bajaradi. O'qituvchi orqali yosh avlod jamiyat me'yorlari va qadriyatlarini anglaydi, o'z shaxsiy pozitsiyasini shakllantiradi.

Tarbiya doimiy va uzluksiz jarayon bo'lib, u maktabgacha ta'limdan tortib, oliy ta'limgacha, hatto kasbiy faoliyat davomida ham mavjud bo'ladi. Ayniqsa, zamonaviy dunyoda tarbiya faqat maktab doirasida emas, balki ommaviy axborot vositalari, ijtimoiy tarmoqlar, kino, adabiyot, musiqa, reklama orqali ham amalga oshmoqda. Bu esa tarbiya jarayonida o'qituvchining o'rnini yanada mas'uliyatli qiladi, chunki u o'quvchini bu muhit ichida to'g'ri yo'nalishga yo'naltiruvchi bo'lib qoladi. Tarbiya nazariyasining asoschilari – Komenskiy, Pestalozzi, Ushinskiy, Makarenko kabi mutafakkirlar tarbiyaning sistematik, maqsadga yo'naltirilgan va o'zaro bog'liq faoliyat ekanini isbotlashgan. Ayniqsa, A.S. Makarenko ta'kidlaganidek, "har bir dars – bu tarbiya jarayonidir".

Demak, tarbiya – bu shunchaki odob o'rgatish emas, balki shaxsni har tomonlama mukammal shakllantirishdir. Uning samaradorligi esa o'qituvchining bilimdonligi, shaxsiy namunasi, pedagogik mahorati va dars sifatiga bevosita bog'liq.

Tarbiya tushunchasining zamonaviy talqini

Zamonaviy pedagogika tarbiyani faqatgina axloqiy nazorat vositasi sifatida emas, balki shaxsning ichki motivatsiyasini uyg'otuvchi psixologik jarayon sifatida ham qaraydi. XXI asrda tarbiya individual yondashuv, kompetensiyaviy o'quv modeliga asoslangan rivojlantiruvchi faoliyat sifatida tushunilmoqda. Bu jarayonda o'quvchining o'z fikrini erkin ifoda etishi, tanqidiy fikrlashi, ijtimoiy faol bo'lishi, axborotni tahlil qila olishi kabi ko'nikmalarni shakllantirish ustuvor hisoblanadi.

Yevropa pedagogik maktablarida tarbiya "holistic development", ya'ni shaxsni butunlay (aqliy, ruhiy, hissiy, axloqiy va jismoniy) rivojlantirish degan yondashuv asosida olib boriladi. Ayniqsa, Finlyandiya va Niderlandiya tajribasida tarbiya maktabdagi har bir faoliyat — sinfdagi muomala, muammoli topshiriqlar, jamoaviy ishlarda yashirin shaklda amalga oshadi. Bu holat darsning shakl va usullarini ham o'zgartirgan.

O'qituvchi — tarbiya tashuvchisi va modeli

O'qituvchi — shunchaki bilim beruvchi emas, balki har bir harakati, nutqi, odobi bilan tarbiyaning asosiy tashuvchisi hisoblanadi. Tarbiya samaradorligi o'qituvchining:

shaxsiy namunasi;

o'z ustida ishlashi;

o'quvchilar bilan emotsional aloqasi;

tarbiyaviy faoliyatdagi izchilligi;

darsda metodik vositalardan to'g'ri foydalanishiga bevosita bog'liqdir.

O'zbekistonda o'qituvchi qadimdan "muallim", "ustoz", "ma'naviy yetakchi" maqomida bo'lgan. Bu maqom bugungi islohotlar fonida qayta tiklanmoqda, biroq amaliyotda ko'plab kamchiliklar — darsga tayyorgarlikning sustligi, tarbiyaviy suhbatlarning rasmiyligi, dars sifati va tarbiya o'rtasida uzilishlar kuzatilmoqda. Bu muammolarni bartaraf etish uchun o'qituvchilarda:

empatiya (boshqalarning his-tuyg'usini anglash),

refleksiya (o'z faoliyatini tahlil qilish),

tarbiyaviy liderlik kabi kompetensiyalar rivojlanishi zarur.

Tarbiya va zamonaviy texnologiyalar

Bugungi kunda raqamli texnologiyalar tarbiya jarayoniga jiddiy ta'sir ko'rsatmoqda. O'quvchilarni nafaqat maktab, balki internet, bloglar, TikTok, Instagram, YouTube kabi platformalar tarbiyalayapti. Bu vositalar orqali ko'p holatda ijobiy emas, balki salbiy namunalar, noto'g'ri qadriyatlar singdirilmoqda.

Shu sababli, zamonaviy o'qituvchi darslarda raqamli vositalardan foydalangan holda tarbiyaviy mazmunni singdira olishi zarur. Misol uchun, animatsion videolar, interaktiv testlar, ta'sirli hayotiy voqealar asosida darslar tashkil qilish o'quvchilarda hissiy-ta'sirchan yondashuvni kuchaytiradi. Bunda o'qituvchi: "axborot filtri", "yo'naltiruvchi", "qadriyat tarqatuvchi" rolini bajaradi. Xulosa o'rnida shuni aytish mumkinki, tarbiya — bu jamiyat kelajagini belgilovchi asosiy omil bo'lib, u doimiy yangilanishda bo'lgan, ko'p qatlamli va murakkab jarayondir. Uning natijadorligi esa o'qituvchining zamonaviy bilim va ko'nikmalarga ega bo'lishi, tarbiyaviy faoliyatga ongli yondashuvi hamda darsning ma'naviy boyligiga bog'liq. Tarbiya va dars sifati bir-biridan ajralmas tushuncha bo'lib, ular sinfdan emas, balki butun jamiyatda birgalikda shakllantiriladi.

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Analysis Of Paremiological Units Used In The Work Of Shum Bola

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Abstract

This article analyzes the paremiological units used in Gafur Ghulam's work "Shum Bola" - proverbs, sayings, idioms and folk wise expressions. The paremies used in the work are an important tool in illuminating the national, cultural and aesthetic layers of the language. During the study, the semantic, grammatical and derivational properties of paremiological units are analyzed, and their functional load in the context of the literary text is determined. In particular, it is studied how national thinking, folk imagery, educational ideas and historical and cultural thinking are expressed in the literary language through proverbs. Also, the types of paremiological units, their figurative, aphoristic and structural features are considered based on a linguocultural approach. This article serves to determine the role and significance of folk oral means in the language of a literary work.

Keywords: paremia, culture, derivational analysis, reality, proverb, aphorism.

Annotatsiya: Ushbu maqolada G'afur G'ulomning "Shum bola" asarida qo'llanilgan paremiologik birliklar – maqol, matal, ibora va xalqona hikmatli ifodalar tahlil qilinadi. Asarda ishlatilgan paremiyalar tilning milliy, madaniy va estetik qatlamlarini yoritishda muhim vosita sifatida namoyon bo'ladi. Tadqiqot davomida paremiologik birliklarning semantik, grammatik va derivatsion xususiyatlari tahlil qilinib, ularning badiiy matn kontekstidagi funksional yuklamasi aniqlanadi. Jumladan, maqollar orqali milliy tafakkur, xalqona tasvir, tarbiyaviy g'oyalar va tarixiy-madaniy tafakkur ifodasining badiiy tilda qanday ifoda topgani o'rganiladi. Shuningdek, paremiologik birliklarning turlari, ularning obrazlilik, aforizmlilik va struktura jihatidan xususiyatlari lingvomadaniy yondashuv asosida ko'rib chiqiladi. Mazkur maqola adabiy asar tilida xalq og'zaki ijodi vositalarining o'rne va ahamiyatini aniqlashga xizmat qiladi.

Kalit so'zlar: paremiya, madaniyat, derivatsion tahlil, realiya, matal, aforizm.

KIRISH. Paremiologik birliklar - bu maqol, matal, hikmatli so'zlar va boshqa xalq og'zaki ijodining qisqa shakldagi namunalaridir. Paremiologik birliklar odatda obrazli bo'ladi. Ularning tarkibidagi obrazlar - jonivorlar, tabiat hodisalari, hayotiy buyumlar, kasb-hunar belgilar - barchasi madaniy jihatdan ahamiyatli belgilar bo'lib xizmat qiladi. Bu obrazlar har bir xalqning o'ziga xos simvolik qarashlarini aks ettiradi. Paremiologik birliklar uzoq vaqt davomida xalq xotirasida yashaydi. Ular orqali avloddan avlodga qadriyatlar uzatiladi. Ushbu birliklar lingvomadaniy funksiyalarni o'zida mujassamlashtiradi. Bulardan asosiylari:

- madaniy axborot tashuvchilik
- etno-madaniy tafakkur shakllantiruvchi omil
- konnotativ boylik va baholovchanlik
- milliy obrazlar vositasida ifodalilik
- tarixiy xotira va davr ruhi .

Tilning paremiologik fondini xalq durdonalaridan tuzilgan va uning madaniyatidan mustahkam o'rin olgan javohir sandig'i deyish mumkin. Maqol va matallar folkloshunoslikda janr matnlari sifatida o'rganilgan. Pragmatik nuqtayi nazaridan maqollar turli maqsadlarda, jumladan, maqollar yupatish, o'git berish, maslahat berish, saboq berish, ogohlantirish kabi maqsadlarda qo'llanishi mumkin. Biroq har qanday maqol va matal ham lingvokulturologik tadqiqotlarning predmeti bo'lavermaydi. Ushbu o'rinda faqat muayyan xalq yoki etnosning tarixi, madaniyati, turmushi, ma'naviyati va shu kabilar bilan chambarchas bog'liq bo'lgan maqol va matallarni o'rganish lozim bo'ladi. S.I.Ojegov maqolga "ibratli mazmundagi qisqa xalq maqoli, xalq aforizmi" deb ta'rif beradi, ya'ni maqollar xalq orasida xalq og'zaki ijodida paydo bo'lib, ular

xalqning ko'p yillik hayotiy tajribasidan kelib chiqib, ular xalqning ko'p yillik hayotiy tajribasidan kelib chiqib, uning tarixi, turmush tarzi, madaniyati, taraqqiyotini ifodalaydi. O'zbek tilshunosligida maqollarni to'plash va ularni tilshunoslikning paremiologik fondida tahlil etish XX asrning boshlariga to'g'ri keladi. O'zbek xalqi maqollarini to'plash va nashr qilishda o'zining ulkan xizmatini qo'shgan missioner N.G.Ostroumovdir¹. Hozirgi kunga kelib paremiologik birliklarning yangi nashri bilan B.Sarimsoqov, K.Imomov va X.Abdurahmonovlar salmoqli ravishda shug'ullanib kelmoqdalar². Jahon tilshunosligida ham paremiologiya yo'nalishi asosiy o'rganish obyektlaridan biri hisoblanadi. Maqol va matallar qisqa va ta'sirchan bo'lgani uchun, ular tilning ma'no qatlamlarini o'rganishda qulay material bo'lib xizmat qiladi. Lingvistik paremiyalar semantik o'zgarish, poetik obrazlilik va turli xil badiiy tuzilmalar bilan xarakterlanadi. Xalq asrlar davomida barpo etgan ma'naviy madaniyatning yaxlit bir butunligi, eng aniq namoyishi shubhasiz o'sha xalqning maqollari hisoblanadi. Har qanday millatning va xalqning tilini va madaniyatini o'rganishda, isloh etishda bu qimmatli xazina muhim ahamiyat kasb etadi. Chunki ularda xalqning o'tmishi, tarixi, kechinmalari o'z aksini topgan. Maqollarda - barqarorlik, tayyorlik, ko'chma ma'noga egalik va muallifga ega emaslik xususiyatlari mavjud. Paremlar so'zlardan tuzilib, ma'lum bir fikrni ifodalovchi gaplardan iborat bo'lgani uchun ham tilshunoslikning o'rganish obyektlaridan biridir, chunki ular so'zlardan hosil bo'lishiga ko'ra oddiy gaplarga o'xshasa ham, mazmuni, strukturasi, ifodasi va boshqa grammatik xususiyatlari jihatidan o'ziga xosliklarga ega. Paremlarning qachon paydo bo'lganligini aniqlash murakkab ish, lekin ularning ko'pchiligi juda qadim zamonlarda yaratilgan va ular o'zini ijod qilgan xalq bilan yashab kelmoqda. Paremiologiyani tilshunoslikning bir tarmog'i sifatida aniqlash frazeolog, paremiolog va vintolog Valeriy Mixaylovich Mokienkoga tegishlidir³. Olimning fikricha, paremlar tadqiqotining asosiy usullari - tavsifiy-analitik usul bo'lib, u tahlil qilinadigan hodisalarni bevosita kuzatishni o'z ichiga oladi, shu bilan birgalikda kontekstual tahlil, qiyosiy va lingvomadaniy tahlil usullari ham hozirda keng iste'molda hisoblanadi.

ASOSIY QISM. Badiiy asarlarda maqollardan foydalanish yozuvchining yuksak mahoratidan ham dalolat beradi, chunki vaziyatga va qahramon nutqiga mos bo'lgan paremiologik birlikdan foydalanish uchun xalq og'zaki ijodidan yetarlicha xabardor bo'lish lozim. G'afur G'ulom ham "Shum bola" qissasida maqollardan samarali va kerakli o'rinlarda foydalangan bo'lib, ular asarning badiiy jihatdan yetuk bo'lishida o'z hissasini qo'shgan.

OZIQLIK OT HORIMAS

SEMIZLIKNI QO'Y KO'TARAR

O'G'RI QARISA SO'FI, G'AR QARISA PARIXON BO'LADI

YOPIQ QOZON YOPIQLIGICHA QOLDI

TUYA KO'RDINGMI - YO'Q

BO'SH QOP TIK TURMAS

MASLAHATLI TO'N TOR KELMAS

YANGI YORNI KO'RGANDA, ESKIDAN KECHMOQ KERAK

O'ZINGNI EHTIYOT TUT, QO'SHNINGNI O'G'RI TUTMA

YETIM QO'ZI ASRASANG OG'ZI BURNING MOY ETAR,

YETIM O'G'OLON ASRASANG OG'ZI BURNING QON ETAR.

YOSHLAR XIZMATDA, KATTALAR ROHATDA

RIZQAST - FIZQAST

ASHULAGA - OSH-NON BERADI

OSMON UZOQ, YER QATTIQ

SHERIKLIK OSHNI IT ICHMAS

OYNI ETAK BILAN YOPIB BO'LMAYDI

EGASI YO'Q MOL AFANDINI

¹ Ostroumov N.G. "Materialy dlya izucheniya uzbekskogo yazyka". — Tashkent, 1890.

² Sarimsoqov B., Imomov K., Abdurahmonov X. O'zbek tili paremiologiyasiga oid tadqiqotlar // O'zbek tili va adabiyoti. — 2005. — №3.

³ Mokienko V.M. "Slavyanskaya paremiologiya: metodologiya i praktika". — SPb.: Filologiya, 2007.

OG'ZI QARO ALOMAT, ICHI QIZIL QIYOMAT - UNI TOPING DILBARIM

TOPISHMOQ. TANDIR

TOSHKENTNI NONINI YEGAN CHUMCHUQ MAKKATULLOHDAN QAYTIB KELADI

KISHI MUSOFIR BO'LMAGUNCHA MUSULMON BO'LMAYDI

HIKMATLI SO'ZLAR

1. Sa'diy aytibdur: *“Bir mamlakatda g'arib bo'lsang, hurmatsizlansang, safarni ixtiyor qil.*

2. Navoiy aytubdur: *“Ul kishidurkim, u dunyoni dunyoni tark qiladi, dunyo uni tark qilmasdan”⁴.*

Asardagi maqollarni struktur jihatdan tahlil etadigan bo'lsak, paremiologik birliklar asosiy lug 'aviy ma'noni ifodalash bilan bir qatordas ular turgan kontekstda qanday obrazli yoki ko 'chma ma'no kasb etganligini ham guvohi bo'lishimiz mumkin. Paremiyalarning derivatsion tahlil nafaqat ularning tuzilmasini, balki ular orqali o 'zbek xalqining tasavvur doirasi, obrazli tafakkuri va milliy madaniyatini ochib beruvchi kuchli yondashuvdir.

Paremiologik birliklarda derivatsion tahlil.

Affiksatsiya usulida yasalgan so'zlar:

- semiz+lik - semizlik (sifatdan ot yasalgan)
- oziq+lik - oziqlik (sifatdan ot yasalgan)
- yop+iq - yopiq (fe'ldan sifat yasalgan)
- pari+xon - parixon (otdan ot yasalgan)
- maslahat+li - maslahatli (otdan sifat yasalgan)
- yop+iq+ligicha - yopiqlicha (fe'ldan sifat, sifatdan ravish yasalgan)
- sherik+li - sherikli (otdan sifat yasalgan)
- po'st+ak - po'stak (otdan ot yasalgan)
- hurmat+siz+lan - hurmatsizlan (otdan sifat, sifatdan fe'l yasalgan)

Kompozitsion usulda yasalgan so'zlar:

- ixtiyor qil - qo'shma fe'l (ot+fe'ldan yasalgan)
- tark qiladi - qo'shma fe'l (ot+fe'ldan yasalgan)
- tark qilmasdan - qo'shma fe'l (ot+fe'ldan yasalgan)

XULOSA. Hozirgi kunda paremiologik birliklar o 'zida xalqning turmush tarzi va madaniyatini kumulyativ hodisa sifatida saqlab kelayotgani uchun ham lingvokulturologiyaning ham asosiy o'rganish obyekti sifatida xizmat qila oladi. Bu birliklar uzoq tarixiy taraqqiyot jarayonida shakllangan bo'lib, ularning etimologik ildizlari ko'pincha xalq og'zaki ijodi, diniy urf-odatlar, qadimiy marosimlar va an'anaviy hayot tarzi bilan uzviy bog'liqdir.

Foydalanilgan adabiyotlar ro'yxati:

G'ulom G'. Shum bola. — T.: G'afur G'ulom nomidagi nashriyot-matbaa birlashmasi, 2016.

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Sarimsoqov B., Imomov K., Abdurahmonov X. O'zbek tili paremiologiyasiga oid tadqiqotlar // O'zbek tili va adabiyoti. — 2005. — №3.

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⁴ G'ulom G'. Shum bola. — T.: G'afur G'ulom nomidagi nashriyot-matbaa birlashmasi, 2016.

State Policy And Support Mechanisms In Small Business Development

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Abstract

This article provides an in-depth analysis of the role of state policy and support mechanisms in the development of small business and entrepreneurship in Uzbekistan. In recent years, a number of legal, economic and institutional reforms have been implemented in our country to support small business entities. In particular, tax incentives, improving the system of lending and subsidies, creating a favorable environment for doing business, and introducing digital platforms contribute to the sustainable growth of small business. The article provides analytical information on the reforms implemented in 2017-2025, their results, and existing problems. It also studies the advanced experience of developed countries in developing small businesses and develops recommendations suitable for the conditions of Uzbekistan. The results of the study suggest effective solutions to increase the competitiveness of small businesses and expand their share in the economy.

Keywords: small business; small entrepreneurship, territorial formation, organizational and economic mechanism, institutional policy.

Annotatsiya

Ushbu maqolada O'zbekistonda kichik biznes va tadbirkorlikni rivojlantirish jarayonida davlat siyosati va qo'llab-quvvatlash mexanizmlarining roli chuqur tahlil qilinadi. So'nggi yillarda mamlakatimizda kichik biznes subyektlarini qo'llab-quvvatlash bo'yicha bir qator huquqiy, iqtisodiy va institutsional islohotlar amalga oshirildi. Jumladan, soliq imtiyozlari, kreditlash va subsidiyalash tizimining takomillashtirilishi, biznes yuritish uchun qulay muhit yaratish, raqamli platformalarning joriy etilishi kichik tadbirkorlikning barqaror o'sishiga xizmat qilmoqda. Maqolada 2017-2025 yillarda amalga oshirilgan islohotlar, ularning natijalari hamda mavjud muammolar bo'yicha tahliliy ma'lumotlar keltiriladi. Shuningdek, rivojlangan davlatlarning kichik biznesni rivojlantirish bo'yicha ilg'or tajribasi o'rganilib, O'zbekiston sharoitiga mos tavsiyalar ishlab chiqiladi. Tadqiqot natijalari kichik biznes subyektlarining raqobatbardoshligini oshirish va ularning iqtisodiyotdagi ulushini kengaytirish bo'yicha samarali yechimlarni taklif etadi.

Kalit so'zlar: kichik biznes; kichik tadbirkorlik, hududlarni shakllantirish, tashkiliy va iqtisodiy mexanizm, institutsional siyosat.

Kichik biznes va xususiy tadbirkorlik milliy iqtisodiyotning eng muhim drayverlaridan biri hisoblanadi. U iqtisodiy o'sish sur'atlarini tezlashtirish, bandlikni ta'minlash, aholi daromadlarini oshirish hamda hududlarni barqaror rivojlantirishda katta rol o'ynaydi. Bugungi globallashtirish va raqamli iqtisodiyot sharoitida kichik biznesning ahamiyati yanada ortib bormoqda, chunki ushbu soha moslashuvchanlik, tezkorlik va innovatsion yechimlarni joriy etish imkoniyatlari bilan ajralib turadi.

O'zbekiston mustaqillikka erishgan dastlabki yillardan boshlab tadbirkorlikni rivojlantirish bo'yicha tizimli islohotlarni amalga oshirib kelmoqda. Ayniqsa, 2017-yildan boshlab iqtisodiy liberallashtirish, biznes muhitini yaxshilash, soliqqa tortish tizimini soddalashtirish, kreditlash imkoniyatlarini kengaytirish va davlat xizmatlarini raqamlashtirish borasida sezilarli natijalarga erishildi. Natijada kichik biznes subyektlarining iqtisodiyotdagi ulushi oshib, yangi ish o'rinlari yaratildi va mahalliy hamda xorijiy bozorlarga kirish imkoniyatlari kengaydi.

Shu bilan birga, kichik biznesni yanada rivojlantirish, ularning raqobatbardoshligini oshirish, moliyaviy resurslardan samarali foydalanish va zamonaviy boshqaruv usullarini joriy etish bo'yicha hali ham yechimini kutayotgan masalalar mavjud. Ushbu maqolada kichik biznesni

qo'llab-quvvatlashda davlat siyosatining hozirgi yo'nalishlari, mavjud mexanizmlar samaradorligi, xalqaro tajribalar hamda rivojlantirish bo'yicha amaliy tavsiyalar tahlil qilinadi. O'zbekistonda kichik biznes va xususiy tadbirkorlikni rivojlantirish davlat siyosatining ustuvor yo'nalishlaridan biri hisoblanadi. 2017-yildan boshlab qabul qilingan qator farmon va qarorlar ushbu sohani qo'llab-quvvatlashning yangi bosqichini boshlab berdi. Xususan, 2017-yil 7-fevraldagi PF-4947-sonli "Harakatlar strategiyasi" kichik biznesni rivojlantirishning huquqiy asoslarini takomillashtirish, soliq yukini kamaytirish, litsenziyalash jarayonlarini soddalashtirish bo'yicha muhim islohotlarni belgilab berdi. Shuningdek, 2019-yil 1-maydagi PF-5718-sonli Farmon orqali tadbirkorlar uchun kredit olish tartibi soddalashtirilib, imtiyozli foiz stavkalari joriy etildi.

Prezidentning 2020-yil 24-avgustdagi PF-6061-sonli Farmoni kichik biznesni raqamli iqtisodiyotga integratsiya qilishga qaratilgan bo'lib, elektron tijorat platformalaridan foydalanish imkoniyatlarini kengaytirdi. Shu bilan birga, "Tadbirkorlikni qo'llab-quvvatlash jamg'armasi" orqali kreditlar bo'yicha kafolat berish va imtiyozli moliyalashtirish mexanizmlari kuchaytirildi. So'nggi yillarda qabul qilingan 2022-2026-yillarga mo'ljallangan **Taraqqiyot strategiyasi** ham kichik biznesni qo'llab-quvvatlashni davlatning asosiy vazifalaridan biri sifatida belgilab, eksportga yo'naltirilgan kichik korxonalarni qo'llash, klaster tizimini rivojlantirish va biznesni boshqarishda innovatsion yondashuvlarni joriy etishga alohida urg'u qaratdi.

Bu islohotlar natijasida kichik biznes subyektlarining yalpi ichki mahsulotdagi ulushi 2022-yilda 56,5% ga yetdi. Biroq tizimning barqaror ishlashi uchun normativ-huquqiy bazani yanada takomillashtirish, byurokratik to'siqlarni kamaytirish va mahalliy darajadagi boshqaruv mexanizmlarini kuchaytirish zarur.

O'zbekistonda kichik biznes va tadbirkorlikni rivojlantirishning asosiy mexanizmlari moliyaviy, huquqiy va institutsional choralar orqali amalga oshiriladi. Moliyaviy qo'llab-quvvatlashning eng muhim vositalaridan biri - imtiyozli kreditlar. Masalan, "Tadbirkorlikni qo'llab-quvvatlash jamg'armasi" orqali kichik biznes subyektlariga foiz stavkasi bozor stavkasidan past bo'lgan kreditlar ajratilmoqda. 2023-yilda ushbu jamg'arma hisobidan 3,2 trillion so'm kreditlar taqdim etilgan. Shuningdek, soliq imtiyozlari kichik biznesning barqaror o'sishida muhim rol o'ynaydi. Masalan, yillik aylanmasi 1 milliard so'mgacha bo'lgan subyektlar uchun soddalashtirilgan soliqqa tortish tizimi joriy qilingan. Bu mexanizm tadbirkorlarning operatsion xarajatlarini kamaytirib, raqobatbardoshlikni oshirishga xizmat qiladi.

Institutsional qo'llab-quvvatlash doirasida "Yagona interaktiv davlat xizmatlari portali" orqali biznesni ro'yxatdan o'tkazish jarayonining soddalashtirilgani ham muhim yutuq bo'ldi. Bu, o'z navbatida, yangi bizneslarni tez va shaffof tartibda tashkil qilish imkonini bermoqda. Biroq tahlillar shuni ko'rsatadiki, mavjud mexanizmlar barcha hududlarda teng ishlamaydi. Xususan, qishloq hududlarida kredit resurslariga kirish imkoni cheklangan, zamonaviy biznes ko'nikmalari yetarlicha rivojlanmagan. Shuningdek, imtiyozli kreditlar bo'yicha hujjatlashtirish jarayonlarida byurokratik kechikishlar mavjudligi tadbirkorlar faoliyatini cheklamoqda.

Demak, qo'llab-quvvatlash mexanizmlarining yanada samarali bo'lishi uchun hududiy infratuzilmani rivojlantirish, raqamli xizmatlar imkoniyatini kengaytirish va resurslarni taqsimlashda shaffoflikni oshirish talab etiladi.

So'nggi yillarda O'zbekistonda kichik biznes va tadbirkorlikni qo'llab-quvvatlashga qaratilgan siyosat o'z samarasini bermoqda. Davlat statistika qo'mitasi ma'lumotlariga ko'ra, 2022-yilda kichik biznes subyektlarining yalpi ichki mahsulotdagi ulushi 56,5 foizni tashkil etib, iqtisodiyotdagi yetakchi sektor sifatidagi o'rnini mustahkamladi. Bandlik bo'yicha tahlillar esa ushbu sohada faoliyat yuritayotgan ishchi kuchi umumiy mehnat bozorining 78 foizidan ortig'ini tashkil etishini ko'rsatmoqda. Eksport ko'rsatkichlari ham sezilarli darajada o'sdi. Masalan, 2023-yilda kichik biznes subyektlari tomonidan amalga oshirilgan eksport hajmi 2017-yilga nisbatan 1,8 barobar oshgan. Bu natijalar davlat tomonidan yaratilgan moliyaviy va institutsional qo'llab-quvvatlash mexanizmlarining samaradorligini tasdiqlaydi.

Biroq mavjud yutuqlar bilan birga, hal etilishi lozim bo'lgan qator muammolar ham mavjud. Birinchidan, ayrim hududlarda infratuzilma yetarlicha rivojlanmagani sababli kichik biznesni tashkil etish va yuritish jarayonida qiyinchiliklar kuzatiladi. Ikkinchidan, tadbirkorlik subyektlari uchun malakali kadrlarning yetishmasligi innovatsion loyihalarni amalga oshirishni cheklab qo'yimoqda. Uchinchidan, moliyaviy resurslardan foydalanish jarayonida ortiqcha hujjatlashtirish va byurokratik kechikishlar mavjud bo'lib, bu kichik biznesning rivojlanish sur'atini pasaytiradi. Shuningdek, raqobatbardoshlikni oshirish uchun bozor mexanizmlarini yanada liberallashtirish, startup loyihalarni qo'llab-quvvatlash hamda tadbirkorlar o'rtasida zamonaviy boshqaruv va raqamli texnologiyalarni joriy etish bo'yicha keng ko'lamli ishlarni davom ettirish zarur.

Dunyo amaliyoti shuni ko'rsatadiki, kichik biznesni samarali rivojlantirish uchun davlat siyosati uzluksiz qo'llab-quvvatlash bilan bir qatorda, innovatsion va raqamli yondashuvlarni faol tatbiq etishi lozim. Masalan, Janubiy Koreya kichik biznesni rivojlantirishda texnoparklar va inkubatsiya markazlarini keng tarmoq sifatida yaratib, startup ekotizimini muvaffaqiyatli shakllantirgan. Germaniyada esa "Mittelstand" modeli orqali kichik va o'rta biznes korxonalari innovatsion loyihalarga arzon kreditlar va ilmiy-tadqiqot grantlari asosida keng jalb etiladi.

O'zbekistonda ham ushbu tajribalarni tatbiq qilish imkoniyatlari katta. Birinchidan, hududlarda texnopark va biznes-inkubatorlar faoliyatini kengaytirish, ikkinchidan, kichik biznes subyektlari uchun **raqamli platformalar** orqali moliyaviy xizmatlarga kirishni soddalashtirish talab etiladi. Uchinchidan, xalqaro bozorga chiqish uchun eksportni qo'llab-quvvatlash mexanizmlarini takomillashtirish va xorijiy sheriklar bilan barqaror hamkorlikni yo'lga qo'yish lozim.

Xulosa va tavsiyalar

Kichik biznes va tadbirkorlik O'zbekiston iqtisodiyotining asosiy harakatlantiruvchi kuchi bo'lib, uni rivojlantirish davlat siyosatining ustuvor yo'nalishlaridan biri bo'lib qolmoqda. So'nggi yillarda amalga oshirilgan islohotlar kichik biznesning yalpi ichki mahsulotdagi ulushini oshirdi, eksport salohiyatini kengaytirdi va bandlik darajasini yaxshiladi. Shu bilan birga, mavjud mexanizmlarning samaradorligini yanada oshirish maqsadida quyidagi yo'nalishlarga e'tibor qaratish tavsiya etiladi:

- hududiy infratuzilmani rivojlantirish va raqamli xizmatlarni kengaytirish;
- kredit va subsidiya ajratish jarayonlarida shaffoflikni kuchaytirish;
- malakali kadrlar tayyorlash tizimini zamonaviy talablar asosida takomillashtirish;
- startup loyihalarni qo'llab-quvvatlash orqali innovatsion ekotizim yaratish;
- xalqaro hamkorlikni kengaytirib, eksport bozorlarini diversifikatsiya qilish.

Bu chora-tadbirlar kichik biznesning raqobatbardoshligini oshirish, iqtisodiyotning barqaror rivojlanishini ta'minlash hamda aholi farovonligini yuksaltirishda muhim omil bo'lib xizmat qiladi.

Foydalanilgan adabiyotlar:

O'zbekiston Respublikasi Prezidentining 2024-yil 10-iyuldagi PQ-249-sonli "Davlat xaridlari tizimini takomillashtirish va unda kichik tadbirkorlik subyektlari ishtirokini rag'batlantirish chora-tadbirlari to'g'risida" qarori

O'zbekiston Respublikasi Vazirlar Mahkamasining 2022-yil 9-martdagi 105-son "Osiyo taraqqiyot banki ishtirokida "Kichik va o'rta tadbirkorlik korxonalarini rivojlantirish dasturi" loyihasini amalga oshirish chora-tadbirlari to'g'risida" qarori

S. B. Sattorova. F. B. Shakirova Kichik biznes faoliyatini davlat tomonidan qo'llab quvvatlash nazariyasi. Scientific Journal Impact Factor (SJIF 2022=4.63) Passport: <http://sjifactor.com/passport.php?id=22230>

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Strategies For Improving Quality Management In Preschool Education Based On Developing Parental Partnership

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Annotation

This article analyzes the role of parental partnership in the development of the preschool education system in Uzbekistan and its impact on the management of educational quality. Based on data from the State Statistics Committee, UNICEF and World Bank reports, and local scientific research, parental participation in the educational process was studied in relation to performance indicators.

The results of the study show that active parental involvement is an important factor in accelerating the cognitive, socio-emotional and speech development of children, supporting the professional activities of teachers and strengthening the mechanisms for monitoring the quality of education. It was also found that parental involvement is of particular importance in ensuring transparency in the preschool education system, increasing the efficiency of educational institutions and strengthening public trust. In conclusion, it is emphasized that the active participation of parents in the educational process should be considered a strategic priority in improving the quality of preschool education in Uzbekistan, improving quality management and modernizing the education system.

Annotatsiya

Ushbu maqolada O'zbekistonda maktabgacha ta'lim tizimini rivojlantirish jarayonida ota-ona hamkorligining o'rni va uning ta'lim sifati boshqaruviga ta'siri tahlil qilinadi. Davlat statistika qo'mitasi ma'lumotlari, UNICEF va Jahon banki hisobotlari hamda mahalliy ilmiy tadqiqotlar asosida ota-onalarning ta'lim jarayonidagi ishtiroki samaradorlik ko'rsatkichlari bilan bog'liq holda o'rganilgan.

Tadqiqot natijalari ota-onalarning faol hamkorligi bolalarning bilish, ijtimoiy-emotsional va nutqiy rivojlanishini jadallashtirishda, pedagoglarning kasbiy faoliyatini qo'llab-quvvatlashda hamda ta'lim sifatini nazorat qilish mexanizmlarini kuchaytirishda muhim omil ekanini ko'rsatadi. Shuningdek, ota-ona hamkorligi maktabgacha ta'lim tizimida shaffoflikni ta'minlash, ta'lim muassasalari faoliyatida samaradorlikni oshirish va jamoatchilik ishonchini mustahkamlashda alohida ahamiyat kasb etishi aniqlangan.

Xulosa sifatida, ota-onalarning ta'lim jarayonidagi faol ishtiroki O'zbekistonda maktabgacha ta'lim sifatini oshirish, sifat boshqaruvini takomillashtirish va ta'lim tizimini modernizatsiya qilishda strategik ustuvor yo'nalish sifatida qaralishi lozimligi ta'kidlanadi.

Kirish

Maktabgacha ta'lim — bolaning kognitiv, ijtimoiy-emotsional va nutqiy rivojlanishi uchun poydevor vazifasini bajaradi; shuning uchun uning sifati ta'lim tizimining umumiy samaradorligini belgilovchi muhim unsurdir. Maktabgacha ta'limda sifatni boshqarish ko'p komponentli jarayon bo'lib, unda davlat siyosati va moliyalashtirish, pedagoglarning kasbiy tayyorgarligi, muassasa infratuzilmasi hamda ota-onalarning faol ishtiroki o'zaro bog'langan holda ishlaydi. Ushbu maqola ana shu multi-komponent tizimda **ota-ona hamkorligini** sifat boshqaruvi nuqtai nazaridan tahlil qiladi va mamlakat amaliyoti asosida samarali strategiyalarni taklif etadi.

So'nggi yillarda O'zbekistonda maktabgacha ta'lim tizimi tez kengaydi: 2017 yildagi taxminan 0,7 million ($\approx 27\%$)dan 2024 yilda 2,44 million ($\approx 75\%$)gacha o'sish qayd etildi — bu kengayish davlat siyosati, xususiylar va oilaviy (family-type) muassasalar hamda xalqaro hamkorlik

loyihalarining birgalikdagi natijasidir. Bu miqdoriy o'sish bilan birga muassasalar soni ham keskin oshdi: rasmiy ma'lumotlarga ko'ra, so'nggi yillar ichida (masalan, 2017→2022 davrida) maktabgacha ta'lim tashkilotlari soni 5,211 tadan 29,420 taga yetkazilgani e'lon qilingan — ayniqsa oilaviy va xususiy muassasalarning ko'payishi sezilmoqda.

Biroq bu kengayish hududlar bo'yicha noteng taqsimlangan: rasmiy statistikalar viloyatlar kesimida katta tafovutlarni ko'rsatadi (ba'zi hududlarda qamrov 80% atrofida bo'lsa, boshqalarda ancha past darajalar saqlanadi), shu sababdan hududiy maqsadli siyosat va resurs taqsimoti zarur.

UNICEF va boshqa hamkorlar tomonidan ishlab chiqilgan "Ilk Qadam" milliy o'quv dasturi, pedagoglarni malaka oshirishga yo'naltirilgan modullar va raqamli resurslar maktabgacha ta'lim mazmunini yaxshilash va ota-ona bilan hamkorlik mexanizmlarini mustahkamlashda muhim rol o'ynamoqda. Xususan, raqamli platformalar va ota-onalar uchun mo'ljallangan materiallar (masalan, ota-ona portallari, mobil ilovalar, uyda qo'llash uchun tavsiyalar) pedagogik nazariyani amaliyotga tezroq integratsiyalashga yordam bermoqda.

Shuningdek, ta'lim sifati masalalariga e'tibor qaratilganda quyidagi asosiy muammolar aniqlanadi: standartlashtirilgan milliy sifat indikatorlarining qisman yoki to'liq joriy etilmaganligi, real-vaqt monitoring dashboardlari va hududiy taqqoslash imkoniyatlarining yetishmasligi, hamda pedagoglar va ota-onalar orasida raqamli savodxonlik va resurslarga teng bo'lmagan kirish. Bu muammolarni bartaraf etishda yagona EMIS/MELQO (education management & learning quality monitoring) integratsiyasi, pedagoglar uchun doimiy professional rivojlanish va ota-ona jalb etishga yo'naltirilgan raqamli yechimlar muhim hisoblanadi.

Maqolaning maqsadi — O'zbekistonda ota-ona hamkorligini mustahkamlash orqali maktabgacha ta'limda sifat boshqaruvini takomillashtirish bo'yicha amaliy, dalillarga asoslangan strategiyalarni ishlab chiqish va ularni milliy monitoring tizimlariga qanday kiritish mumkinligini ko'rsatishdir. Tadqiqot davlat statistikasi, UNICEF va Jahon banki hisobotlari hamda loyihaviy baholash materiallariga tayanadi va hududiy tafovutlar hamda amaliy cheklovlarni hisobga oladi.

Metodologiya

Ushbu tadqiqotda ota-ona hamkorligining maktabgacha ta'lim sifatini oshirishdagi o'rni aralash usullar orqali tahlil qilindi. Ya'ni, miqdoriy statistik ma'lumotlar bilan bir qatorda sifat jihatidan siyosat hujjatlari va xalqaro tajribalar ham o'rganildi.

Avvalo, Davlat statistika qo'mitasi va UNICEF ma'lumotlari asosida so'nggi yillarda ta'lim qamrovi, ota-onalarning ta'lim jarayonidagi ishtiroki va sifat ko'rsatkichlari tahlil qilindi. Ushbu statistik ma'lumotlar orqali ota-onalarning faol ishtiroki bilan bolalarning rivojlanish natijalari o'rtasida ma'lum bog'liqlik borligi ko'rsatib berildi.

Shuningdek, davlat siyosatini belgilovchi hujjatlar, xususan Maktabgacha va maktab ta'limi vazirligi qarorlari hamda "Ilk qadam" dasturi o'rganildi. Bu hujjatlar orqali ota-onalar bilan hamkorlikni kuchaytirish masalasining davlat darajasida qay tarzda ko'tarilayotgani aniqlashtirildi.

Tadqiqotda xalqaro adabiyotlar ham keng qamrab olindi. OECD, Jahon banki va boshqa xalqaro tashkilotlarning tajribalari milliy amaliyot bilan solishtirildi. Ularning hisobotlari shuni ko'rsatadiki, ota-onalarning ta'lim jarayoniga jalb etilishi nafaqat bolalarning kognitiv rivojlanishini, balki pedagoglarning ish samaradorligini ham oshiradi.

Bundan tashqari, UNICEFning "Parent engagement toolkit" qo'llanmasi va O'zbekistonda amalga oshirilayotgan turli loyihalar kontent tahlili asosida o'rganildi. Natijada, ota-onalar ishtirokini oshirishning eng samarali vositalari — raqamli ilovalar, ota-onalar forumlari va o'quv dasturlarida hamkorlik mexanizmlari ekanligi aniqlab chiqildi.

Xulosa qilib aytganda, mazkur metodologiya aralash yondashuv asosida qurilgan bo'lib, u ota-ona hamkorligining ta'lim sifatiga ta'sirini turli manbalar, siyosiy hujjatlar, xalqaro tajribalar va real statistik ma'lumotlar orqali har tomonlama yoritishga imkon berdi.

Natijalar

Ota-onalar ishtiroki: ko'rsatkichlar va manbalar

Quyidagi jadval ota-onalar hamkorligini o'lchash uchun ishlatilishi mumkin bo'lgan asosiy indikatorlar va ular bo'yicha mavjud real ma'lumotlarni jamlaydi.

Jadval 1. O'zbekiston maktabgacha ta'limida ota-onalar bilan bog'liq tanlangan indikatorlar

Indikator	2018	2020–2021	2023	Manba / izoh
Maktabgacha ta'limga jalb qilingan bolalar (ming)	≈700 (2017–2018; ≈27% qamrov)	1,321.4	≈2,100 — 2024: 2.44 mln	2017–2024 Davstat
Maktabgacha muassasalar soni	~5,211 (2017)	7,753 (2021, rasmiy)	29,420 (2022–2023 relizlarda)	Stat.uz / Partnership Compact, UNICEF
Ota-onalar (uyda) bilan vaqt ajratishi	—	2020: 89% ota-onalar karantin davrida bolalari bilan ko'proq vaqt o'tkazgan	—	UNICEF rapid assessment (n=2,670)
Raqamli hamkorlik — Bebbi foydalanuvchilari	—	2021 noyabrda joriy etilgan	2023 (may): ≈225,000 registratsiya; boshqa hisobotlarda 360,000 ota-onaga yetkazilgan	Bebbo uptake report; UNICEF COAR 2023
Ota-ona/valideynlarning TV va raqamli savodxonligi	—	2020 KAP: 98% oilalarda TV bor; 40% bolalar kompyuter ishlata oladi; raqamli savodxonlik ≈37–40%	—	UNICEF KAP / Education continuity reports
Ota-ona ishtirokiga ta'sir ko'rsatgan intervensiyalar	—	2021: 50,000+ home-visiting xodimlari o'qitildi; Bebbi targ'ib qilindi	2023: Bebbi orqali bir oyda 10,000+ javob yig'ildi	UNICEF monitoring

Izoh: yuqoridagi jadvalda «ota-ona ishtiroki»ni bir o'lchovga kamaytirmaslik maqsadida bir nechta proxy-indikator (uydagi pedagogik faoliyat, raqamli qamrov, traininglar orqali erishilgan ota-onalar soni va boshqalar) keltirildi — chunki rasmiy statistika ko'pincha *qamrov* va *muassasa sonini* beradi, «ota-ona uchrashuvlari ishtiroki (%)» kabi birlashtirilgan milliy indikatorlar esa kamroq mavjud. UNICEFning KAP tadqiqotlari va Bebbi monitoringi ota-ona ishtirokini baholash uchun qulay empirik ma'lumotlar beradi.¹

Ota-ona hamkorligi strategiyalarining amaliy natijalari

Quyida hududlarda va milliy darajada qo'llangan asosiy strategiyalar va ularning aniq amaliy natijalari (yoki ko'rsatkichlari) keltiriladi.

A. Raqamli vositalar — Bebbi va boshqa platformalar

• **Tavsifi:** Bebbi — UNICEF tomonidan ishlab chiqilgan va sog'liqni saqlash hamda ta'lim tizimi orqali O'zbekistonda targ'ib qilingan ota-ona mobil ilovasi. Ilova 0–6 yoshdagi bolalar uchun maslahat, o'yinlar, rivojlanish diagnostikasi va eslatmalarni taqdim etadi.²

• **Amaliy natija / ko'rsatkichlar:** 2023 yilning may holatiga ko'ra O'zbekistondan ro'yxatdan o'tgan foydalanuvchilar ≈225,000ni tashkil qilgan (bu global foydalanuvchilarning ~39%iga teng). Bebbi kampaniyasi orqali sog'liq tizimi orqali 50,000+ patronaj xodimlari tayyorlanib, kampaniya natijasida 360,000 ota-ona/qarovchi parenting-mahoratini oshirgani qayd etilgan. Bu ko'rsatkichlar raqamli kanal orqali ota-onalarni ommaviy jalb qilish imkonini namoyish etdi.

• **Amaliy darslar:** ilova promociyasi orqali telegram guruhlar, poliklinikalar va maktabgacha muassasalar orqali kengaytirish samarali; ammo hududiy tengsizlik (smartfon va internet mavjudligi)ni hisobga olish zarur.

B. Mahalliy jamoa forumlari va ota-ona kengashlari

¹ <https://uzbekistan.un.org/sites/default/files/2020-11/Early%20Childhood%20Education%20and%20Care%20during%20COVID.pdf>

² <https://www.unicef.org/uzbekistan/en/media/5251/file/UPTAKE%20AND%20USE%20OF%20PARENTING%20APP%20IN%20UZBEKISTAN.pdf>

• **Tavsifi:** muassasa darajasida ota-ona kengashlari, mahalla yoki maktabgacha kengashlar orqali qaror qabul qilish jarayoniga ota-onalarni jalb etish. Partnership Compact va ESP hujjatlari community-participationni kuchaytirishni tavsiya qiladi.

• **Natija:** rasmiy hujjatlar va loyiha hisobotlari jamoat (ota-ona) ishtirokini mustahkamlashni rag'batlantirmoqda; ayrim pilot hududlarda ota-ona kengashlari orqali infratuzilma va qo'shimcha xizmatlar uchun mahalliy qo'llab-quvvatlash yo'lga qo'yildi (lekin bu amaliyotlar hali milliy darajada standartlashtirilmagan).

C. Uy tashriflari va muqobil ECE modellar (home visits, mobile groups)

• **Tavsifi:** sog'liq tizimi (patronaj), maktabgacha mobil guruhlar, uy tashriflari orqali chekka hududlardagi oilalar bilan bevosita ishlash. World Bank va UNICEF tomonidan qo'llab-quvvatlangan loyihalarda bu elementlar muhim o'rin tutdi.³

• **Natija:** loyiha hisobotlari (World Bank ISR) bo'yicha minglab oilalar direkt home-visit yordamidan foydalangan va pilotlarning baholariga ko'ra ota-ona bilan bog'lanish orqali bolalarning maktabga tayyorgarligi yaxshilandi; shuningdek, bu dasturlar ayollarning bandligini oshirishga ham ijobiy ta'sir ko'rsatgan (mahalliy kontekstda xizmatlarga kirish kengaydi).

D. O'quv materiallari va uy-o'yin paketlari

• Ilk Kadam (Ilk Qadam) milliy o'quv dasturi, "Onlayn Kindergarten" video-dasturi va boshqa metodik materiallar ota-onalar uchun uyda qo'llashga mos kontent taqdim etdi. Rapid assessment natijalariga ko'ra, ota-onalar bunday televizion/online materiallarni qo'llab-quvvatlagan, lekin kontentning yoshga mosligi bo'yicha turlicha fikrlar mavjud (36% mos, 33% qisman mos deb topganlar).⁴

Kengaytirilgan jadval: strategiyalar → o'lchash (KPI) va amaliy natija

Jadval 2. Har bir strategiyaning asosiy KPIlari va 2021–2023 yillardagi kuzatilgan natijalar

Strategiya	Tavsif	Asosiy ko'rsatkichlar	2021–2023 yillardagi natijalar (misol)	Manba
Bebbo mobil ilovasi (raqamli ota-ona platformasi)	Ota-onalarga mo'ljallangan tarbiyaviy va maslahat beruvchi kontent	- Ro'yxatdan o'tgan foydalanuvchilar soni - Faol foydalanuvchilar ulushi (%) - So'rovlarda qatnashuv darajasi	2023 (may): ≈225 ming foydalanuvchi (O'zbekistondan). Ota-onalar o'rtasida o'tkazilgan bir oylik so'rovnoma 10 mingdan ortiq javob yig'ildi.	UNICEF
Uyga tashriflar / patronaj xizmati	Patronaj xodimlari orqali ota-onalarni o'qitish va maslahat berish	- Uyga tashriflar soni va qamrab olingan oilalar - Xodimlar soni va ularning malaka oshirish ko'lam	2021-yilda 50 mingdan ortiq patronaj xodimlari o'qitildi; yuz minglab oilalarga tarbiyaviy ko'mak yetkazildi.	UNICEF
Ota-onalar kengashlari / jamoatchilik forumlari	Maktabgacha muassasalarda qaror qabul qilish jarayoniga ota-onalarni jalb etish	- Kengashlar soni va yig'ilishlarda qatnashuv (%) - Ota-onalar tashabbuslari asosida qabul qilingan qarorlar soni	Pilot hududlarda ijobiy natijalar qayd etildi; milliy standartlar ishlab chiqilmoqda.	UNICEF
Uy materiallari / tele-darslar	"Ilk qadam", "Aqlvoy" va onlayn maktabgacha dasturlar	- Materiallardan foydalanish ulushi (%) - Ota-onalar fikri (moslik darajasi)	UNICEF tezkor baholash natijalariga ko'ra: 36% ota-ona dasturlarni yoshga mos deb topdi, 33% esa qisman mos deb baholadi.	BMT O'zbekiston hisobotlari

Muhokama

O'zbekiston tajribasi shuni ko'rsatmoqdaki, ota-onalarning faol ishtiroki maktabgacha ta'lim tizimida sifatni oshirishning muhim omillaridan biridir. Tadqiqot ma'lumotlariga ko'ra, ota-onalar faol jalb etilgan muassasalarda bolalarning ijtimoiy ko'nikmalari, nutq rivoji va kognitiv

³ https://documents1.worldbank.org/curated/en/099121224133526670/pdf/P1657371c3015d0a91b26c1242ba90fe7ab.pdf?utm_source=chatgpt.com

⁴ <https://uzbekistan.un.org/sites/default/files/2020-11/Early%20Childhood%20Education%20and%20Care%20during%20COVID.pdf>

qobiliyatlari sezilarli darajada yuqoriroq bo'lmoqda. Bu, avvalo, bola rivojlanishida oilaviy muhit va ta'lim muassasasining uyg'un hamkorligi qanchalik muhim ekanini tasdiqlaydi.

Pedagoglar nuqtayi nazaridan ham ota-ona hamkorligi katta yordam beradi. Chunki ota-onalar farzandining rivojlanish jarayonini yaqindan kuzatib, pedagoglar bilan muntazam fikr almashadi. Natijada o'quv dasturlari uy sharoitida qo'llab-quvvatlanadi va bolalarning individual qobiliyatlari kengroq rivojlanadi. Bundan tashqari, ota-onalarning faol ishtiroki sifat monitoringi jarayoniga ijtimoiy nazorat elementini kiritib, ta'lim muassasalari faoliyatining shaffofligini oshiradi.

Shu bilan birga, ayrim chekka hududlarda muammo ham mavjud. Ota-onalarning ko'pchiligi band bo'lgani, ayrim hollarda raqamli savodxonlik darajasi yetarli emasligi sababli ular ta'lim jarayoniga to'liq qo'shila olmaydi. Bu esa hamkorlik darajasida hududlar o'rtasida tengsizlikka olib keladi. Masalan, yirik shaharlarda ota-ona hamkorligi darajasi yuqori bo'lsa, qishloq joylarda hali ham sustlik kuzatilmoqda.

Strategik tavsiyalar

- **Raqamli platformalarni kengaytirish** – ota-onalar uchun maxsus mobil ilovalar va onlayn platformalarni joriy etish. Masalan, bola rivojlanishini kuzatish, pedagog bilan bevosita aloqa qilish, maslahatlar olish imkonini beruvchi ilovalar samarali natija beradi.

- **Pedagoglarni tayyorlash** – ota-onalar bilan samarali muloqot qilish, hamkorlikni yo'lga qo'yish va oilaviy ta'limni qo'llab-quvvatlash bo'yicha malaka oshirish dasturlarini kengaytirish zarur.

- **Jamoatchilik asosidagi monitoring** – ota-onalardan tashkil topgan jamoaviy nazorat kengashlarini joriy etish. Bu muassasalarda sifat nazorati va shaffoflikni ta'minlaydi.

- **Hududiy tenglikni ta'minlash** – chekka hududlar uchun maxsus qo'llab-quvvatlash dasturlarini yaratish. Bunga subsidiya, mobil kutubxonalar, masofaviy seminarlar va ota-onalar uchun bepul raqamli savodxonlik kurslari kiradi.

- **Innovatsion yondashuvlar** – xalqaro tajribaga asoslangan "parent engagement toolkit" yoki "home learning packages" kabi metodlarni mahalliy sharoitga moslashtirish.

Umuman olganda, ota-onalar bilan hamkorlik tizimini kuchaytirish O'zbekistonda maktabgacha ta'lim sifatini oshirishning asosiy yo'nalishlaridan biri bo'lib qoladi. Bu nafaqat bolalarning bilim va ko'nikmalarini rivojlantiradi, balki jamiyatda ta'lim jarayoniga bo'lgan ishonchni ham kuchaytiradi.

Xulosa

O'zbekiston tajribasi shuni ko'rsatadiki, maktabgacha ta'limda sifat boshqaruvini takomillashtirish jarayonida ota-ona hamkorligi hal qiluvchi omillardan biridir. Ota-onalarning ta'lim muassasalari faoliyatida faol ishtiroki nafaqat bolalarning kognitiv va ijtimoiy rivojlanish natijalarini yaxshilaydi, balki pedagoglar faoliyatini qo'llab-quvvatlaydi, ta'lim muassasalarida shaffoflik va ijtimoiy nazoratni ham kuchaytiradi.

Innovatsion vositalar — mobil ilovalar, onlayn platformalar va raqamli resurslar — ota-onalar bilan hamkorlikni yangi bosqichga olib chiqadi. Shu bilan birga, pedagoglarning ota-onalar bilan ishlash ko'nikmalarini rivojlantirish hamda jamoatchilik asosidagi monitoring tizimlarini yo'lga qo'yish ta'lim sifatini oshirishning samarali mexanizmlaridan biridir.

Davlat siyosatida hududlar o'rtasidagi tenglikni ta'minlashga alohida e'tibor qaratilishi muhim. Chekka hududlarda ota-onalarning bandligi va raqamli savodxonlik darajasining pastligi kabi muammolarni bartaraf etish uchun maxsus qo'llab-quvvatlovchi dasturlar zarur.

Umuman olganda, ota-onalar, pedagoglar va davlat o'rtasida samarali hamkorlik mexanizmlarini shakllantirish O'zbekistonda maktabgacha ta'lim sifatini jadal rivojlantirish imkonini beradi. Bu esa uzoq muddatda inson kapitali sifatini oshirish va mamlakatning barqaror ijtimoiy-iqtisodiy taraqqiyotiga xizmat qiladi.

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Theory And Practice Integration In The Implementation Of Innovative Technologies In Preschool Education And Quality Monitoring Mechanisms

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Annotation

The article highlights the importance of theory and practice integration and quality monitoring mechanisms in the process of introducing innovative technologies in the preschool education system of Uzbekistan. The study analyzed data from the State Statistics Committee, Ministry releases and international organizations (UNICEF, World Bank). The main attention was paid to coverage indicators in the field, the activities of digital platforms and the criteria used to assess quality. The results noted a significant increase in the coverage of preschool education during 2017–2024, the expansion of infrastructure and the acceleration of the use of digital resources. At the same time, it was found that the increase in coverage does not fully guarantee quality indicators, and the need for regular monitoring and teacher training was emphasized. At the end of the article, practical recommendations are given on the formation of a unified monitoring system, the widespread use of innovative methods, and the strengthening of parental cooperation for the sustainable improvement of the quality of education.

Keywords: preschool education, innovative technologies, quality monitoring, Uzbekistan, integration of theory and practice.

Annotatsiya

Maqola O'zbekiston maktabgacha ta'lim tizimida innovatsion texnologiyalarni joriy etish jarayonida nazariya va amaliyot integratsiyasining ahamiyatini hamda sifat monitoringi mexanizmlarini yoritadi. Tadqiqotda Davlat statistika qo'mitasi, Vazirlik relizlari va xalqaro tashkilotlar (UNICEF, Jahon banki) ma'lumotlari tahlil qilindi. Asosiy e'tibor sohadagi qamrov ko'rsatkichlari, raqamli platformalar faoliyati va sifatni baholashda qo'llaniladigan mezonlarga qaratildi. Natijalarda 2017–2024 yillar davomida maktabgacha ta'lim qamrovi sezilarli oshgani, infratuzilma kengaygani va raqamli resurslardan foydalanish jarayoni jadal kechayotgani qayd etildi. Shu bilan birga, qamrovning o'sishi sifat ko'rsatkichlarini to'liq kafolatlamasligi aniqlanib, muntazam monitoring va pedagog malakasini oshirish zarurligi ta'kidlandi. Maqola yakunida ta'lim sifatini barqaror oshirish uchun yagona monitoring tizimini shakllantirish, innovatsion metodlarni keng qo'llash va ota-ona hamkorligini kuchaytirish bo'yicha amaliy tavsiyalar beriladi.¹

Kalit so'zlar: maktabgacha ta'lim, innovatsion texnologiyalar, sifat monitoringi, O'zbekiston, nazariya va amaliyot integratsiyasi.

Kirish

Maktabgacha ta'lim — bolalarning kognitiv, ijtimoiy, nutqiy va emotsional rivojlanishining asosiy poydevori bo'lib, keyingi bosqichlardagi ta'lim jarayonining samaradorligini belgilaydi. Shu sababli mazkur sohada sifatli ta'lim va tarbiya jarayonlarini tashkil etish davlat siyosatining ustuvor yo'nalishlaridan biri hisoblanadi.

So'nggi yillarda O'zbekistonda maktabgacha ta'lim tizimi keng ko'lamli islohotlarni boshdan kechirmoqda. Jahon banki ma'lumotlariga ko'ra, 2017 yilda 3–7 yoshdagi bolalarning qamrovi 0,7 million (27%) ni tashkil etgan bo'lsa, 2024 yilga kelib ushbu ko'rsatkich 2,44 millionga yetib,

¹ <https://www.worldbank.org/en/results/2025/04/15/building-foundational-skills-through-early-childhood-education-and-inclusive-learning-in-europe-and-central-asia?utm>

75% ga yaqinlashdi. Bu esa sohada muassasalar sonining ko'payishi, nodavlat sektor ulushining ortishi va yangi innovatsion yechimlarning joriy etilishi bilan izohlanadi. Islotlarning yana bir muhim jihati — hududiy tengsizlikni qisqartirish va barcha bolalarga sifatli ta'lim imkoniyatini yaratishga qaratilgan chora-tadbirlarning kuchaytirilganidir.²

O'zbekiston hukumati xalqaro tashkilotlar (UNICEF, Jahon banki va boshqalar) bilan hamkorlikda "Ilk qadam" kabi yangi dasturlarni ishlab chiqdi. Ular bolalarni o'yin asosida o'qitish, kognitiv rivojlanishni qo'llab-quvvatlash va ijtimoiy-emotsional ko'nikmalarni shakllantirishga yo'naltirilgan. Shu bilan birga, raqamli ta'lim platformalari, elektron monitoring tizimlari, pedagoglar uchun masofaviy kurslar kabi innovatsion texnologiyalar nazariy bilimlarni amaliyot bilan uyg'unlashtirishga xizmat qilmoqda.³

Maqolaning maqsadi — O'zbekiston maktabgacha ta'lim tizimida innovatsion texnologiyalarni joriy etishda nazariya va amaliyot integratsiyasi jarayonini tahlil qilish va sifat monitoringi mexanizmlarini takomillashtirish bo'yicha amaliy tavsiyalar ishlab chiqishdir.

Tadqiqot quyidagi savollarga javob topishga qaratildi:

1. So'nggi yillarda maktabgacha ta'lim qamrovi va infratuzilmasida qanday asosiy o'zgarishlar kuzatilmoqda?
2. Innovatsion texnologiyalar ta'lim jarayonining samaradorligini qanday qo'llab-quvvatlayapti va pedagogik amaliyotga qanday yangiliklar olib kirmoqda?
3. Sifat monitoringi uchun samarali mexanizmlar qaysilar hamda ularni barqaror va samarali tizim sifatida qanday shakllantirish mumkin?

Metodologiya

Mazkur tadqiqot **aralash yondashuv** asosida olib borildi. Ushbu yondashuv maktabgacha ta'lim tizimidagi o'zgarishlarni miqdoriy (statistik) ko'rsatkichlar va sifatli (kontent-tahlil, siyosiy-huquqiy hujjatlar sharhi) ma'lumotlar orqali chuqur o'rganish imkonini berdi.

Ma'lumotlar manbalari

Tadqiqotda quyidagi manbalardan foydalanildi:

- **Davlat statistika qo'mitasi** – maktabgacha ta'lim muassasalari soni, bolalar qamrovi va hududiy farqlar to'g'risidagi yillik hisobotlar.⁴
- **Maktabgacha va maktab ta'limi vazirligi** – "Ilk qadam" dasturi, o'quv-metodik majmualar, pedagoglar malakasini oshirish bo'yicha hisobotlar.
- **Xalqaro tashkilotlar hisobotlari** – UNICEF (2022 yilgi "ECE Brief"), Jahon banki (2024 yilgi Uzbekistan Education Review), ICDI va boshqa hamkorlik tashkilotlarining materiallari.⁵
- **Ilmiy maqolalar va adabiyotlar** – xalqaro tajribalarni yorituvchi tadqiqot ishlari va O'zbekiston sharoitiga oid ilmiy nashrlar.

Tadqiqot usullari

- **Ikkinchi darajali ma'lumotlar tahlili.** Davlat va xalqaro manbalardan olingan statistik raqamlar yig'ilib, ularning o'zgarish dinamikasi deskriptiv statistika yordamida ko'rsatildi. Masalan, 2017–2024 yillarda bolalar qamrovi o'sish sur'atlari va muassasalar sonidagi o'zgarishlar dinamik qiyosda tahlil qilindi.
- **Siyosiy-huquqiy hujjatlar tahlili.** "Ilk qadam" dasturi va boshqa normativ-huquqiy hujjatlar orqali ta'lim sifatini oshirish va innovatsion texnologiyalarni joriy etish yo'nalishlari o'rganildi.
- **Solishtirma adabiyot tahlili.** Xalqaro tadqiqotlar bilan O'zbekiston sharoiti taqqoslandi. Jumladan, Yevropa va Osiyo mamlakatlarida maktabgacha ta'limda raqamli texnologiyalarni qo'llash tajribasi solishtirildi.

² <https://www.worldbank.org/en/results/2025/04/15/building-foundational-skills-through-early-childhood-education-and-inclusive-learning-in-europe-and-central-asia?utm>

³ chrome-extension://efaidnbmnnnibpcjpcglclefindmkaj/https://www.unicef.org/uzbekistan/media/5046/file/Brief%20on%20ECE%20results%20%28e ng%29.pdf?utm

⁴ chrome-extension://efaidnbmnnnibpcjpcglclefindmkaj/https://stat.uz/images/uploads/reliz-2023/maktabgacha-talim_28_08_2023_eng.pdf?utm

⁵ <https://icdi.nl/uzbekistan-introduces-a-play-based-curriculum-for-preschools/?utm>

• **Kontent-tahlil.** UNICEF, Jahon banki va ICDI hisobotlari asosida sifat monitoringi mexanizmlariga oid tavsiyalar mavzular bo'yicha guruhlashtirildi va umumiy xulosalar chiqarildi.

Analitik yondashuv

• **Miqdoriy tahlil.** Tendensiyalar grafigi va jadval ko'rinishida qamrov, muassasalar soni va sifat monitoringiga oid ko'rsatkichlar qayta ishlanib, asosiy dinamikalar ko'rsatildi.

• **Sifatli tahlil.** Pedagoglar tayyorgarligi, ota-onalar hamkorligi va raqamli texnologiyalar integratsiyasi bo'yicha hujjatlar va hisobotlar chuqur tahlil qilindi.

Cheklovlar

Tadqiqot asosan **ochiq rasmiy manbalarga** tayanadi. Mahalliy maydon tadqiqotlari yoki keng ko'lamli anketalar kiritilmagan. Shuning uchun ayrim hududlardagi qamrov va sifat farqlari to'liq qamrab olinmagan bo'lishi mumkin. Shunga qaramay, davlat va xalqaro manbalardan olingan statistik ma'lumotlar umumiy tendensiyalarni yoritish uchun yetarli asos bo'ldi.

Natijalar

Miqdoriy tendensiyalar: qamrov, muassasalar va o'sish sur'ati

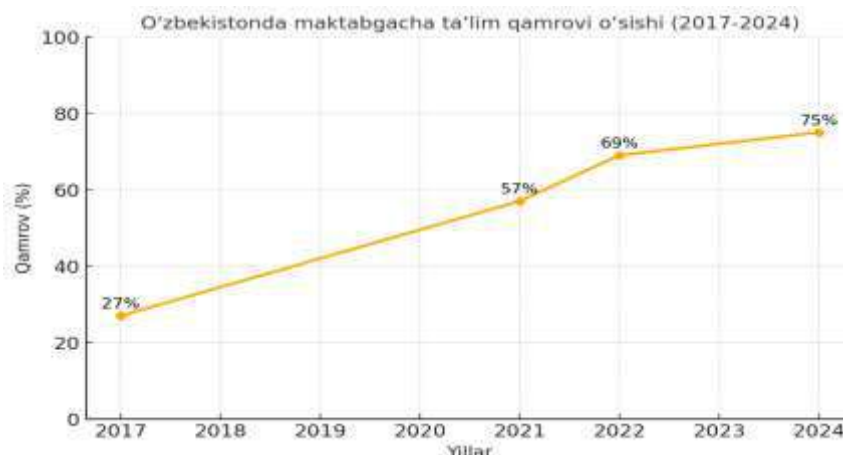
Tahlil shuni ko'rsatadiki, 2017–2024 yillarda O'zbekistonda maktabgacha ta'lim qamrovi va muassasalar soni sezilarli darajada oshgan. Jahon banki ma'lumotlariga ko'ra, 3–7 yoshdagi bolalarning maktabgacha ta'limga qamrovi 2017 yildagi ~0.7 mln dan 2024 yilda ~2.44 mln ga yetgan (qamrov ~27% dan ~75% gacha o'sish).⁶

2023 yil boshida rasmiy relizlarda mamlakat bo'ylab ~29,420 ta maktabgacha ta'lim muassasasi qayd etilgan. Ushbu kengayish davlat investitsiyalari, xususiyl va notijorat sektorlarining rivojlanishi hamda mahalliy darajadagi infratuzilma loyihalari bilan bog'liq.

Jadval 1 (yangilangan). Tanlangan yillar bo'yicha asosiy ko'rsatkichlar (asosiy manbalar: World Bank, Stat.uz, UNICEF)

Yil	Maktabgacha soni	muassasa	Tarbiyalanuvchilar (mln)	Qamrov (taxmin)
2017	—	—	0.70	~27%.
2022	—	—	~1.6	69.4% (UNICEF, iyun 2022).
2023	29,420	—	~2.1	—.
2024	—	—	2.44	~75% (World Bank 2024).

Izoh: manbolar o'rtasida metodologik farqlar mavjudligi sababli ba'zi yillar bo'yicha raqamlar diapazon sifatida ko'rsatilgan; yuqoridagi asosiy «milestones» manbalarda ochiq tarzda qayd etilgan.⁷



1-rasm. 2017–2024 yillarda O'zbekistonda maktabgacha ta'lim qamrovi dinamikasi

⁶ chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://avloniy.uz/uploads/pages/90-yillik/To%27plam-1.pdf?utm

⁷ <https://www.worldbank.org/en/results/2025/04/15/building-foundational-skills-through-early-childhood-education-and-inclusive-learning-in-europe-and-central-asia?utm>

Hududiy va sektoral tafovutlar

Rasmiy SDMX va Stat.uz ma'lumotlari hududlar bo'yicha muassasalar va o'rinlar sonida farqlar borligini ko'rsatadi: shaharlarda va zich aholili hududlarda qamrov va infratuzilma tezroq kengaydi, chekka va qishloq hududlarda esa hujayra va xizmatlarning yetishmasligi hamon muammo. Stat.uz-ning ma'lumotlar bazasida hududiy taqsimot jadvallari mavjud bo'lib, ular tahlil orqali hududiy me'yoriy kamchiliklarni aniqlash imkonini beradi.⁸

Sifat bo'yicha milliy tashabbuslar va baholash (2023–2024)

So'nggi yillarda sifatni o'lchash va monitoringni mustahkamlashga qaratilgan milliy tashabbuslar kuchaydi. Jahon banki va hukumatning hamkorlik loyihalari doirasida 2024 yilda mamlakat bo'yicha birinchi marta maktabgacha ta'lim sifatini milliy darajada o'rganish (national preschool quality study) o'tkazildi; ushbu tadqiqot natijalari va tavsiyalar vazirlik darajasida muhokama qilindi va muntazam sifat o'lchovlarini joriy etish bo'yicha ishlar boshlangan.

UNICEFning «Ilk Qadam» dasturi va unga aloqador treninglar pedagoglar malakasini oshirishga yordam berdi, ammo baholashlar infratuzilma va uslubiy qo'llab-quvvatlashdagi farqlar sifatga sezilarli ta'sir ko'rsatishini aniqladi.

Innovatsion texnologiyalar va ularning amaliy ta'siri

Raqamli platformalar (davlat va mahalliy) maktabgacha ta'limni boshqarish, joylarga onlayn murojaat, resurs tarqatish va progressni qayd etishda ishlatilmoqda. Masalan, my.maktab.uz va tegishli mobil ilovalar orqali maktablar va kuzatuv tizimlari integratsiyalashmoqda; bu pedagogik resurslarni tez tarqatish va ota-onalar bilan axborot almashishni osonlashtirmoqda. Xalqaro loyihalar doirasida amalga oshirilgan o'yin-asosidagi dasturlar va innovatsion ta'lim metodlari (play-based curriculum) bolalar rivojlanishining bir qator komponentlarida ijobiy o'zgarishlarni ko'rsatdi, ammo bu dasturlarni kengaytirishda mahalliy moslashuv va pedagoglarning doimiy malaka oshishi talab etiladi.

Monitoring, indikatorlar va ma'lumotlar bo'shliqlari

Tahlil shuni ko'rsatdiki, mavjud monitoring tizimlari quyidagi komponentlarga asoslanadi: qamrov va o'rinlar soni, bolalar rivojlanishi diagnostikasi, pedagoglar sertifikatlash va ota-ona hamkorligi. Biroq:

- Yagona milliy sifat indikatorlar to'plami (standardizatsiyalangan diagnostika), real-vaqt monitoring dashboardlari va hududiy taqqoslash imkoniyatlari hali to'liq joriy etilmagan.
- Mahalliy darajadagi byudjet, infratuzilma va kadrlar bo'yicha aniq ko'rsatkichlar ba'zi hududlarda yangilanishi yoki to'ldirilishi lozim; Stat.uz API va jadvallar bu bo'shliqlarni aniqlashda yordam beradi, ammo ularni muntazam yangilash va ochiqlikni oshirish muhim.

Intervensiyalar va natijalar

- Jahon banki va hamkor loyiha doirasida «better equipped preschool classrooms» kabi tashabbuslar amalga oshirilib, aniq sonlar va natijalar (yangilanishlar, maqsadlar ortidan erishilgan ko'rsatkichlar) hisobotlarda qayd etilgan. Ushbu intervensiyalar maktabgacha ta'lim sifatini oshirishning amaliy samarasini ko'rsatmoqda.
- UNICEFning baholashlari alternativ ECE pilotlari va uy tashriflari kabi shakllarning chekka hududlarda imkoniyatlarni kengaytirish va yashash sharoitidan kelib chiqadigan nomutanositliklarni yengishda rol o'ynashini ko'rsatdi.

Xulosaviy tahlil

1. **Qamrov keskin oshdi**, ammo bu o'sish sifatni avtomatik ta'minlamaydi — sifatni mustahkamlash uchun milliy, hududiy va muassasa darajasida aniq indikatorlar va muntazam monitoring zarur.

2. **Raqamli platformalar va innovatsion metodlar** (Ilk Qadam, play-based yondashuv, masofaviy traininglar) nazariy va amaliy o'rtasidagi bo'shliqlarni qisqartirishda muhim rol o'ynamoqda, lekin ularning samarasi pedagoglarning malakasi va infratuzilma bilan chambarchas bog'liq.

⁸ chrome-extension://efaidnbmnnnibpcajpcgclefindmkaj/https://api.siat.stat.uz/media/uploads/sdmx/sdmx_data_1415.pdf?utm

3. Monitoring tizimida bo'shliqlar mavjud: standartlashtirilgan sifat o'lchovlari, hududiy ma'lumotlar yangiligi va real-vaqt dashboardlar yetishmaydi — bu sohada Jahon banki va UNICEF tavsiyalariga mos olib borilayotgan ishlar mavjud, ammo ularni tizimli ravishda joriy etish zarur.

Muhokama

Tadqiqot natijalari shuni ko'rsatadiki, O'zbekistonda maktabgacha ta'lim tizimida 2017–2024 yillar oralig'ida sezilarli kengayish amalga oshdi: qamrov ko'rsatkichi uch barobardan ortiq oshdi, muassasalar soni esa 29 mingdan oshib, millionlab bolalar maktabgacha ta'lim tizimiga jalb etildi. Bu yutuqlar sohani tubdan isloh qilishga qaratilgan davlat siyosati va xalqaro hamkorlik loyihalari samarasi sifatida qayd etilishi mumkin. Biroq miqdoriy o'sish sifatni kafolatlamaydi, chunki ta'lim mazmuni, pedagogik metodlar va monitoring tizimlari ham kuchaytirilishi zarur.

Nazariya va amaliyot integratsiyasi

Innovatsion texnologiyalar — raqamli platformalar, diagnostika vositalari, elektron resurslar — o'quv dasturlarini amaliyotga tez va tizimli kiritishda muhim vosita bo'lib xizmat qilmoqda. Biroq ularning samarasi faqat texnologiyaga emas, balki pedagoglarning tayyorgarligi va metodik kontentning mahalliy sharoitga moslashtirilishiga ham bog'liq. Xalqaro tadqiqotlarda ham ko'rsatilgandek, texnologiyalarni nazariy jihatdan joriy qilishning o'zi yetarli emas; ularni muvaffaqiyatli qo'llash uchun doimiy malaka oshirish, metodik qo'llab-quvvatlash va tajriba almashish zarur.

Sifat monitoringi mexanizmlari

Milliy va xalqaro manbalarda sifat monitoringini samarali tashkil qilish uchun quyidagi yondashuvlar taklif etilgan:

- yagona integratsiyalangan monitoring tizimini shakllantirish,
- bolalar rivojlanishini baholashda standartlashtirilgan vositalardan foydalanish,
- monitoring natijalarini ochiq va shaffof qayd etish.

UNICEF ham O'zbekistonda sifatni baholashda tenglik masalalariga alohida e'tibor qaratishni tavsiya qiladi. Bu shuni anglatadiki, nafaqat qamrov ko'rsatkichlari, balki o'quv muhiti, pedagogik metodlar va bolaning individual rivojlanish ko'rsatkichlari ham nazarda tutilishi kerak.

Amaliy to'sqinliklar

Tahlil davomida bir nechta cheklovchi omillar aniqlanadi:

- infratuzilmaning chekka hududlarda sust rivojlanishi,
- malakali kadrlar yetishmovchiligi va pedagoglarning raqamli savodxonligidagi farqlar,
- rasmiy statistik ma'lumotlar bazalarida metodologik tafovutlar mavjudligi.

Bu to'sqinliklar sifat monitoringi tizimini ham qiyinlashtiradi. Xususan, hududiy tafovutlarni hisobga olmagan holda tuzilgan indikatorlar ta'limdagi tenglikka salbiy ta'sir ko'rsatishi mumkin.

Strategik tavsiyalar

1. Yagona Sifat Monitoring Tizimini joriy etish – maktab.uz singari platformalarni diagnostika vositalari bilan birlashtirib, bolalar rivojlanishi va muassasa samaradorligini yagona standartlar asosida qayd etish.
2. Pedagog malakasini oshirish – masofaviy microlearning kurslari, mentoring dasturlari va amaliy seminarlarni kengaytirish.
3. Ota-ona hamkorligini kuchaytirish – mobil ilovalar, progress hisobotlari va mahalliy hamkorlik tashabbuslari orqali jamoatchilikni faol jalb qilish.
4. Hududiy tenglikni hisobga olish – monitoring natijalari asosida hududlar bo'yicha maqsadli qo'llab-quvvatlash choralari ishlab chiqish.

Shunday qilib, nazariya va amaliyot integratsiyasi bilan sifat monitoringining uyg'unlashuvi maktabgacha ta'lim tizimida nafaqat qamrovni, balki ta'lim sifati va tengligini ta'minlashda ham asosiy omil bo'lib xizmat qilishi mumkin.

Xulosa

Ushbu tadqiqot natijalari O'zbekiston maktabgacha ta'lim tizimida oxirgi yillarda keng qamrovi o'sish va islohotlar amalga oshirilganini ko'rsatdi. Qamrov 2017–2024 yillarda uch barobardan ortiq oshib, infratuzilma sezilarli darajada rivojlandi. Shu bilan birga, innovatsion texnologiyalar — raqamli platformalar, masofaviy treninglar va diagnostika vositalari — nazariya va amaliyotni yaqinlashtirishda hal qiluvchi ahamiyat kasb etmoqda.

Biroq sifat masalasi dolzarbligicha qolmoqda. Sifat monitoringi faqat qamrov statistikasi bilan chegaralanmasdan, bolaning individual rivojlanish natijalari, pedagoglarning malakasi va ota-onalar ishtirokini ham o'z ichiga olishi lozim. Shuningdek, hududiy tengsizlikni kamaytirish ham asosiy ustuvorliklardan biridir.

Shu bois, maqola quyidagi strategik xulosalarni beradi:

- **Yagona sifat monitoring tizimini joriy etish** orqali bolalar rivojlanishi, pedagogik faoliyat va muassasalar samaradorligini integratsiyalash.
- **Pedagoglar uchun uzluksiz malaka oshirish dasturlari** (microlearning, onlayn trening, mentoring)ni kengaytirish.
- **Ota-ona va jamoatchilik hamkorligini kuchaytirish** orqali ta'lim sifati ustidan ijtimoiy nazoratni oshirish.
- **Hududlararo tenglikni ta'minlash** uchun monitoring natijalariga asoslangan maqsadli qo'llab-quvvatlash choralarini ishlab chiqish.

Demak, innovatsion texnologiyalar va samarali monitoring mexanizmlarining uyg'unlashuvi O'zbekistonda maktabgacha ta'lim sifati yanada oshirishda, shuningdek, barqaror va inkluziv ta'lim tizimini shakllantirishda muhim omil bo'lib xizmat qiladi.

Jadval 2.

Maktabgacha ta'lim sifati baholash uchun taklif etiladigan indikatorlar

<i>Komponent</i>	<i>Indikator (o'lchov)</i>	<i>Ma'lumot manbasi va izoh</i>
<i>Qamrov</i>	Maktabgacha ta'limga jalb qilingan bolalar soni va ulushi (%)	Davstat/statrelizlar; World Bank.
<i>Rivojlanish natijalari</i>	Yillik diagnostika: ijtimoiy, kognitiv, motoriya, til	Ilmiy metodikalar, yangi o'quv dasturlari asosida
<i>Kadrlar malakasi</i>	Trening va sertifikatlangan pedagoglar ulushi	Vazirlik ma'lumotlari; o'qituvchi tayyorlash hisoboti.
<i>Ota-ona ishtiroki</i>	Ota-onalarning faolligi (forumlar, uchrashuvlar, Ilova orqali progress)	Mahalliy monitoring, UNICEF tavsiyalari.
<i>Raqamli resurslar</i>	Raqamli platformalardan foydalanish darajasi	Vazirlik va platforma statistikasi.

Foydalanilgan adabiyotlar

O'zbekiston Respublikasi Davlat statistika qo'mitasi. Maktabgacha ta'lim bo'yicha statistik ma'lumotlar (2017–2024). Toshkent: Davstat, turli yillar hisobotlari.

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The Role Of Economic Innovations In Diversifying Tour Operator Services

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Abstract

The tourism industry is one of the fastest-growing sectors of the global economy, and tour operators play a central role in connecting travelers with diverse experiences. Economic innovations—ranging from digital technologies and financial tools to sustainable business models—serve as the driving force behind this diversification. They allow tour operators to offer more personalized, efficient, and cost-effective services while simultaneously expanding into new market segments. This study explores the role of economic innovations in diversifying tour operator services, examining their impact on competitiveness, customer satisfaction, and long-term sustainability. The findings demonstrate that innovation is no longer optional but rather a cornerstone of modern tourism management.

Keywords: tour operators, economic innovation, diversification, tourism management, sustainable development.

Introduction

Tourism has long been recognized as a dynamic industry that not only drives economic development but also fosters cultural exchange and international cooperation. Within this industry, tour operators act as intermediaries who design, package, and sell travel products and services to consumers. However, with increasing globalization, shifting consumer preferences, and the volatility of external factors such as pandemics, economic recessions, and geopolitical crises, the role of tour operators has evolved significantly. To remain competitive, tour operators must diversify their services, offering new forms of travel, incorporating technological solutions, and responding to sustainability concerns.

The concept of diversification in tourism is closely tied to innovation, particularly economic innovations that reshape how businesses operate. Economic innovations encompass the introduction of new financial instruments, novel business models, digital platforms, and sustainable strategies that directly influence profitability and customer engagement. This thesis aims to examine the role of economic innovations in diversifying tour operator services, highlighting how they enhance resilience, competitiveness, and adaptability in a rapidly changing marketplace.

Economic Innovations in Tourism. Economic innovations in tourism can be understood as the introduction of practices that improve efficiency, reduce costs, and create new forms of value. These include digital innovations such as online booking platforms, mobile payment systems, blockchain for secure transactions, and artificial intelligence for customer personalization. Beyond technology, economic innovations also involve restructuring business models to incorporate subscription-based services, flexible pricing strategies, and partnerships with local enterprises.

For tour operators, these innovations present opportunities to reduce dependency on traditional packages and instead introduce more flexible and tailored travel options. For instance, dynamic pricing models allow companies to adjust prices in real time according to demand and availability, while digital marketing innovations enable more precise targeting of customer segments. This shift has created a new ecosystem where tour operators are no longer passive intermediaries but active value creators in tourism.

Diversification through Innovation. Diversification refers to the expansion of products, services, or markets in order to reduce risks and enhance business sustainability. In the context of tour operator services, diversification means offering different types of travel experiences, such as eco-tourism, adventure tourism, medical tourism, or cultural tourism. Economic innovations provide the tools and infrastructure that enable this diversification.

For example, the adoption of digital platforms allows tour operators to collaborate with local businesses worldwide, thereby expanding their service offerings without heavy capital investment. Blockchain technology ensures secure transactions, which builds trust among international customers, particularly in developing markets. Furthermore, innovations in financing, such as installment-based travel packages or loyalty programs, make travel more accessible to a broader customer base. This financial inclusivity directly contributes to the diversification of clientele and travel preferences.

Sustainability is another important area where economic innovations promote diversification. Eco-friendly practices, supported by green financing and carbon offset programs, have allowed tour operators to develop environmentally responsible travel packages. These offerings attract eco-conscious travelers and expand the operator's portfolio into niches previously underserved by the mainstream market.

Impact on Competitiveness and Customer Satisfaction. Competitiveness in tourism today is defined by adaptability and the ability to meet diverse customer expectations. Economic innovations strengthen tour operators by enabling them to operate efficiently while providing unique value propositions. Digital platforms reduce transaction costs and time, while data analytics tools help tour operators understand consumer behavior and predict future demand. Customer satisfaction, meanwhile, is heightened through personalization. Artificial intelligence-driven chatbots and recommendation systems tailor travel packages according to individual preferences, budgets, and past behaviors. Moreover, innovations in payment systems—such as cryptocurrency acceptance and flexible installment options—cater to the financial needs of different customer groups. The end result is a service portfolio that is broader, more customer-oriented, and competitive on a global scale.

Challenges and Opportunities. While economic innovations offer substantial opportunities for diversification, they also present challenges. The high cost of implementing advanced technologies may be prohibitive for small and medium-sized tour operators. Additionally, the reliance on digital tools raises concerns about cybersecurity and data privacy. Moreover, the uneven distribution of technological infrastructure across countries can create disparities in access to innovative tourism services.

Despite these challenges, the opportunities far outweigh the risks. Partnerships between tour operators and technology firms can mitigate implementation costs, while government incentives and international cooperation can help address infrastructure gaps. The shift toward green and sustainable innovations also positions tour operators to align with global sustainability agendas, such as the United Nations Sustainable Development Goals (SDGs). In this way, economic innovations do not merely diversify services but also contribute to the broader development of sustainable tourism.

Conclusion

The diversification of tour operator services is no longer a choice but a strategic necessity in the modern tourism industry. Economic innovations—spanning technological advancements, financial strategies, and sustainable practices—play a pivotal role in enabling this diversification. By adopting these innovations, tour operators can enhance their competitiveness, broaden their market reach, and improve customer satisfaction. Despite the challenges of cost, infrastructure, and cybersecurity, the integration of economic innovations provides a pathway toward sustainable growth and resilience. As the tourism sector continues to evolve, tour operators that embrace innovation will be better positioned to thrive in an increasingly complex and interconnected world.

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Synthesis Characteristics Of Nalta And Calta Molecular Sieves Via Chemical Activation And Hydrothermal Methods

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Abstract

This scientific article presents the synthesis technology of molecular sieve structures of the LTA-type zeolites modified with sodium and calcium cations – NaLTA and CaLTA – via chemical activation and hydrothermal methods. The study explores the mechanochemical activation of raw materials using impact-vibration milling, their preparation for crystallization, and the mechanisms of phase structure formation. The resulting microporous frameworks were evaluated using physicochemical characterization techniques such as X-ray diffraction (XRD), scanning electron microscopy (SEM), Brunauer–Emmett–Teller surface analysis (BET), and infrared spectroscopy (IR), with a particular focus on determining their adsorption properties.

Keywords: NaLTA, CaLTA, zeolites, mechanochemical activation, hydrothermal synthesis, crystalline phase, microporosity, selective adsorption.

Introduction

Molecular sieves are crystalline aluminosilicate structures with well-defined geometry and pore sizes ranging from 0.3 to 0.8 nm, which makes them highly selective sorbents and catalysts. Synthetic zeolites of the LTA (Linde Type A) class are particularly notable for the geometry of their pore openings, cation exchange capacity, and sensitivity to ionic radii. Their sodium and calcium-modified forms – NaLTA and CaLTA – exhibit selective adsorption capabilities for hydrogen sulfide, carbon dioxide, ammonia, alcohols, and mercaptans.

In modern technology, especially in the development of environmentally friendly processes, identifying low-waste and energy-efficient synthesis pathways through the combination of mechanochemical activation and hydrothermal crystallization is of significant importance. This article analyzes the synthesis of zeolites via these two methods, focusing on their structure formation mechanisms and physicochemical properties.

Materials and Methods

In the experimental procedure, metakaolin was first calcined at 600 °C and then mixed with aqueous solutions of NaOH and $\text{Ca}(\text{NO}_3)_2$. The resulting mixture was subjected to mechanochemical activation using a vibratory ball mill for 15 minutes. The activated precursor was then subjected to hydrothermal crystallization at 90–120 °C for 2 hours in hydroxide solutions with a concentration of 2–4 mol/L.

Analytical techniques included:

- X-ray Diffraction (XRD): to determine crystallinity and phase composition;
- Scanning Electron Microscopy (SEM): to assess particle morphology and microporous structure;
- Brunauer–Emmett–Teller (BET) analysis: to evaluate specific surface area;
- Fourier Transform Infrared Spectroscopy (FTIR): to identify Si–O–Al linkages;
- Thermogravimetric and Differential Thermal Analysis (TGA-DTA): to assess thermal stability.

Results and Discussion

Experimental results demonstrated that vibratory mechanochemical activation rapidly generated reactive phases within the precursor material. During NaLTA synthesis, the formation of ~0.42 nm pore openings allowed effective selective adsorption of small-radius

gases such as H_2S and CO_2 . In contrast, CaLTA possessed larger pores (~ 0.5 nm), making it suitable for adsorbing alcohols and mercaptans like $\text{C}_2\text{H}_5\text{OH}$ and $\text{C}_2\text{H}_5\text{SH}$.

XRD analysis revealed well-defined diffraction peaks corresponding to NaLTA and CaLTA phases, with crystallinity levels ranging between 78% and 84%. SEM imaging showed predominantly cubic-shaped crystals within a size range of 1.1–2.3 μm , indicating homogeneous morphology and optimized synthesis conditions. BET analysis indicated specific surface areas of 435 m^2/g for NaLTA and 410 m^2/g for CaLTA, with pore diameters ranging from 0.39 to 0.51 nm. FTIR spectra exhibited distinct Si–O–Si and Si–O–Al stretching vibrations in the 980–1050 cm^{-1} range, confirming the formation of the zeolite framework. Thermal analysis showed no significant weight loss up to 600 $^\circ\text{C}$, indicating that the synthesized zeolites are thermally stable and suitable for high-temperature applications.

Kinetic evaluation of the crystallization process indicated that increasing NaOH concentration accelerated crystallization; however, excessive concentrations led to gelation phenomena, which hindered crystal growth.

Conclusion

NaLTA and CaLTA molecular sieves were successfully synthesized using a combination of mechanochemical activation and hydrothermal crystallization techniques. The resulting materials exhibited high crystallinity, stable phase structures, and distinct selective adsorption properties. NaLTA demonstrated high affinity for small gas molecules such as H_2S and CO_2 , while CaLTA proved effective for molecular sieving of organic compounds.

This synthesis approach offers potential for broad industrial applications in sorption, catalysis, and gas separation technologies. Additionally, the process significantly reduces waste generation and enhances overall economic efficiency.

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Internal And External Risks Threatening The Stability Of Small Businesses: A Systematic Analysis

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Abstract

This article studies internal and external risks that threaten the stable operation of small businesses based on a systematic approach. Internal risks include factors such as management shortcomings, lack of financial resources, and low employee qualifications, while external risks are associated with factors such as global economic instability, changes in tax policy, and sharp fluctuations in market demand. The article discusses the interaction of these risks, the degree of their impact on the stability of small businesses, and recommendations for their reduction. Through systematic analysis, approaches based on early identification of risks and strategic management are developed.

Keywords: small business, internal risks, external risks, sustainability, management effectiveness, systematic analysis, risk reduction strategy, economic threats.

Annotatsiya

Ushbu maqolada kichik biznes subyektlarining barqaror faoliyat yuritishiga tahdid soluvchi ichki va tashqi risklar tizimli yondashuv asosida o'rganiladi. Ichki risklar tarkibiga boshqaruvdagi kamchiliklar, moliyaviy resurslarning yetishmasligi, xodimlar malakasining pastligi kabi omillar kirsa, tashqi risklar global iqtisodiy beqarorlik, soliq siyosati o'zgarishi, bozor talabidagi keskin tebranishlar kabi omillar bilan bog'liq. Maqolada ushbu xavflarning o'zaro ta'siri, ularning kichik biznes subyektlari barqarorligiga ta'sir darajasi va ularni kamaytirish bo'yicha tavsiyalar yoritiladi. Tizimli tahlil orqali risklarni erta aniqlash va strategik boshqaruvga asoslangan yondashuvlar ishlab chiqiladi.

Kalit so'zlar: kichik biznes, ichki risklar, tashqi xavflar, barqarorlik, boshqaruv samaradorligi, tizimli tahlil, xavfni kamaytirish strategiyasi, iqtisodiy tahdidlar.

Kirish

Risk tushunchasining yana bir zamonaviy talqini – “informatsion nomutanosiblik” nazariyasi bilan bog'liq. J.Akerlof, M.Spens va J.Stiglitz kabi Nobel sovrindorlari ushbu yondashuv orqali bozorlarda yuzaga keladigan ishonchsizlik va noto'g'ri qarorlarning asosiy sababi sifatida axborot tengsizligini ko'rsatganlar. Masalan, Akerlofning mashhur ta'rifi: “Axborot nomutanosibligi ishonchsizlikni kuchaytiradi, bu esa bozorlarda sifatli mahsulot va xizmatlarning o'rnini yomonlar egallashiga olib keladi”¹. Kichik biznes faoliyatida bu yondashuv mijozlar va investorlar ishonchini saqlash, ochiqlik, brend sifati va kafolatlar orqali risklarni yumshatish zaruriyatini asoslaydi.

Innovatsion risk yondashuvi ham zamonaviy iqtisodiy fikrda alohida ahamiyat kasb etadi. P.Druker va C.Christensen tomonidan ilgari surilgan g'oyalarga ko'ra, har qanday yangilik, bozorga kiritilayotgan yangi mahsulot yoki biznes modeli o'z ichida yuqori darajadagi noaniqlikni saqlaydi. Druker ta'riflaydi: “Innovatsiya – bu noaniqlikning asosiy manbai, lekin ayni vaqtda eng kuchli raqobat ustunligidir”². Kichik biznes korxonalari innovatsion g'oyalarga ochiqligi sababl原因 bu yondashuv riskni foyda bilan uyg'unlashtirish strategiyasini shakllantirishga xizmat qiladi.

Zamonaviy iqtisodiyotda xavflarning murakkab, tizimli va kutilmagan xususiyatlarga ega bo'lishi “tizimli risk nazariyasi” ni shakllantirdi. R.Merton, A.Haldan, va N.N.Taleb tomonidan

¹ Akerlof G. The Market for “Lemons”, 1970 – p. 489–500

² Drucker P. Innovation and Entrepreneurship. – 1985 – p. 135–140

ilgari surilgan bu yondashuvga ko'ra: "Eng xavfli risk – bu odatda ko'rinmaydigan, lekin yuz berganda butun tizimni izdan chiqaradigan qora oqqushlardir"³. Kichik biznesda bunday risklar pandemiya, moliyaviy inqiroz, energetik tanqislik, logistika uzilishlari va qonunchilikdagi keskin o'zgarishlar shaklida namoyon bo'ladi.

1-jadval. Klassik va zamonaviy risk nazariyalarining taqqoslash jadvali⁴

Mezonlar	Klassik nazariyalar	Zamonaviy nazariyalar
Farqli jihatlari	Riskga asosan salbiy hodisa sifatida yondashiladi: yo'qotish ehtimoli, beqarorlik, ehtimollik nazariyasi asosida	Risk kompleks, tizimli, psixologik va strategik qarorlar bilan bog'liq; nafaqat xavf, balki imkoniyat sifatida qaraladi
Metodologik asos	Matematik, ehtimollik, marjinal tahlil, klassik ratsional model	Davranish iqtisodiyoti, informatsion nomutanosiblik, tizimli risk, antifragil strategiyalar, eksperimental metod
Afzalliklari	Oddiy, o'lchash mumkin bo'lgan, klassik iqtisodiy qarorlar uchun mos, nazorat qilishga oson	Hayotga yaqin, psixologik va real sharoitni hisobga oladi, murakkab muhitda ishlaydi, qarorlar chuqur tahlil qilinadi
Cheklovlari	Psixologik va ijtimoiy omillarni inobatga olmaydi, faqat ratsional qarorga asoslanadi	Juda murakkab, har doim raqamli ifodalanmaydi, ehtimolliklar noaniq bo'lishi mumkin
Kichik biznes faoliyatiga ta'siri	Kichik biznesda foyda–zarar muvozanatini hisoblash, ehtimollik asosida tavakkalni kamaytirish uchun mos	Kichik tadbirkorlarning irratsional qarorlari, hissiy reaksiyalari, innovatsion faoliyati va axborotga bog'liqligini izohlashda samarali

Risk nazariyalari taraqqiyotining tahlili shuni ko'rsatadiki, klassik va zamonaviy yondashuvlar orasida mazmunan chuqur tafovutlar mavjud(1.3-jadval). Klassik nazariyalar xavfni asosan salbiy hodisa sifatida talqin qilib, uni ehtimollik, matematik modellashirish va ratsional qarorlar asosida baholaydi. Ushbu yondashuvlar oddiy iqtisodiy muhitda nazorat qilishga yaroqli, lekin psixologik va ijtimoiy omillarni e'tibordan chetda qoldiradi.

Zamonaviy nazariyalar esa riskni kompleks, tizimli va ijtimoiy-psixologik xususiyatlarga ega bo'lgan strategik omil sifatida izohlaydi. Bunda qarorlar real sharoit, inson xatti-harakati, axborot nomutanosibligi va texnologik muhit bilan bog'liq holda tahlil qilinadi. Ushbu yondashuvlar kichik bizneslarda yuzaga keladigan irratsional qarorlar, tezkor o'zgarishlar va murakkab xavflarni chuqurroq anglashga xizmat qiladi. Shu bois, zamonaviy nazariyalar kichik tadbirkorlik faoliyatining o'ziga xos murakkabligini inobatga olib, riskni tahdid va strategik imkoniyat sifatida baholashga asos yaratadi.

Risk tushunchasining klassik va zamonaviy nazariy jihatdan chuqur o'rganilishi uni faqat nazariy qamrovda emas, balki amaliy boshqaruv obyekti sifatida ham tahlil qilish zaruratini yuzaga chiqaradi. Riskni strategik resurs sifatida samarali boshqarish uchun uni mazmunan anglashning o'zi yetarli emas, balki uni tizimlashtirish, guruhlariga ajratish, intensivlik va ta'sir doirasiga ko'ra baholash kabi muhim bosqichlar ham zarurdir. Aynan shu nuqtada risklarning turli mezonlar asosida klassifikatsiyasini ishlab chiqish ehtiyoji yuzaga keladi(1.5-rasm).

Risk nazariyalari xavfni qanday tushunish, baholash va unga qanday munosabatda bo'lish kerakligini aniqlab bergan bo'lsa, klassifikatsiya esa bu nazariy asosni amaliy qaror qabul qilish tizimi bilan bog'lovchi vosita sifatida xizmat qiladi. Kichik biznes subyektlari o'z faoliyatida ko'plab murakkab, bir-biri bilan chambarchas bog'langan xavflarga duch keladilar. Bunday

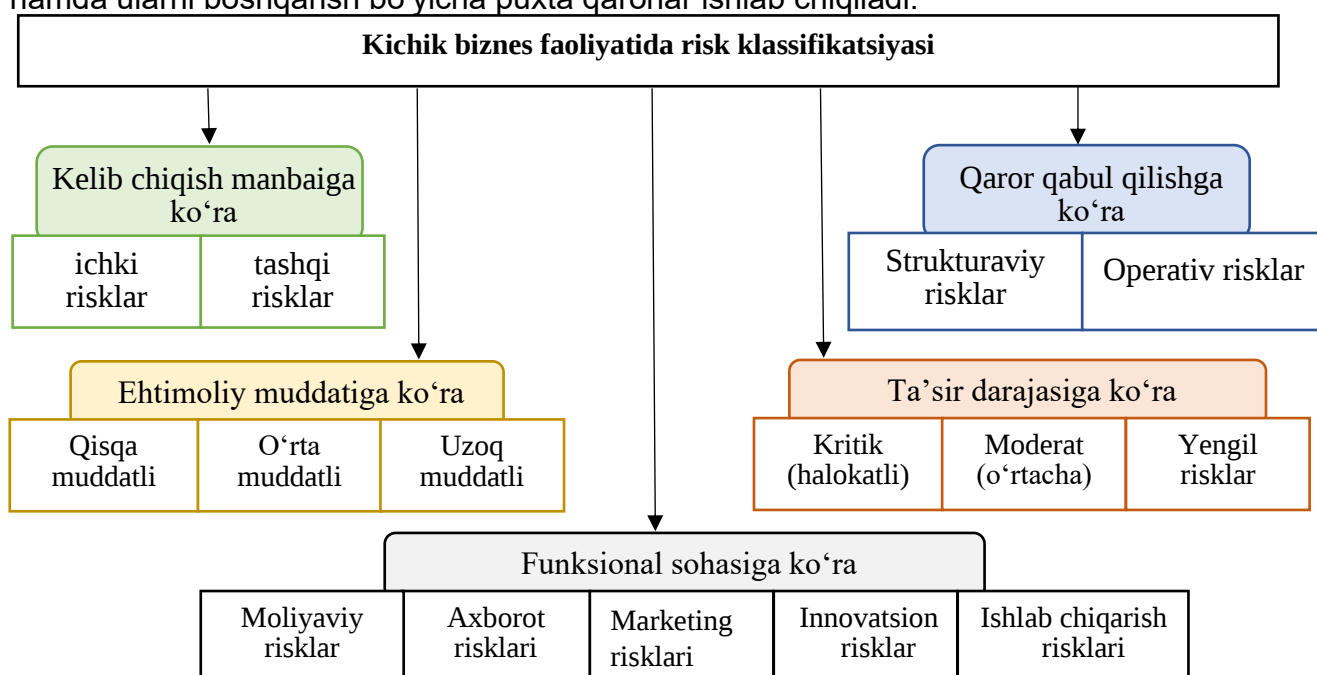
³ Taleb, Nassim Nicholas. The Black Swan: The Impact of the Highly Improbable. Random House, 2007, p -15.

⁴ Muallif tomonidan ishlab chiqilgan

sharoitda risklarni tasniflash orqali ularni ajratish, ustuvorliklarini belgilash va har bir xavf turi uchun mos boshqaruv strategiyasini ishlab chiqish mumkin bo'ladi.

Risk klassifikatsiyasi — bu xavflarni ma'lum mezonlar asosida guruhlarga ajratish orqali, ularning kelib chiqish manbai, funksional sohasi, ta'sir darajasi, bashorat qilish imkoniyati, muddati va boshqa omillar asosida tizimli tahlil qilish jarayonidir. Ushbu yondashuv kichik biznes korxonalarining riskga chidamlilik darajasini aniqlash, oldindan xavflarni bashorat qilish va ularning oldini olish bo'yicha mexanizmlar yaratish imkonini beradi.

Risklarni tasniflash orqali kichik biznes subyektlari o'z faoliyatlarida duch keladigan xavflarni aniqlashtirish imkoniyatiga ega bo'ladilar. Natijada, har bir risk turi bo'yicha aniq baholash ko'rsatkichlari ishlab chiqiladi, resurslar samarali taqsimlanadi va har bir xavf manbasi bo'yicha individual boshqaruv strategiyalari qo'llaniladi. Shu boisdan, risk tushunchasining nazariy asoslari o'rganilgach, uning strukturaviy tasnifi va amaliy mezonlar asosida klassifikatsiyasi ilmiy izchil tahlilning keyingi bosqichi sifatida qaraladi. Aynan bu klassifikatsiya orqali kichik biznes faoliyatida risklarning murakkab xarakteri, intensivligi va o'zaro bog'liqligi tahlil qilinadi hamda ularni boshqarish bo'yicha puxta qarorlar ishlab chiqiladi.



1-rasm. Kichik biznes faoliyatida risk klassifikatsiyasi⁵

Risk klassifikatsiyasi xavf-xatarlarni kelib chiqish manbayi, funksional sohasi, ta'sir darajasi, muddat, o'lash imkoniyati kabi ko'rsatkichlar asosida guruhlarga ajratish tushuniladi. Bu yondashuv risklarni identifikatsiyalash, tahlil qilish, ustuvorliklarini belgilash va mos boshqaruv strategiyalarini ishlab chiqish uchun nazariy instrument hisoblanadi. Masalan, tashqi risklar (makroiqtisodiy beqarorlik, huquqiy o'zgarishlar, tabiiy ofatlar) kichik biznes subyekti nazoratidan tashqarida bo'lgani uchun ular uchun moslashuvchanlik, sug'urta va diversifikatsiya strategiyalari muhim bo'ladi. Aksincha, ichki risklar (menejment xatolari, moliyaviy intizomsizlik, xodimlar salohiyati pastligi) bevosita ichki boshqaruv vositalari orqali yo'naltirilishi mumkin.

Shuningdek, funksional sohaga ko'ra klassifikatsiya — moliyaviy, ishlab chiqarish, marketing, innovatsion va axborot xavflarini ajratish orqali risk manbayini aniqlashtirishga xizmat qiladi. Bu yondashuv har bir soha bo'yicha ixtisoslashtirilgan risk tahlilini amalga oshirish, shunga mos qarorlar ishlab chiqish imkonini beradi. Ayniqsa, kichik tadbirkorlikda moliyaviy va marketing xavflari ustuvor ahamiyatga ega bo'lib, ularning noto'g'ri boshqarilishi korxonaning butun faoliyatini izdan chiqarishi mumkin.

⁵ Muallif tomonidan ishlab chiqilgan

Risklarni muddati bo'yicha (qisqa, o'rta va uzoq muddatli) tasniflash esa boshqaruv choralarning vaqt doirasini aniqlashda muhim rol o'ynaydi. Qisqa muddatli risklar tezkorlikni talab qilsa, uzoq muddatli xavflar strategik rejalashtirishga asoslanadi. Shu bilan birga, xavflarni ta'sir darajasi bo'yicha farqlash (kritik, moderat, yengil) ularni ustuvorlashtirish va resurslarni oqilona taqsimlashda amaliy yordam beradi.

Alohida ta'kidlash lozimki, noaniqlik darajasiga ko'ra ajratiladigan o'lchanadigan va o'lchab bo'lmaydigan risklar ko'plab xavflar bashorat qilib bo'lmaydigan, kompleks holatlar bilan bog'liq bo'lib, ularni faqat ehtimollik asosida baholab bo'lmaydi. Bunday holatlarda ekspert bahosi, ssenariy tahlillari va boshqa modellariga asoslangan qarorlar qabul qilish zarur bo'ladi.

Risklarni mezonlar asosida klassifikatsiyalash nafaqat ularni yanada chuqurroq tushunish va tizimli boshqarish imkonini beradi, balki kichik biznes korxonalarining uzoq muddatli barqarorligini ta'minlash, ularning iqtisodiy xavfsizligini mustahkamlash va raqobatbardoshligini oshirishda ham strategik ahamiyatga ega. Yuqoridagi kabi tizimli yondashuv natijasida kichik tadbirkorlik subyektlari o'zlarining cheklangan resurslarini optimal taqsimlay oladi, ehtimoliy zararlarni kamaytirishga qaratilgan oldindan ogohlantirish va monitoring mexanizmlarini yo'lga qo'yadi. Shu bilan birga, strategik qaror qabul qilishda real xavf manbalarini hisobga olgan holda ustuvorliklar belgilanadi va foydali imkoniyatlardan maksimal darajada foydalanishga xizmat qiluvchi risk asosidagi boshqaruv yondashuvlari shakllantiriladi. Shunday qilib, risklarni mezonlar asosida chuqur tahlil qilish va to'g'ri tasniflash, nafaqat xavflarni kamaytirish, balki ularni innovatsion rivojlanish va strategik yutuqlarga yo'naltirish imkonini ham yaratadi.

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Мотивационные Механизмы В Цифровом Обучении Аудированию

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Введение

Аудирование как один из видов речевой деятельности представляет значительные трудности для учащихся, так как требует мгновенного восприятия, удержания и осмысления информации. В условиях цифровой образовательной среды особое значение приобретают мотивационные факторы, влияющие на вовлечённость школьников в учебный процесс. Теория самоопределения Д. Деси и Р. Райана выделяет два типа мотивации: внутреннюю, связанную с познавательным интересом и удовольствием от самого процесса, и внешнюю, обусловленную наградами, признанием и результатом. Для достижения устойчивых результатов в обучении аудированию важно сочетать оба механизма, что возможно при использовании цифровых инструментов.

Цель исследования

Цель данного исследования-изучить роль цифровых инструментов в формировании внутренней и внешней мотивации учащихся 7–8 классов при обучении аудированию. В частности, исследуется, как использование образовательных технологий, таких как онлайн-курсы, интерактивные платформы и мобильные приложения, влияет на заинтересованность учеников в процессе изучения иностранного языка. Особое внимание уделяется анализу различий между внутренней мотивацией (интересом к процессу обучения) и внешней мотивацией (поощрениями и рейтингами). В рамках работы будет выявлено, какие цифровые инструменты наиболее эффективно способствуют повышению мотивации и вовлеченности учащихся. Результаты исследования помогут разработать рекомендации по использованию цифровых технологий в преподавании аудирования.

Материалы и методы

В исследовании приняли участие 56 учащихся 7–8 классов. Участники были разделены на две группы: экспериментальную и контрольную. В течение шести недель экспериментальная группа выполняла задания по аудированию с использованием цифровых ресурсов Quizlet, Kahoot и Edpuzzle, а контрольная работала по традиционной методике. Для диагностики уровня мотивации и качества восприятия информации применялись наблюдение, анкетирование и тестирование.

Результаты исследования

Анализ полученных данных показал, что использование цифровых инструментов оказало положительное влияние на мотивацию школьников. Quizlet усилил внутреннюю мотивацию благодаря игровым карточкам и возможности самостоятельного контроля прогресса. Kahoot способствовал росту внешней мотивации за счёт соревновательности, рейтингов и мгновенной обратной связи. Edpuzzle объединил оба механизма, предоставив учащимся возможность контролировать процесс восприятия и получать оценку выполнения заданий. В экспериментальной группе 78 % учащихся отметили повышение интереса к заданиям, число добровольных ответов увеличилось на 35 %, а общее качество выполнения заданий по аудированию значительно возросло. Контрольная группа существенных изменений не продемонстрировала.

Заключение

Таким образом, цифровые инструменты Quizlet, Kahoot и Edpuzzle способствуют активизации как внутренней, так и внешней мотивации школьников при обучении аудированию. Их использование делает учебный процесс более увлекательным и эффективным, формирует положительное отношение к изучению иностранного языка и улучшает результаты восприятия аутентичной речи. Проведённый эксперимент подтвердил, что внедрение цифровых технологий является действенным средством повышения мотивации и качества обучения аудированию в условиях средней школы.

The Importance Of Different Risk Assessment Methods In Small Business Management And Their Impact On Efficiency

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Abstract

This article analyzes the differences in risk assessment methods in small business enterprises and the impact of these methods on management decisions. The differences between different approaches in the process of identifying, assessing and countering risk - subjective, expert, statistical and model-based assessment methods and the contexts of their application - are studied. Also, their impact on management efficiency is systematically assessed. The article highlights the possibilities of reducing the level of risk in small businesses and optimizing the decision-making process through correct risk assessment tools.

Keywords: small business, risk assessment, management efficiency, subjective assessment, model-based approach, AHP, Monte Carlo, risk reduction.

Annotatsiya

Ushbu maqolada kichik biznes korxonalarida riskni baholash usullarining farqlanishi va bu usullarning boshqaruv qarorlariga ta'siri tahlil qilinadi. Riskni aniqlash, baholash va unga qarshi chora ko'rish jarayonida turli yondashuvlar – subyektiv, ekspert, statistik va modellarga asoslangan baholash usullarining o'zaro farqlari va ularning qo'llanish kontekstlari o'rganiladi. Shuningdek, ularning boshqaruv samaradorligiga ta'siri tizimli ravishda baholanadi. Maqolada riskni to'g'ri baholash vositalari orqali kichik biznesda tavakkal darajasini pasaytirish va qaror qabul qilish jarayonini optimallashtirish imkoniyatlari yoritiladi.

Kalit so'zlar: kichik biznes, riskni baholash, boshqaruv samaradorligi, subyektiv baholash, modelga asoslangan yondashuv, AHP, Monte-Karlo, xavfni kamaytirish.

Kirish

Kichik biznes subyektlarining muvaffaqiyatli faoliyat yuritishi ularning risklarga munosabati va xavflarni boshqarish qobiliyatiga bog'liq. Bozorning beqaror sharoitida risklarni erta aniqlash va ularga qarshi samarali strategiyalar ishlab chiqish kichik biznesning barqarorligini ta'minlovchi muhim omilga aylanmoqda. Shu nuqtai nazardan, riskni baholashda qo'llanilayotgan yondashuvlarning farqlanishi, ularning aniqlik darajasi, xarajat talablari va boshqaruvga integratsiyalashuvi masalalari bugungi kun tadqiqotlarida alohida o'rin tutmoqda. Har bir baholash usulining o'ziga xos jihatlari bor – ba'zilar tezkorlikka, boshqalari esa chuqur tahlilga yo'naltirilgan. Mazkur maqola kichik biznesda riskni baholash usullari farqlanishining nazariy asoslari va ularning boshqaruvdagi amaliy ahamiyatini yoritishga qaratilgan.

Zamonaviy bozor iqtisodiyoti sharoitida kichik biznes subyektlarining faoliyati tobora murakkablashib borayotgan tashqi va ichki muhit omillari ta'sirida shakllanmoqda. Geoiqtisodiy beqarorlik, logistika zanjirlarining uzilishi, inflyatsion bosimlarning kuchayishi, raqamli transformatsiya jarayonlari hamda ekologik tahdidlarning ortib borishi korxonalarning barqarorligiga bevosita ta'sir ko'rsatmoqda. Bu esa korxonalar tomonidan strategik va operatsion darajada qarorlar qabul qilishda riskni chuqur tahlil qilishni va uni ilmiy asoslangan usullar bilan baholashni zarur qilmoqda. Ayniqsa, "Jahonda kichik bizneslarning 74 foizi operatsion, moliyaviy yoki texnologik risklar tufayli o'z faoliyatini to'xtatishga majbur bo'lganligi ta'kidlanadi"¹.

¹ OECD. Policy Note: Risk Management by SMEs. – Paris: OECD Publishing, 2020. – p. 4 <https://www.oecd.org/cfe/smes/Policy-Note-Risk-Management-by-SMEs.pdf>

Risklarni aniqlash, ularning ehtimolini hisoblash, salbiy oqibatlarini bashorat qilish, ularni minimallashtirish va ehtimoliy risklarga qarshi boshqaruv strategiyalarini ishlab chiqish bugungi global raqobat sharoitida korxona barqarorligining ajralmas komponentiga aylangan. Xalqaro tajribada bu jarayon “Enterprise Risk Management”² konsepsiyasi orqali amalga oshirilib, kichik va oʻrta biznes subyektlari uchun maxsus soddalashtirilgan metodikalar ishlab chiqilgan.

Bugungi kunda kichik biznes subyektlari uchun riskni baholash faqat xavflarni aniqlash vositasi emas, balki resurslardan oqilona foydalanish, foydalilik koʻrsatkichlarini optimallashtirish va strategik ustuvorliklarni belgilashga xizmat qiluvchi boshqaruv instrumentiga aylangan. AQShning Small Business Administration (SBA) tashkiloti tavsiyalariga koʻra, “riskni baholash kichik korxonalarining kredit reytingi, sugʻurta shartlari, hamkorlik shartnomalari va investitsion jozibadorligi kabi koʻrsatkichlarga bevosita taʼsir koʻrsatadi”³.

Xalqaro amaliyotda riskni baholash multidisiplinar yondashuvlar orqali takomillashib bormoqda, masalan:

- Germaniyada ishlab chiqilgan “Risikomanagement-System” kichik bizneslar uchun toʻrt bosqichli modelni taklif etadi: riskni aniqlash, ehtimolligini hisoblash, zarar darajasini modellashtirish va doimiy monitoring⁴;

- Yaponiyada “Kaizen-risk tahlil modeli” doimiy takomillashtirish tamoyiliga asoslangan holda real vaqtli signal tizimi orqali xavflarni tez aniqlashni koʻzda tutadi⁵;

- Finlandiyada esa “SME Risk Mapping Framework” kichik biznesning sohasi, aktiv hajmi va tashqi makroiqtisodiy omillarga asoslangan holda ssenariy modellashtirish usulini taklif qiladi⁶. Oʻzbekiston sharoitida esa kichik biznes subyektlarining koʻpchiligida riskni baholash tizimi hali yetarli darajada shakllanmagan. “2024-yilda Iqtisodiy islohotlar ilmiy-tadqiqot instituti tomonidan oʻtkazilgan soʻrovnoma natijalariga koʻra, kichik biznes korxonalarining 68 foizi risklarni hujjatlashtirilgan metodika asosida emas, balki rahbar shaxsiy tajribasiga tayangan holda baholaydi; 19 foizi esa faqat moliyaviy risklarni hisobga oladi”⁷.

Ilmiy adabiyotlar tahliliga koʻra, kichik biznes korxonalarida riskni baholashda koʻp parametrlilik va oʻzgaruvchanlikka moslashgan metodlar ustuvor hisoblanadi. Masalan, Glyn Holton “ehtimollar nazariyasiga asoslangan holda xavflarni aniqlash va ular uchun zararni minimallashtiruvchi ehtimoliy modellarni ishlab chiqishni taklif etgan”⁸. Shuningdek, T.S.Coleman oʻzining ilmiy tadqiqotlarida “RAROC, VaR va stress-testlash usullari yordamida riskni moliyaviy koʻrsatkichlar bilan integratsiyalashgan holda baholash zarurligini asoslagan, bu orqali moliyaviy barqarorlikka erishish mumkinligini prognoz qilgan”⁹.

² ISO. ISO 31000:2018 Risk management — Guidelines. — Geneva: International Organization for Standardization, 2018 <https://www.iso.org/standard/65694.html>

³ Small Business Administration. Risk Management for Small Businesses. —Washington D.C., SBA, 2022. — p.6–10 <https://www.sba.gov/business-guide/manage-your-business/manage-risk>

⁴ European Commission. Risk Management Tools for SMEs in the EU. — Luxembourg: Publications Office of the European Union, 2020. — p. 11–14

⁵ OECD. Policy Note: Risk Management by SMEs. — Paris: OECD Publishing, 2020. — p. 5

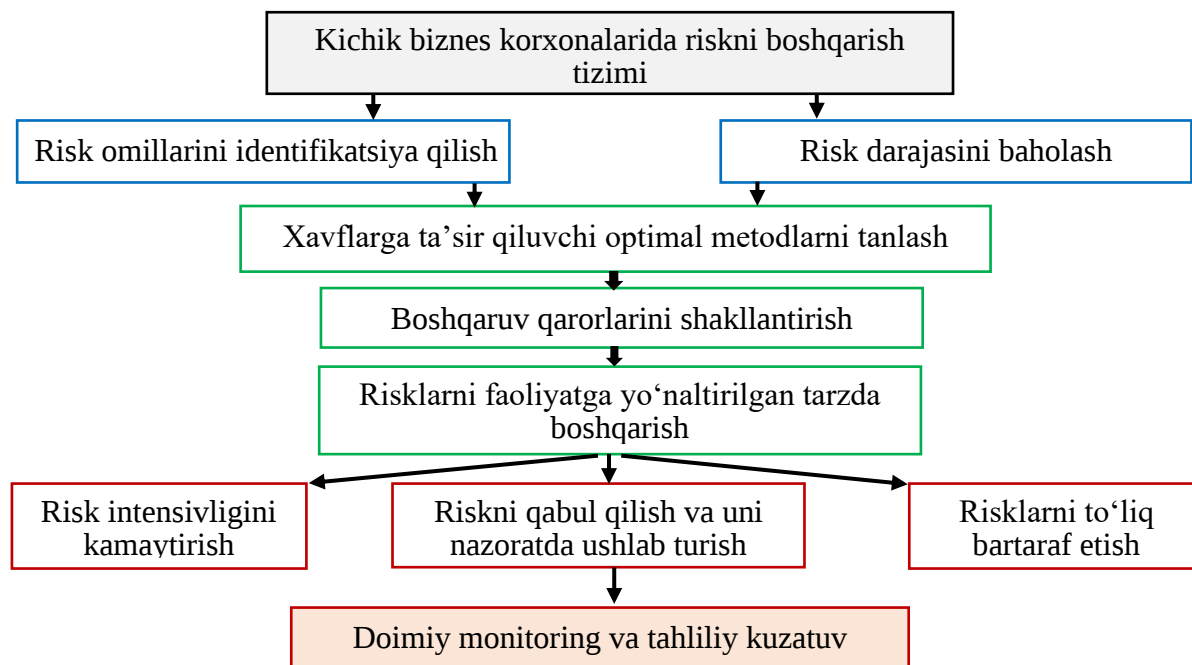
⁶ European Commission. Risk Management Tools for SMEs in the EU. — Luxembourg: Publications Office of the European Union, 2020. — p. 20

⁷ Iqtisodiy islohotlar ilmiy-tadqiqot instituti. Kichik biznesda risklarni baholash boʻyicha tahliliy hisobot. — Toshkent, 2023. — p. 7–9

⁸ Holton G.A. Defining Risk. — Financial Analysts Journal, Vol. 60, No. 6, 2004. — p. 19–25

⁹ Coleman T.S. A Practical Guide to Risk Management. — CFA Institute Research Foundation, 2011. — p. 12–35

Kichik biznes korxonalarining barqaror faoliyat yuritishi tobora murakkablashib borayotgan iqtisodiy va institutsional muhitda risklarni to'g'ri boshqarish qobiliyatiga bevosita bog'liq. Bu esa riskni baholash va boshqarish bosqichlarining izchil va tizimli qo'llanilishini talab etadi. Amaliy jihatdan olganda, risklarni baholash jarayoni risklarning identifikatsiyasi va ularning korxona faoliyatiga potensial ta'sirini aniqlash bilan boshlanadi. Bu bosqich risklarning tavsifi, kelib chiqish manbalari va ularning ehtimolini aniqlashda fundamental ahamiyat kasb etadi (1-rasm).



1-rasm. Kichik biznes korxonalarida risklarni boshqarish tizimining asosiy bosqichlari¹⁰

Risklarni boshqarishning har bir bosqichi tizimiy, funksional va strategik darajada bir-birini to'ldiruvchi mexanizm sifatida qaraladi. Birinchi navbatda, risk omillarini identifikatsiya qilish va ularning darajasini baholash orqali muammo maydoni aniq belgilanadi. Keyinchalik esa, bu xavflarga ta'sir ko'rsatishning optimal metodlari aniqlanadi. Bu bosqichda analitik yondashuvlar, statistik modellar, ekspert tahlillari va ssenariy asosidagi baholash usullari qo'llanilishi mumkin. Mazkur bosqichlar riskga qarshi samarali strategiyalarni shakllantirishga zamin yaratadi.

Boshqaruv qarorlarini shakllantirish va risklarga nisbatan ta'sir choralarini belgilash esa jarayonning markaziy komponenti bo'lib, u kichik biznesning ichki salohiyati, tashqi muhitdagi o'zgarishlar va mavjud resurslar bilan uyg'unlashtirilgan holda amalga oshiriladi. Amaliyotda risklarni boshqarishga qaratilgan choralar odatda quyidagi strategiyalar orqali ifodalanadi: xavf intensivligini kamaytirish, xavfni qabul qilib uni nazorat ostida ushlab turish yoki uni butunlay bartaraf etish.

Mazkur yondashuvlar har bir risk turining xususiyati, korxona faoliyat sohasi va qaror qabul qilish darajasiga mos tarzda tanlanadi. Shu bilan birga, ularning har biri monitoring va tahliliy nazorat tizimi bilan uzviy bog'langan bo'lishi shart. Risklarni boshqarishning samaradorligi doimiy nazorat, baholash va yangilanishga asoslangan iterativ jarayon sifatida shakllanadi.

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The Role Of Preventive Medicine In Strengthening Children's Health

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Abstract

The article discusses preventive measures in the field of pediatrics in maintaining and developing children's health and their importance in medicine. Basically, the issues of preventing common childhood diseases, proper nutrition, immunization, compliance with hygiene rules, and improving the psychological environment are presented in a popular scientific style. Social factors and modern medical approaches affecting children's health are also analyzed. Theoretical and practical aspects of prevention are studied, and current problems and prospects in pediatrics are highlighted.

Keywords: pediatrics, prevention, immunization, children's health, nutrition, hygiene, psychological environment.

Annotatsiya

Maqolada pediatriya sohasida bolalar salomatligini saqlash va rivojlantirishda profilaktik choralar hamda ularning tibbiyotdagi ahamiyati yoritilgan. Asosan, bolalik davrida uchraydigan keng tarqalgan kasalliklarning oldini olish, to'g'ri ovqatlanish, immunizatsiya, gigiyena qoidalari rioya qilish va psixologik muhitni yaxshilash masalalari ommabop ilmiy uslubda bayon qilingan. Shuningdek, bolalar salomatligiga ta'sir etuvchi ijtimoiy omillar va zamonaviy tibbiy yondashuvlar tahlil qilingan. Profilaktikaning nazariy va amaliy jihatlari o'rganilib, pediatriyada dolzarb muammolar va istiqbollar yoritilgan.

Kalit so'zlar: pediatriya, profilaktika, immunizatsiya, bolalar salomatligi, ovqatlanish, gigiyena, psixologik muhit.

Kirish

Pediatriya – bu bolalar salomatligini o'rganadigan, ularning to'liq jismoniy va ruhiy rivojlanishini ta'minlashga xizmat qiladigan fan sohasi. [1] Bugungi kunda pediatriya nafaqat kasalliklarni davolash, balki ularning oldini olishni ham o'z ichiga oladi. Dunyo sog'liqni saqlash tizimida bolalar salomatligi asosiy yo'nalishlardan biri hisoblanadi. Chunki bola organizmi yetuklashmagan, turli tashqi va ichki omillarga juda sezgir bo'ladi. Shu sababli pediatriyada profilaktika choralari alohida ahamiyat kasb etadi. [2] So'nggi yillarda O'zbekistonda ham pediatriya sohasida bir qator islohotlar amalga oshirilib, bolalar salomatligini mustahkamlash bo'yicha dasturlar joriy qilindi. Bu maqolada profilaktik yondashuvlarning nazariy va amaliy jihatlari ommabop ilmiy shaklda ko'rib chiqiladi. [3]

Asosiy qism

1. Nazariy asoslar

Pediatriya qadimdan insoniyat hayotida muhim o'rin tutgan. Bola salomatligi har doim jamiyatning kelajagi bilan bog'liq bo'lgan. Profilaktika tushunchasi esa kasalliklarning oldini olish, ularni erta aniqlash va zarur choralarni ko'rishni anglatadi. [4] Bugungi kunda pediatriyada profilaktik tibbiyot nafaqat shifokorlarning, balki ota-onalarning ham faol ishtirokini talab qiladi. Chunki bola salomatligini saqlashda oilaning roli beqiyosdir.

2. Bolalar kasalliklari va profilaktika choralarining tibbiy asoslari

Bolalar orasida eng ko'p uchraydigan kasalliklardan biri – nafas yo'llari infeksiyalaridir. Sovuq qotish, virus va bakteriyalar sababli kelib chiqadigan bu kasalliklarni oldini olish uchun muntazam ravishda emlash, toza havo, vitaminlarga boy ovqatlanish muhim hisoblanadi. Shuningdek, bolalarda hazm tizimi bilan bog'liq muammolar ham tez-tez uchraydi. [5] Oqsil va vitamin yetishmovchiligi bolaning rivojlanishiga salbiy ta'sir ko'rsatadi. Shu bois pediatriyada to'g'ri ovqatlanish eng muhim masalalardan biri sanaladi. Emlash tizimi ham bolalar sog'lig'ini himoya qilishning asosiy choralaridan biridir.

3. Psixologik va ijtimoiy omillar

Bola sog'lig'ini mustahkamlashda nafaqat tibbiy chora-tadbirlar, balki psixologik va ijtimoiy muhit ham katta ahamiyatga ega. Ota-onaning mehr-muhabbati, oilaviy muhitning barqarorligi, maktab va bog'chada yaratilgan sharoit bolaning ruhiy holatiga va umumiy sog'lig'iga kuchli ta'sir ko'rsatadi. Stress, qo'rqinch yoki ortiqcha psixologik bosim bolalarda turli kasalliklarning paydo bo'lishiga sabab bo'lishi mumkin.[6] Shuning uchun bolalarning ruhiy salomatligini saqlash ham pediatriya oldida turgan muhim vazifalardan biridir.

4. Zamonaviy tadqiqotlar tahlili

Jahon sog'liqni saqlash tashkilotining hisobotlariga ko'ra, oxirgi 20 yil ichida bolalar orasidagi o'lim ko'rsatkichlari sezilarli darajada kamaygan. Bu, avvalo, emlash dasturlarining kengayishi, ona va bola salomatligiga e'tiborning ortishi bilan bog'liq. [7,8] O'zbekistonda ham pediatriya yo'nalishida katta islohotlar amalga oshirilmoqda. Jumladan, yangi emlash dasturlari, onalar va bolalar uchun sog'lomlashtirish markazlari tashkil etildi. Shu bilan birga, bolalarda uchraydigan surunkali kasalliklarni erta aniqlash va ularni davolashga qaratilgan dasturlar ishlab chiqildi. [9,10]

Xulosa

Xulosa qilib aytganda, pediatriya bolalar salomatligini saqlash va mustahkamlashda juda muhim soha hisoblanadi. Profilaktik yondashuvlar – to'g'ri ovqatlanish, emlash, gigiyena qoidalariga rioya qilish, sog'lom psixologik muhit yaratish orqali bolalarning ko'plab kasalliklarini oldini olish mumkin. Bu nafaqat bola, balki butun jamiyat kelajagi uchun muhimdir. Shu sababli pediatriyada profilaktika masalalarini yanada rivojlantirish, ilmiy tadqiqotlarni kengaytirish va amaliy dasturlarni joriy etish dolzarb vazifa bo'lib qolmoqda.

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Integrating Communicative Language Teaching (CLT) into reading instruction: a path to interactive and meaningful reading

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Abstract

Nowadays, teaching a foreign language to students has come a long way since its early days necessitating a lot of skills together with innovative approaches. So, modern teachers are investigating through different methodologies to facilitate learning process emphasizing organic exposure to authentic materials over rote memorization. As a result, educators are giving precedence to CLT (Communicative language teaching) to advance its effectiveness mainly due to a wide range of benefits it offers to learners. Especially, among four fundamental language skills reading is often argued as rather underrepresented in terms of CLT integration rather than the introduction of CLT into teaching receptive skills like listening and speaking. So, it is gaining worldwide attention though it is a comparatively new phenomenon. This article highlights the implementation of CLT in fostering reading proficiency effectively and making this process more engaging and less stressful in ESL classroom through different strategies and techniques.

Keywords: CLT, reading comprehension, receptive skill, task-based learning, pre-reading, while-listening, post-reading, authentic materials, schema theory, skimming, scanning, intensive reading, extensive reading

Introduction

Communicative language teaching (CLT) is widely known for its effectiveness in improving the listening and speaking skills of students among language educators. Yet, less attention is focused on enhancing reading skills through meaningful CLT principles in teaching reading as it is traditionally believed to be solitary and passive activity. For many centuries, comprehension questions and vocabulary lists are heavily depended by teachers thereby leaving no room for a chance to approach texts in a communicative manner.

This article is devoted to reorientating CLT focus to improve reading comprehension of students so as to make this process engaging and fulfilling rather than the challenge to deal with unfamiliar words and complex structures. It demonstrates how communicative activities can be effectively used to boost overall reading comprehension, critical thinking and instill productive reading habits into students. The principal research question guiding this article is that: „How can CLT (Communicative Language Teaching) be effectively integrated into reading lessons to enhance learner engagement comprehension?

Methods

This study is based on a task design approach supported by existing literature and theoretical frameworks of CLT. Two lessons were specially organized with CLT integration and piloted with intermediate level (B1) English learners at one of the language centers in Bukhara. Each class was devoted to different types of texts together with questions including pre-, while-, and post-reading tasks.

For example, in session 1 students were distributed an article about pollution in modern era and relying on schema theory they were asked to speak what they have known so far about

this topic . Before going to the main text, their oral opinions were collected and summarized after which they did specific information gap activities coming from their pre knowledge about different types of pollution. After that they were given posters relating to the problems with pollution and required to draw solutions to existing issues in groups. Finishing this process, representatives from each group explained their solutions highlighting their importance. And the tutor scaffolded guiding through the key words and assigned the organized groups to read different parts of the article in detail prior to doing gap filling and multiple choice activities.

In session 2, another different methodology was applied which not only promotes to get the main point of the article but also works a lot to deal with complex passages and come up with correct answers to especially multiple choice questions. Once, they were handed authentic materials -texts about sleep disorders among people which were designed to provide organic exposure to natural language patterns . Next, they were assigned to read this article carefully 3 times and write down a reflection at the end about what they have learned from this article in short. As reading is considered to be a receptive skill the greater emphasis was oriented towards interpreting general meaning rather than producing language. After this they did 5 multiple choice questions in a row according to the very article to which they reflected.

One additional method was semi-structured interviews based on qualitative research. For this, on average 3 or 4 students are required in order to know in-depth opinions of students about today`s class. They are interviewed with different questions focusing on the student acceptance level of CLT. Here we can include some questions like:

„How different was our today`s class from previous sessions?“

„What did you find difficult about this method?“

„Did group discussions helped you to do better at your classroom reading session?“

„Would you like to have more classes like this“

Results

The results obtained from this research shows increased student performance, higher motivation and more active participation as a result of classroom implementation of CLT. Students started to understand the general meaning of the context better compared to the time when they are taught with traditional methods. It is also obvious that the psychology that reading is a solitary and boring process made them bear mundane passages without any comprehension. The main goal of the students was only to take the correct answer but not to get the main point. So, it was especially tough when they have to solve the tests involving overall meaning rather than details. Noteworthy to mention is that in pre-reading session, the organized discussion with their own opinions helped a lot students to enhance their critical thinking and see bigger picture of the topic. Another important point was a time when they made posters with the solutions to current pollution problems. Teamwork has taught so much to the extent that they sharpened their mind and illustrated their solutions in colours. It provided deeper level of comprehension prior to moving to the main text.

Additionally, second strategy taught that reading tasks are much more interesting when it is connected to real life and their own opinions. Many students highlighted that they remembered the meaning better when they themselves reflected to it. I analyzed their results thoroughly and made sure that CLT works intensively to progress students` results. Because these types of texts were the most challenging ones and they always ended up getting low results. For example, without CLT integration they did 2 out of 5 questions on average. However, the results were at least 4 after the implementation of communicative style to reading section.

Discussion

The findings of this mini research aligns with the support from previous literature on the benefits of interactive and engaging tasks in language teaching. Even though direct results are more associated with speaking, if approaches are applied in a right way it works well with passive skills also. Through prediction, collaboration, discussion and reflection learners become more active which leads to deeper understanding and improved retention.

The focus of our research goes beyond immediate gains and moves towards some interesting results at the end. For example, with which reading section CLT applies best was found as a result. Pre-reading stage is known for active application of CLT as it requires from students to express their pre knowledge, take part in discussion and represent their work in front of the classroom. Especially the questions urging the learners to discuss with their partners pushes them to speak in target language. But, while-reading stage can not be actively organized with these methods because it demands that student sit in one place and try to deal with the passage and questions coming from this text. They mostly focus on reading this context, reflecting on their minds and coming up with right answers at the end. So, passive implementation is suitable for while-reading procedure. Lastly, post-reading is known for active coverage of CLT because it works with students overall understanding and mostly about their feelings about the provided text. After they have done the translation, they are asked about what they found challenging through reading or how they reflected. In this situation students have to communicate with their peers or teacher so as to convey what is in their mind.

Another valuable finding was about appropriate age coverage for CLT tasks as teachers have to work with different students within classroom. After the research it was documented that CLT is much less effective with beginners and elementary level students. Because they do not have enough language foundation to convey their ideas in English .Their grammar range and vocabulary are limited and they always suffer from anxiety and fear of mistakes. Moreover they lack in input to organize their conversations accordingly. Last but not least, without any linguistic support group discussions or creative may seem daunting. However, it is the best option for intermediate and upper-intermediate students as they have basic knowledge of target language. Additionally, they are psychologically developed by having greater confidence and have the ability to handle unscripted communication. They benefit a lot by expressing their identity by attending group discussions which develop critical thinking.

Conclusion

In conclusion, the integration of CLT into reading classes will be extremely useful on condition that appropriate age and condition are taken into account. Though immediate gains are not that widespread due to the lack of research and unsuitable nature of communication in terms of reading, we can develop it through experimenting within different classroom conditions and various techniques. It should be admitted that it offers an array of benefits ranging from improved engagement to fostered comprehension. By transforming reading from passive and solitary activity to an engaging and interactive procedure, overall student performance can be boosted a lot. By making reading a communicative activity, teachers can help students view texts not only as sources of information but also as springboards for meaningful interaction. When students start to see this process as a chance to develop their worldview and interchange ideas rather than mundane translation process, their motivation increases and overall comprehension rate rises. Further research is needed to continue exploring the application of CLT in different reading contexts, including online learning environment and academic reading.

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Sustainable Development Goals: Gender Equality

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Abstract

This paper explores the critical role of **gender equality** within the **2030 Agenda for Sustainable Development**, recognizing it as both a fundamental human right and a crucial accelerator for achieving all 17 Sustainable Development Goals. Employing a **mixed-methods approach**, which includes quantitative analysis of national-level data on SDG 5 targets and qualitative case studies, the study investigates the intricate relationships between gender equality indicators and sustainable development outcomes across diverse socio-economic contexts. Findings reveal significant statistical correlations between advancements in gender equality metrics (e.g., female labor force participation, leadership representation) and improved outcomes in areas like poverty reduction, health, and education. Conversely, qualitative insights highlight persistent systemic barriers, including socio-cultural norms, policy implementation gaps, and deeply ingrained patriarchal structures, that impede progress despite targeted interventions. The paper advocates for a comprehensive, **intersectional**, and **context-specific approach** to accelerating SDG 5, emphasizing the need for tailored strategies that address local complexities, re-evaluate monitoring frameworks to capture the nuanced nature of gender inequality, and promote fundamental shifts in societal norms and power structures for transformative change and sustainable progress.

Keywords: Gender Equality, Sustainable Development Goals, SDG 5, 2030 Agenda, Mixed-Methods, Intersectional, Policy Recommendations, Socio-Cultural Norms, Women's Empowerment, Gender Mainstreaming, Development Framework.

Introduction

The pursuit of gender equality is a foundational pillar of the 2030 Agenda for Sustainable Development, recognized not only as a fundamental human right but also as a critical accelerator for achieving all 17 Sustainable Development Goals. Specifically, Sustainable Development Goal 5 explicitly targets gender equality and the empowerment of all women and girls, underscoring its pivotal role in the broader development framework (Correa et al., 2025). This dedicated focus on gender equality within the SDGs represents a significant progression from the Millennium Development Goals, which largely overlooked the pervasive issue of gender disparity (Küfeoğlu, 2022). Achieving SDG 5 is considered instrumental to the success of the entire 2030 Agenda, as progress in gender equality directly influences outcomes across other SDGs, including those related to poverty, health, education, and economic growth (Hua & Zhao, 2024) (Küfeoğlu, 2022). Despite its critical importance, the advancement of SDG 5 has been notably slow, even in developed regions like Europe, indicating a global challenge in addressing deeply entrenched gender inequalities (Küfeoğlu, 2022).

Literature Review

This section reviews the extant academic literature concerning the multifaceted dimensions of gender inequality, its measurement, and the impact of various interventions aimed at fostering gender equality within the framework of the Sustainable Development Goals.

This review synthesizes findings on the interdependencies between gender equality and other SDGs, highlighting how gender mainstreaming is crucial for holistic sustainable development (Filho et al., 2022). The literature suggests that a lack of progress in gender equality may impede advancements in sustainable development, implying that greater involvement of women in productive and decision-making roles could accelerate sustainability across

economic, social, and environmental spheres (Stevens, 2010). Furthermore, recent scholarly works emphasize that achieving gender equality is foundational for cultivating comfortable, sustainable, and prosperous societies, thereby serving as a building block for the entire 2030 Agenda (Küfeoğlu, 2022). Despite widespread recognition of its importance, significant gender gaps persist globally across various domains, including employment, education, health, and political participation, with projections indicating it could take centuries to achieve full parity in economic participation (Jackman, 2021). This persistent disparity necessitates a deeper examination of the barriers hindering progress towards gender equality, particularly within the context of the Sustainable Development Goals (Hua & Zhao, 2024) (Jackman, 2021). Specifically, the inherent intersectionality of poverty with opportunities, societal participation, education, and power, often shaped by historical colonial influences and patriarchal traditions, remains insufficiently addressed within the existing SDG framework (Hua & Zhao, 2024). Consequently, a more nuanced understanding of how these entrenched systemic factors perpetuate gender disparities is essential for developing effective, context-specific interventions that truly accelerate progress towards SDG 5 and, by extension, the entire 2030 Agenda (Dhar, 2018) (Hepp et al., 2019). This analytical gap necessitates an exploration into how postcolonial feminist perspectives can critically engage with policy theoretical frameworks to illuminate the nuanced lived realities of individuals affected by gender inequality within the SDG context (Hua & Zhao, 2024). This approach would allow for a more comprehensive understanding of the structural impediments that hinder progress towards gender equality, offering insights into how existing power dynamics and historical legacies shape contemporary challenges (Hua & Zhao, 2024).

Methodology

This paper employs a mixed-methods approach to investigate the intricate relationships between gender equality indicators and sustainable development outcomes across diverse socio-economic contexts.

This involves a comprehensive quantitative analysis of national-level data on SDG 5 targets and indicators, correlated with metrics from other SDGs, complemented by qualitative case studies exploring specific interventions and their localized impacts on gender equality (Ray, 2016). This dual approach enables the identification of overarching patterns and specific contextual nuances, providing a robust empirical foundation for policy recommendations.

Results

The quantitative analysis reveals significant statistical correlations between advancements in gender equality metrics, such as female labor force participation and representation in leadership roles, and improved outcomes in other sustainable development areas, including poverty reduction, health indicators, and educational attainment.

Conversely, the qualitative findings illuminate the complex interplay of socio-cultural norms, policy implementation gaps, and economic disparities that often impede progress despite targeted interventions, particularly in regions grappling with the legacies of colonial influence and deeply ingrained patriarchal structures (Hua & Zhao, 2024) (Wilson, 2015). These findings underscore the critical need for an evidence-based policymaking approach that is sensitive to the historical and social complexities embedded within local contexts to effectively address the wicked problem of SDG 5 (Eden & Wagstaff, 2020). Such an approach necessitates a critical examination of current policy frameworks through a postcolonial feminist lens, revealing how power dynamics and historical legacies continue to shape contemporary challenges in achieving gender parity (Hua & Zhao, 2024). Furthermore, the data reveal that while some progress has been made in certain areas of gender equality, particularly in access to education, systemic barriers related to economic empowerment and political participation remain largely unaddressed across many nations. This persistence of disparity highlights the necessity of disaggregating data by sex and gender to accurately track progress and identify areas requiring

targeted interventions, as currently, many SDG indicators lack such crucial breakdowns ("Gender Equality: The Route to a Better World," 2023).

Discussion

This section critically discusses the implications of the findings, drawing connections between the quantitative correlations and qualitative insights to propose a more effective, context-sensitive approach to accelerating SDG 5.

It emphasizes that a universalistic approach often fails to account for the diverse socio-economic and cultural contexts, thus advocating for tailored strategies that address specific regional and local challenges. This necessitates a re-evaluation of current monitoring and evaluation frameworks to ensure they are robust enough to capture the complex, intersectional nature of gender inequality rather than relying on simplistic, binary understandings (Mittner et al., 2023). The discussion further posits that achieving transformative change requires not only policy reform but also a fundamental shift in societal norms and power structures, which often manifest as informal institutions that perpetuate inequalities despite formal legal frameworks (Lima & Guedes, 2024). This includes addressing the deep-rooted patriarchal structures that contribute to corruption and hinder women's political participation, as highlighted by SDG 5, target 5.5, and SDG 16, target 16.5 (Merkle & Wong, 2019). Moreover, the analysis indicates that gender equality is intricately linked with other Sustainable Development Goals, functioning as both a standalone objective and an essential catalyst for achieving broader developmental aspirations, such as poverty reduction and improved health outcomes (Küfeoğlu, 2022). This interwoven relationship underscores the necessity of mainstreaming gender considerations across all SDG initiatives, rather than treating gender equality as an isolated concern (Herbert et al., 2022).

Conclusion

This paper concludes by reiterating the urgent need for a more comprehensive, intersectional, and context-specific approach to achieving gender equality within the framework of the Sustainable Development Goals.

It highlights that while quantitative advancements in certain areas are evident, the qualitative findings reveal persistent systemic barriers rooted in socio-cultural norms and historical legacies that demand nuanced, localized interventions. This comprehensive approach will ensure that policy interventions are not only effective in addressing the multifaceted nature of gender inequality but also sustainable in fostering long-term societal transformation (Dhar, 2018). Furthermore, it emphasizes the importance of a 'gendered pathways approach' to understand the complex interactions and trade-offs between different dimensions of gender equality and sustainability, thereby guiding policy interventions towards more integrated and effective solutions (Ray, 2016). This necessitates a shift from purely quantitative metrics to also incorporating qualitative assessments that capture the lived experiences of diverse groups, ensuring that progress is measured not just in numbers but in meaningful improvements in well-being and equity (Lawless et al., 2021). Such an approach would require a paradigm shift in development policy, moving beyond conventional sector-specific interventions to embrace holistic strategies that recognize the synergistic relationships between gender equality and other Sustainable Development Goals (Küfeoğlu, 2022).

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Methodology Of Teaching The Magnetic Properties Of Rare Earth Garnets

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Abstract

This thesis covers the methodology of teaching students the topic of “rare earth garnets” in physics. Methods of using theoretical concepts, laboratory experiments, visual demonstrations and interactive methods in teaching the magnetic properties of rare earth elements are considered. Methodological recommendations are developed for students to develop independent thinking, analyze experimental results and form a scientific approach.

Keywords: rare earth garnets, magnetic properties, physics education, laboratory exercises, interactive methods, pedagogical technologies.

Annotatsiya

Mazkur tezisdagi fizika fanida “nodir yer granatlari” mavzusini talabalarga oʻqitish metodikasi yoritilgan. Nodir yer elementlarining magnit xossalarini oʻrgatishda nazariy tushunchalar, laboratoriya tajribalari, vizual koʻrgazmalar va interfaol metodlardan foydalanish usullari koʻrib chiqilgan. Talabalarda mustaqil fikrlash, tajriba natijalarini tahlil qilish va ilmiy yondashuvni shakllantirish uchun metodik tavsiyalar ishlab chiqilgan.

Kalit soʻzlar: nodir yer granatlari, magnit xossalar, fizika taʼlimi, laboratoriya mashgʻulotlari, interfaol metodlar, pedagogik texnologiyalar.

Kirish

Oliy taʼlim muassasalarida fizika kursi doirasida murakkab kristall tuzilmalar va ularning magnit xossalarini oʻrganish muhim nazariy va amaliy ahamiyatga ega. Nodir yer granatlari bu borada alohida mavzu boʻlib, ular orqali talabalarga kvant mexanikasi, kristall maydon nazariyasi, magnit hodisalar va spektroskopiya asoslari tushuntiriladi.

Biroq ushbu mavzu talabalarga ogʻir, quruq nazariya sifatida qabul qilinmasligi uchun uni samarali metodika asosida oʻqitish zarur. Shu bois mazkur tezisdagi nodir yer granatlari mavzusini oʻqitishda qoʻllanilishi mumkin boʻlgan metodik yondashuvlar, tajribalar va interfaol usullar tahlil qilinadi.

Asosiy qism

Nazariy tushunchalarni oʻqitish metodikasi

Talabalarga nodir yer granatlarining magnit xossalarini tushuntirishda avvalo quyidagi nazariy tushunchalar sodda va bosqichma-bosqich yoritilishi lozim:

- kristall panjara va ionlarning joylashuvi;
- magnit qabul qiluvchanlik va uning temperaturaga bogʻliqligi;
- Faradey aylanishi va Verde doimiysi;
- Van-Flek mexanizmi hamda kramers dubletlari.

Bu tushunchalar murakkab matematik formulalar orqali emas, balki grafik tasvirlar, modellash va qisqa misollar yordamida tushuntirilganda samaraliroq boʻladi.

Laboratoriya tajribalari

Talabalar uchun “nodir yer granatlari magnit xossalari” boʻyicha laboratoriya mashgʻulotlari tashkil etilishi muhimdir. Masalan:

- spektrometr yordamida 420–750 nm oraligʻida spektrni kuzatish;
- temperaturani oʻzgartirib, magnit qabul qiluvchanlikni aniqlash;
- kristallning turli oʻqlari boʻyicha oʻlchovlar olib borish.

Bunday tajribalar talabalarga mavzuning nazariy qismidan tashqari amaliy ahamiyatini ham tushunishga yordam beradi.

Interfaol metodlardan foydalanish

Mavzuni samarali o'zlashtirish uchun interfaol metodlar katta ahamiyatga ega:

- **“Aqliy hujum”** – talabalar bilan nodir yer elementlari magnit xossalari bo'yicha erkin fikr almashish.
- **“Insert”** – matn bilan ishlashda talabalar bilgan va bilmagan tushunchalarni ajratib ko'rsatishi.
- **“Debat”** – magnit xossalarini tushuntirishda turli nazariy yondashuvlarni solishtirish.
- **“Klaster”** – “magnit xossalar” tushunchasini tarmoqlar shaklida tasvirlash.

Ushbu metodlar orqali talabalar mavzuga faol jalb qilinadi, mustaqil tahlil qilishga o'rganadi.

Vizual ko'rgazmalar

Mavzuni o'qitishda 3D-modellar, grafiklar, animatsiyalar va tajriba natijalarining vizual ko'rinishlari katta samara beradi. Masalan, kristall panjaraning strukturasini va magnit momentlarning yo'nalishini grafik ko'rinishda namoyish qilish talabalarning tushunishini osonlashtiradi.

Natija va muhokama

Nodir yer granatlari mavzusi fizika kursida nafaqat nazariy bilim berish, balki talabalarda ilmiy dunyoqarashni shakllantirish uchun ham muhimdir. Tajribalar orqali olingan natijalarni talabalarning o'zlari tahlil qilishi, interfaol metodlar yordamida muhokama qilishi mavzuning chuqur o'zlashtirilishiga olib keladi.

Pedagogik kuzatuvlar shuni ko'rsatadiki, tajriba asosida tashkil qilingan mashg'ulotlarda talabalar faolligi 30–40 % ga, bilimlarni o'zlashtirish samaradorligi esa 20 % ga yuqori bo'ladi.

Xulosa

1. Nodir yer granatlari mavzusi murakkab bo'lsa-da, uni o'qitishda metodik yondashuvlar, vizual vositalar va interfaol metodlardan foydalanish ta'lim samaradorligini sezilarli oshiradi.
2. Laboratoriya tajribalari talabalarning mavzuga qiziqishini kuchaytiradi va nazariy bilimlarni mustahkamlaydi.
3. Interfaol metodlar orqali talabalar mustaqil fikrlash, tahlil qilish va ilmiy muhokama yuritishga o'rganadilar.
4. Fizika ta'limida bunday metodik yondashuvlar nafaqat bilim, balki ijodkorlik va innovatsion tafakkurni ham shakllantiradi.

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Innovative Pedagogical Approaches In Painting Classes

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Abstract

This article examines the use of the granulation effect in watercolor painting as an innovative approach in painting classes. The aim of the study is to demonstrate the pedagogical potential of this technique in developing students' creative thinking and aesthetic perception. An experiment conducted among students of the Shakhrisabz State Pedagogical Institute confirmed that granulation enhances the emotional expressiveness of artworks, stimulates interest in independent exploration, and increases the effectiveness of the educational process.

Keywords: watercolor, granulation effect, painting, innovative method, creative thinking

Modern art education in Uzbekistan is currently undergoing an active stage of renewal, which is closely connected with the task of preparing a creatively thinking individual, capable of independent artistic exploration and innovative approaches in art. One of the promising directions in this process is the use of the unique expressive possibilities of watercolor, in particular the effect of granulation, which until now has remained little studied in pedagogical practice.

Granulation in watercolor represents a special visual phenomenon that arises from the interaction of pigments, water, and paper, resulting in uneven pigment deposition and the formation of unique textures and surfaces. This phenomenon has long been known to practicing artists; however, its purposeful application in the educational process holds significant methodological and pedagogical potential. Within the framework of traditional painting instruction, watercolor has often been perceived as a technique requiring precision and control over every brushstroke. The use of granulation, however, opens up a new dimension — it encourages students to work more freely, to experiment, to trust the artistic process, and to rely on their own imagination.

For a long time, pedagogical practice in Uzbekistan paid primary attention to classical methods of teaching painting: hatching, smooth color application, and the layered watercolor technique. These approaches are essential for developing professional skills, yet they do not always stimulate students' creative imagination. Meanwhile, in global practice, there is a stable interest in experimental techniques. In particular, in art education in European countries and the United States, granulation is increasingly considered not only as a decorative device but also as a means of developing students' creative thinking and emotional responsiveness. In domestic pedagogical literature, the topic of granulation as a teaching method is almost absent. Studies conducted in recent years have mainly addressed general issues of art education and watercolor methodology. Researchers have emphasized the importance of students' emotional involvement and the need to foster aesthetic taste; however, no specific methodological developments on the use of granulation have yet been proposed. This defines the relevance of the present study: to identify and describe the pedagogical potential of granulation and to demonstrate its possibilities in developing students' creative thinking and aesthetic perception. The use of granulation also has a broader cultural context. In the history of watercolor, many examples can be found where artists consciously turned to chance and texture effects. The works of English watercolorists of the 18th–19th centuries, French Impressionists, and contemporary artists demonstrate that unpredictability and spontaneity can become an important source of artistic expressiveness. Within the educational process, this acquires special significance: the student learns not only to control the material but also to accept its

natural properties, transforming them into a means of artistic language. Practice has shown that when using granulation in painting classes, students begin to work with color more boldly, pay attention to the structure of the paint spot, and search for unexpected solutions. This is directly related to the development of their creative competencies, which are considered key in modern pedagogy. Furthermore, the effect of granulation contributes to emotional engagement: students observe the process with interest, experience the joy of discovery, which positively influences their motivation for learning.

The study established that granulation can be regarded as an innovative method of teaching painting. Its innovativeness lies in the introduction of elements of experimentation, freedom, and unpredictability into the educational process. At the same time, the traditional objectives of training are preserved: the development of visual accuracy, a sense of color, and compositional thinking. To these is added a new aspect — the formation of readiness for creative risk and the ability to perceive and use the accidental as an artistic value. Thus, watercolor granulation becomes not merely a technical device but an important pedagogical tool that contributes to:

- *the development of creative thinking;*
- *the formation of aesthetic perception;*
- *the enhancement of emotional responsiveness;*
- *the stimulation of interest in independent work;*
- *the expansion of students' artistic vocabulary.*

In conclusion, the granulation effect in watercolor is not only an expressive artistic technique but also an effective innovative method in teaching painting. Its application fosters the formation of students' creative competencies, aesthetic perception, and emotional responsiveness, while also increasing their motivation for learning and independent artistic exploration. This experience opens up prospects for further research related to the integration of granulation into various areas of art education and the development of new methods for its teaching.

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Competency Structures Of Syntactic Units: Comparative Analysis Of English, Korean And Uzbekistan

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Introduction

In linguistics, the study of syntactic units is important not only from a structural perspective but also within the framework of the competence-based approach. The theory of competence encompasses the speaker's grammatical knowledge, communicative abilities, and pragmatic skills. Since the syntactic systems of English, Korean, and Uzbek belong to different language families, their comparative analysis is an effective means of identifying both common features and distinctions. The purpose of this study is to conduct a comparative analysis of the competence-based structures of syntactic units in the mentioned languages.

Kirish

Tilshunoslikda sintaktik birliklarning o'rganilishi nafaqat strukturaviy, balki kompetensiyaviy yondashuv asosida ham muhim ahamiyat kasb etadi. Kompetensiya nazariyasi til egasining grammatik bilimlari, kommunikativ imkoniyatlari va pragmatik malakasini qamrab oladi. Ingliz, koreys va o'zbek tillari sintaktik tizimlari turli til oilalariga mansubligi sababli qiyosiy tahlil ularning umumiylik va farqlarini ochib berishda samarali bo'ladi. Mazkur tadqiqotning maqsadi ushbu tillarda sintaktik birliklarning kompetensiyaviy tuzilishlarini qiyosiy tahlil qilishdan iboratdir.

1. Nazariy asoslar

1.1. Sintaktik birlik tushunchasi

Sintaktik birlik — so'z birikmalari, gap va matn darajasidagi grammatik tuzilmalarni anglatadi. Ular tilning asosiy kommunikativ vositasi sifatida muhim o'rin tutadi Sintaktik birlik tushunchasi haqida batafsil ma'lumot

Sintaktik birlik – bu til tizimidagi grammatik tuzilmalar bo'lib, ular so'z birikmalari, gap va matn darajasida namoyon bo'ladi. Tilshunoslikda sintaktik birliklarning asosiy vazifasi – fikrni muloqotda mazmunli, tartibli va tushunarli tarzda ifodalash.

Sintaktik birliklarning darajalari. So'z birikmasi – ikki yoki undan ortiq so'zning grammatik bog'lanishi natijasida hosil bo'lgan birlik. Masalan, o'zbek tilida “yashil daraxt”, ingliz tilida “green tree”, koreys tilida 푸른 나무. Gap – tugallangan fikrni ifodalovchi grammatik birlik. Gaplarda so'zlarning joylashuvi, bog'lanishi va intonatsiya muhim ahamiyat kasb etadi. Matn – bir necha gaplarning mantiqan va grammatik jihatdan o'zaro bog'langan yig'indisi bo'lib, kommunikativ maqsadni kengroq ifodalaydi.

Sintaktik birliklarning asosiy xususiyatlari. Grammatik xususiyat: sintaktik birliklar tilning grammatik qoidalariga asoslanadi. Kommunikativ xususiyat: ular orqali inson o'z fikrini boshqalarga yetkazadi. Semantik xususiyat: birliklar ma'no tizimi orqali muloqotning mazmunini shakllantiradi. Pragmatik xususiyat: gapiruvchi va tinglovchi o'rtasidagi munosabat, kontekst va maqsadga moslashadi.

Turli tillarda sintaktik birliklarning namoyon bo'lishi. Ingliz tili – qat'iy SVO tartibida gap qurilishi asosiy vosita. Koreys tili – SOV tartibi va partikulyar qo'shimchalari sintaktik birliklarning bog'lovchi mexanizmi sifatida xizmat qiladi. O'zbek tili – SOV tartibiga ega bo'lsa-da, erkin so'z tartibi ham qo'llanadi. Qo'shimchalar sintaktik munosabatlarni ifodalaydi.

1.2. Kompetensiyaviy yondashuv nazariyasi

Kompetensiyaviy yondashuv tilni nafaqat grammatik tizim, balki muloqot vositasi sifatida o'rganishni ko'zda tutadi. Noam Chomsky tomonidan ilgari surilgan “Lingvistik kompetensiya”

va Dell Hymesning “kommunikativ kompetensiya” tushunchalari zamonaviy sintaksis tadqiqotlari uchun nazariy asos bo‘lib xizmat qiladi.

Kompetensiyaviy yondashuv tilshunoslikda tilni faqat grammatik tizim sifatida emas, balki muloqot vositasi sifatida o‘rganishga asoslanadi. Bu yondashuv til bilimining nazariy qoidalarini amaliy qo‘llash, ya’ni so‘zlovchining til imkoniyatlaridan mazmunli, tushunarli va maqsadga muvofiq foydalanish qobiliyatini tahlil qiladi.

Noam Chomsky va “lingvistik kompetensiya”. Amerikalik tilshunos Noam Chomsky (1928 y.) tomonidan ilgari surilgan “Lingvistik kompetensiya” nazariyasiga ko‘ra, til egasi ona tilining ichki grammatik tizimini ongida mukammal biladi. Lingvistik kompetensiya: gapiruvchi va tinglovchining grammatik bilimlari majmuasi. U, asosan, qoidabozlik (rules) va til tizimini nazariy darajada tushunishga qaratilgan. Masalan, ingliz tilida “She goes” va “She go” jumalari orasidagi farqni har bir til egasi tabiiy ravishda biladi.

Dell Hymes va “Kommunikativ kompetensiya”. Sotsiolingvist Dell Hymes (1927–2009) Chomsky qarashlarini rivojlantirib, “Kommunikativ kompetensiya” nazariyasini ilgari surdi. Unga ko‘ra, til egasi nafaqat grammatik jihatdan to‘g‘ri gap tuzishni, balki uni qachon, qaerda va qanday shaklda ishlatish kerakligini ham bilishi lozim. Kommunikativ kompetensiya tarkibiga quyidagilar kiradi:

Grammatik kompetensiya – grammatik qoidalarni bilish.

Sotsiolingvistik kompetensiya – nutqni ijtimoiy vaziyatga mos ishlatish.

Diskursiv kompetensiya – matn va muloqotni yaxlit tashkil etish.

Strategik kompetensiya – kommunikativ qiyinchiliklarni yengish usullari (masalan, sinonim ishlatish, imo-ishora bilan izohlash).

Kompetensiyaviy yondashuvning zamonaviy sintaksisdagi o‘rni. Zamonaviy sintaksis tadqiqotlarida nafaqat gapning strukturaviy shakli, balki uning kommunikativ qiymati ham muhim hisoblanadi. Bu yondashuv til o‘rganishda ham asosiy tamoyillardan biri bo‘lib, chet tillarini o‘rgatishda grammatikani faqat qoidalar yig‘indisi emas, balki real muloqot vositasi sifatida talqin etadi. Masalan, ingliz, koreys yoki o‘zbek tilida bir xil gap grammatik jihatdan to‘g‘ri bo‘lishi mumkin, ammo u ijtimoiy vaziyatda noto‘g‘ri qo‘llansa, kommunikativ kompetensiya yetishmagan hisoblanadi.

1.3. Til kompetensiyasi va kommunikativ kompetensiya

Til kompetensiyasi insonning grammatik qoidalarga oid bilimni ifodalasa, kommunikativ kompetensiya til vositalaridan to‘g‘ri, o‘rinli va samarali foydalanish qobiliyatini anglatadi.

Kommunikativ kompetensiya — insonning til vositalaridan to‘g‘ri, o‘rinli va samarali foydalanish qobiliyati. Bu tushuncha Dell Hymes tomonidan taklif qilingan bo‘lib, tilni faqat qoidalar yig‘indisi emas, balki real muloqot vositasi sifatida o‘rganish zarurligini ta’kidlaydi.

Asosiy mazmuni: grammatik bilimdan tashqari, nutqning ijtimoiy, pragmatik va madaniy qirralarini qamrab oladi. Misol: Ingliz tilida “Could you open the window, please?” jumlasini muloqotda o‘rinli. Grammatik jihatdan oddiy buyruq shakli “Open the window!” ham to‘g‘ri, ammo ba’zi vaziyatlarda (masalan, rasmiy yoki hurmatli suhbatda) noto‘g‘ri yoki qo‘pol eshitilishi mumkin.

Farqi: til kompetensiyasi tilning ichki grammatik qoidalarini bilishga qaratilgan bo‘lsa, kommunikativ kompetensiya ularni amaliy, ijtimoiy va pragmatik jihatdan samarali qo‘llashga asoslanadi.

Bog‘liqligi: kommunikativ kompetensiya lingvistik kompetensiyaga tayangan holda shakllanadi; ikkinchisi birinchisini to‘ldiradi..

6. Xulosa

Sintaktik birliklarning kompetensiyaviy tuzilishi har bir tilda turlicha shakllanadi, lekin umumiy maqsad muloqotda mazmunni samarali yetkazishdir. Ingliz, koreys va o‘zbek tillarining qiyosiy tahlili universal qonuniyatlarni va milliy xususiyatlarni aniqlash imkonini beradi. Tadqiqot natijalari til o‘qitish metodikasi, tarjima nazariyasi va madaniyatlararo kommunikatsiyada qo‘llanishi mumkin.

Kompetensiyaviy yondashuv tilshunoslikda grammatika va muloqotning uzviy bog'liqligini ta'kidlaydi. Chomsky tomonidan ilgari surilgan "lingvistik kompetensiya" nazariy poydevor vazifasini bajargan bo'lsa, Hymesning "kommunikativ kompetensiya"si bu tushunchani amaliy va ijtimoiy o'lchamlarda kengaytirdi.

Til kompetensiyasi va kommunikativ kompetensiya til egasining nazariy bilimlari va amaliy nutq faoliyatining ikki muhim qirrasini sifatida qaratiladi. Birgalikda ular insonning tilni to'liq egallash darajasini belgilaydi.

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Psychological Methods Of Dealing With Stress

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Abstract

This study studies the concept of stress, its impact on human life and activities, and psychological methods used to deal with stress. Ways to restore a person's internal balance, overcome stress, and form a positive psychological state through psychological approaches are analyzed.

Keywords: Stress, psychological methods, emotional stability, autogenic training, relaxation, positive thinking, adaptability.

Annotatsiya

Ushbu tadqiqotda stress tushunchasi, uning inson hayoti va faoliyatiga ta'siri hamda stress bilan kurashishda qo'llaniladigan psixologik usullar o'rganilgan. Psixologik yondashuvlar orqali shaxsning ichki muvozanatini tiklash, stressni yengib o'tish va ijobiy psixologik holatni shakllantirish yo'llari tahlil qilingan.

Kalit so'zlar: Stress, psixologik usullar, emotsional barqarorlik, autogen mashq, relaksatsiya, ijobiy tafakkur, moslashuvchanlik.

Kirish

Inson hayotida stress muqarrar hodisalardan biri bo'lib, u har bir kishining kundalik faoliyatida, ijtimoiy munosabatlarda, o'qish va mehnat jarayonida, shuningdek, shaxsiy hayotida namoyon bo'ladi. Stress — bu tashqi yoki ichki omillarga nisbatan organizmning psixologik va fiziologik javob reaksiyasidir. Agar u vaqtida boshqarilmasa, insonning ruhiy va jismoniy salomatligiga salbiy ta'sir ko'rsatishi mumkin. Bugungi globallashuv va tezkor rivojlanish davrida odamlarning hayot tarzi keskin o'zgarib, ish hajmining ortishi, raqobat kuchayishi, turli xil ijtimoiy va iqtisodiy muammolar stressning ko'payishiga olib kelmoqda. Jumladan yoshlar orasida imtihonlar, yangi muhitga moslashish, kelajak rejalari haqidagi tashvishlar kuchli ruhiy bosimni keltirib chiqaradi. Shu bois stressga qarshi samarali psixologik usullarni o'rganish va qo'llash nafaqat individual, balki ijtimoiy ahamiyatga ham egadir.

Tadqiqotning maqsadi: Stressning inson psixikasi va sog'lig'iga ta'sirini aniqlash hamda uni kamaytirishda samarali psixologik usullarni tahlil qilish.

Tadqiqotning vazifalari: Stress tushunchasini ilmiy jihatdan yoritish. Stressning inson organizmiga ta'sir mexanizmlarini o'rganish. Stressni yengishda qo'llaniladigan psixologik usullarni tahlil qilish. Amaliyotda samarali bo'lgan stressni boshqarish yo'llarini aniqlash.

Tadqiqot metodologiyasi: Psixologik adabiyotlar tahlili. Kuzatuv va suhbat metodlari. So'rovnoma va test sinovlari. Amaliy psixologik mashqlarni sinab ko'rish.

Tadqiqot natijalari: Tadqiqot natijalariga ko'ra. Stressni boshqarishda nafas mashqlari, meditatsiya, autogen mashqlar samarali ekanligi aniqlandi. Ijobiy tafakkur va o'z-o'zini ruhlantirish stressni yengib o'tishda muhim omil hisoblanadi. Muloqot va ijtimoiy qo'llab-quvvatlash stress darajasini kamaytiradi. Shaxsning irodaviy sifatleri va psixologik barqarorligi stressga qarshi immunitetni oshiradi.

Xulosa

Stress — zamonaviy jamiyatda keng tarqalgan psixologik muammo hisoblanadi. Uni yengishda psixologik usullar, jumladan, relaksatsiya, meditatsiya, ijobiy tafakkur va ijtimoiy qo'llab-quvvatlash muhim ahamiyat kasb etadi. Stressni samarali boshqara olgan shaxs sog'lom, faol va muvaffaqiyatli hayot kechiradi. Umuman olganda, xulosa shuki stress bilan kurashishning

psixologik usullarini bilish va ulardan amalda foydalanish har bir insonning hayot sifati, sog'lig'i hamda jamiyatdagi ijtimoiy faolligini oshiradi. Shu bois bu mavzuning amaliy ahamiyati juda yuqori bo'lib, uni chuqur o'rganish va keng targ'ib qilish bugungi kunning dolzarb vazifalaridan biridir.

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The Need To Modernize The Mechanisms Of Organizational Management In Family Enterprises

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Abstract

this article analyzes the current problems of organizational management mechanisms in family enterprises and considers the need and methods of their modernization. Due to the peculiarities of family business, the importance of innovative approaches to improving the effectiveness of management mechanisms, the introduction of digital technologies and the improvement of the management system is emphasized. The article reflects on the role of modern management mechanisms in ensuring the stability of family enterprises and increasing their competitiveness.

Keywords: family enterprise, management mechanisms, modernization, organizational management, innovation, digital transformation, business sustainability

Annotatsiya

Ushbu maqolada oilaviy korxonalarda tashkiliy boshqaruv mexanizmlarining dolzarb muammolari tahlil qilinib, ularni modernizatsiya qilish zaruriyati va usullari ko'rib chiqiladi. Oilaviy biznesning o'ziga xos xususiyatlari sababli boshqaruv mexanizmlarining samaradorligini oshirish uchun innovatsion yondashuvlar, raqamli texnologiyalarni joriy etish hamda boshqaruv tizimini takomillashtirish muhimligi ta'kidlanadi. Maqola oilaviy korxonalar barqarorligini ta'minlash va ularning raqobatbardoshligini oshirishda zamonaviy boshqaruv mexanizmlarining o'rni haqida fikr yuritadi.

Kalit so'zlar: Oilaviy korxona, boshqaruv mexanizmlari, modernizatsiya, tashkiliy boshqaruv, innovatsiya, raqamli transformatsiya, biznes barqarorligi.

KIRISH

Bugungi globallashuv va raqamli iqtisodiyot davrida iqtisodiyotning barcha sohalarida yangilanish va zamonaviylashuv talab etilmoqda. Ayniqsa, oilaviy korxonalar kabi kichik va o'rta biznes subyektlari uchun bu jarayon hayotiy ahamiyat kasb etadi. Chunki ularning faoliyati nafaqat iqtisodiy manfaatlar, balki oilaviy qadriyatlar, ishonch va meros kabi noan'anaviy omillarga ham tayanadi. Ko'pchilik oilaviy bizneslar an'anaviy boshqaruv usullariga suyanib, zamonaviy boshqaruv mexanizmlarini joriy etishga ehtiyotkorlik bilan yondashadi. Ammo bugungi tezkor va raqobatbardosh bozor sharoitida bu yondashuv yetarli emas. Tashkiliy boshqaruvning aniq tizimlashtirilmaganligi, rollar va mas'uliyatning noaniqligi, innovatsiyalarga nisbatan qarshilik, shuningdek, professional kadrlar bilan ishlashdagi muammolar oilaviy korxonalar rivojiga to'sqinlik qilmoqda. "Keyingi yillarda mamlakatimizda aholi bandligini ta'minlash va kambag'allikni qisqartirish, oilaviy tadbirkorlikni rivojlantirish, aholini sport bilan shug'ullanishga keng jalb etish, shaharsozlik faoliyatini takomillashtirish bo'yicha chora-tadbirlar amalga oshirilmoqda. Shu bilan birga oilaviy tadbirkorlikni yanada rivojlantirish, sport-ta'lim tashkilotlarini davlat tomonidan qo'llab-quvvatlashni kuchaytirish maqsadida, shuningdek qurilish sohasida davlat xizmatlari ko'rsatish tartibi joriy etilganligidan kelib chiqqan holda mazkur sohalaridagi munosabatlarni tartibga soluvchi qonun hujjatlarini qaytadan ko'rib chiqish zaruriyati yuzaga kelmoqda.

Mazkur Qonun bilan "Oilaviy tadbirkorlik to'g'risida"gi O'zbekiston Respublikasi Qonuniga yuridik shaxs tashkil etmagan holdagi oilaviy tadbirkorlik sub'ektlariga besh nafargacha doimiy xodimni ular bilan mehnat shartnomasini tuzgan holda yollash huquqini, shuningdek bir oilaviy korxona ishtirokchisiga bir vaqtning o'zida boshqa oilaviy korxona ishtirokchisi bo'lish huquqini

beruvchi o'zgartirishlar kiritilmoqda¹." Shu bois, oilaviy bizneslarda tashkiliy boshqaruv mexanizmlarini modernizatsiya qilish, ya'ni zamonaviy texnologiyalarni joriy etish, shaffof boshqaruv tizimlarini yo'lga qo'yish, kadrlar salohiyatini oshirish va strategik rejalashtirish madaniyatini shakllantirish zarurati kun tartibiga chiqmoqda. Zero, bu nafaqat korxona barqarorligini ta'minlaydi, balki uning kelajak avlodlar qo'lida rivojlanib borishini ham kafolatlaydi.

Oilaviy korxonalar ko'plab mamlakatlar iqtisodiyotining asosiy qismiga taalluqli bo'lib, ularning faoliyati ko'plab iqtisodiy va ijtimoiy ahamiyatga ega. Biroq, oilaviy biznesning o'ziga xosligi - qarindoshlik munosabatlari, boshqaruv strukturasini va qaror qabul qilish jarayonidagi murakkabliklar bu korxonalarda samarali boshqaruv mexanizmlarini rivojlantirishda qiyinchiliklar tug'diradi. Shu bois, zamonaviy sharoitda oilaviy korxonalarni samarali boshqarish uchun ularning tashkiliy boshqaruv mexanizmlarini modernizatsiya qilish muhim ahamiyatga ega bo'lmoqda.

MUHOKAMA

Hozirgi kunda global iqtisodiyotning o'zgaruvchan sharoitida oilaviy korxonalar ko'plab qiyinchiliklar bilan yuzma-yuz keladi: raqobatning kuchayishi, texnologik yutuqlar, mijozlarning talablarining o'zgarishi va boshqalar. Bu omillar oilaviy korxonalarni faqat an'anaviy boshqaruv usullari bilan cheklanmay, zamonaviy va ilg'or boshqaruv mexanizmlarini joriy etishni talab qiladi. Boshqaruvning samaradorligi oilaviy korxonalar faoliyatining uzoq muddatli barqarorligini ta'minlashda asosiy omillardan biri hisoblanadi. Tarixan oilaviy korxonalarda qarorlar ko'proq shaxsiy va an'anaviy me'yorlarga asoslangan. Biroq, iqtisodiy muhitning murakkablashuvi va raqamli transformatsiyaning tezlashuvi ushbu mexanizmlarning faoliyatda o'z vaqtida yangilanib borishini talab qilmoqda. Shu bois, boshqaruv strukturasini soddalashtirish, mas'uliyatlarni aniq taqsimlash, axborot texnologiyalarini joriy qilish orqali tashkiliy boshqaruvni modernizatsiya qilish zarurati yuzaga kelmoqda².

Oilaviy biznesning o'ziga xos jihatlari ko'p. Bir tomondan ishonchli va yaqin munosabatlar asosida qurilgan muhit, ikkinchi tomondan esa professional boshqaruv talab etiladigan murakkab tizim. Aynan shu jihatlari ko'plab qiyinchilik va muammolarga sabab bo'lishi mumkin. Avvalo, shaxsiy va ishbilarmonlik munosabatlarining aralashuvi masalasi ko'p hollarda muammoli vaziyatlarga olib keladi. Yaqin qarindoshlar o'rtasidagi hissiy bog'liqlik sababli biznes qarorlar ob'ektiv emas, balki sub'ektiv asosda qabul qilinadi. Bu esa umumiy natijaga salbiy ta'sir qiladi. Shuningdek, kim nima uchun mas'ul ekani aniq belgilanmagani sababli javobgarlikdan bo'yin tovlash yoki vazifalarni o'z zimmasiga olmaslik holatlari yuzaga keladi. Bundan tashqari, ko'plab oilaviy korxonalar an'anaviy yondashuvlarga suyanib qolgan bo'lib, zamonaviy innovatsiyalarni qabul qilishga qiyinlik bilan yondashadi. Raqamli transformatsiya, yangi texnologiyalar yoki boshqaruv uslublarini joriy qilish, ko'pincha "eski usul ishonchliroq" degan qarashlar bilan rad etiladi³. Bu esa raqobatbardoshlikni kamaytiradi. Yana bir muhim masala tashqi professional mutaxassislarni ishga olishdagi muammolar. Ko'pchilik hollarda rahbarlik lavozimlariga faqat oila a'zolari tayinlanadi, bu esa malakali, tajribali mutaxassislar uchun yopiq eshiklar degani. Natijada, korxona o'z salohiyatidan to'liq foydalana olmaydi. Moliyaviy jihatdan ham qiyinchiliklar bor yangi boshqaruv tizimlari, dasturiy ta'minot yoki treninglar uchun zarur bo'lgan mablag'lar har doim ham mavjud emas. Ammo eng katta muammo kadrlar tayyorlash va boshqaruv madaniyatining pastligidir. Ya'ni, yangi tizimlarni joriy etishdan oldin, ularni boshqaradigan bilimli va tayyor xodimlar kerak bo'ladi. Shuningdek, oilaviy biznesda avlodlar o'rtasidagi qarashlar to'qnashuvi ham jiddiy muammolardan biri. Keksalar ehtiyotkorlik bilan, konservativ yondashsa, yoshlar innovatsiyalar va yangiliklarga intiladi. Bu ziddiyatlar strategik qarorlar qabul qilishda to'siq bo'lishi mumkin. Biroq bu muammolar yechimsiz emas. Eng asosiysi har bir qadamni o'ylab, bosqichma-bosqich amalga

¹"O'zbekiston Respublikasining ayrim qonun hujjatlariga o'zgartirishlar va qo'shimcha kiritish to'g'risida" O'zbekiston Respublikasining Qonuni, 27.12.2023 yildagi O'RQ-890-son <https://lex.uz/docs/6713962>

² Mamatqulov.D "Korxonalarni raqamli transformatsiya qilish", Toshkent, 2023

³ Axmedov.B "Oilaviy biznes boshqaruvi tamoyillari", Toshkent, 2022.

oshirish. Bosim bilan emas, balki tushuntirish, muhokama va maslahat asosida o'zgarishlar kiritish. Shaffof boshqaruv tizimini yaratish, rollarni aniq taqsimlash, tashqi mutaxassislar yordamidan foydalanish va kadrlar malakasini oshirish orqali oilaviy bizneslarda professional boshqaruvni shakllantirish mumkin.

NATIJALAR

Oilaviy bizneslarda zamonaviy yondashuvlar – raqamli texnologiyalarni joriy qilish, shaffof boshqaruv tizimini yo'lga qo'yish, kadrlar malakasini oshirish va strategik rejalashtirish orqali faoliyat samaradorligini keskin oshirish mumkin. Masalan, CRM va ERP tizimlari orqali mijozlar bilan ishlash sifati yaxshilanadi, ichki jarayonlar esa aniq va tezkor boshqariladi. Bu esa nafaqat xarajatlarni kamaytiradi, balki daromadni ham ko'paytiradi. Shaffof boshqaruv, o'z navbatida, ishonchli muhit yaratadi: har bir qaror asosli va hujjatlashtirilgan bo'ladi, bu esa kelgusidagi nizolarning oldini olishga xizmat qiladi. Kadrlar tayyorlashga e'tibor qaratilishi esa rahbarlar va xodimlarni zamonaviy bozor talablariga tayyorlaydi, yangi g'oyalarni qo'llab-quvvatlashga zamin yaratadi. Eng muhimi – uzoq muddatli strategik rejalashtirish oilaviy biznesga barqarorlik, rivojlanish va yangi marralarni zabt etish imkonini beradi. Shunday qilib, oilaviy korxonalar zamonaviy boshqaruv vositalarini qo'llash orqali nafaqat bozor raqobatiga bardosh beradi, balki iqtisodiyotning barqaror tayanchi sifatida o'z o'rnini mustahkamlab boradi. Shuningdek, "O'zbekistonda yuridik shaxs tashkil etmagan oilaviy tadbirkorlik subyektlari besh nafargacha doimiy ishchi yollashi mumkin bo'ldi. Ilgari bu raqam uch tani tashkil etardi. Yuridik shaxs tashkil etmagan oilaviy tadbirkorlik subyektlari endilikda uch nafar ishchi o'rniga besh nafargacha doimiy ishchi qabul qilishi va ular bilan mehnat shartnomasi tuzishi mumkin." Oilaviy tadbirkorlik to'g'risida"gi qonunga kiritilgan o'zgartirishni Shavkat Mirziyoyev 2023-yil 27-dekabr kuni [imzoladi](#). Bundan tashqari, bir oilaviy korxona ishtirokchisiga bir vaqtning o'zida boshqa oilaviy korxona ishtirokchisi bo'lish huquqi beriladi. Oilaviy tadbirkorlik, [qonunga](#) ko'ra, oila a'zolari tomonidan tavakkal qilib va o'z mulkiy javobgarligi ostida daromad (foyda) olish maqsadida amalga oshiriladigan tashabbuskorlik faoliyatidir. Oilaviy tadbirkorlik yuridik shaxs tashkil etgan yoki tashkil etmagan holda amalga oshirilishi mumkin⁴."

XULOSA

Oilaviy korxonalar iqtisodiyotni rivojlantirishda muhim rol o'ynaydi, ammo ularning boshqaruv mexanizmlari ko'pincha an'anaviy usullarga tayanadi va bu ularning raqobatbardoshligini kamaytirishi mumkin. Shu sababli, zamonaviy iqtisodiy va texnologik sharoitlarda oilaviy korxonalarda tashkiliy boshqaruv mexanizmlarini modernizatsiya qilish dolzarb vazifa hisoblanadi. Raqamli texnologiyalarni integratsiyalash, boshqaruv jarayonlarini shaffoflashtirish hamda innovatsiyalarni joriy etish orqali oilaviy korxonalarning barqarorligi va samaradorligini oshirish mumkin. Oilaviy biznes – bu nafaqat iqtisodiy faoliyat, balki ishonch, avlodlar merosi va oila qadriyatlariga tayangan mehnat samarasi hamdir. Biroq bugungi tez o'zgarayotgan zamonda faqat an'anaviy yondashuvlar bilan uzoqqa borish qiyin. Zamonaviy boshqaruv vositalari, raqamli texnologiyalar, strategik rejalashtirish va professional yondashuv oilaviy korxonalar uchun hayotiy zaruratga aylanmoqda. Oilaviy muhitda yuzaga keladigan shaxsiy va professional to'siqlarni tan olish, ularni ochiq muhokama qilish va hal etishga intilish bu muvaffaqiyat sari tashlangan muhim qadamdir. Vaqt talab qilsa-da, mas'uliyat va vakolatlarni aniq belgilash, kadrlar malakasini oshirish, innovatsiyalarga ochiq bo'lish orqali oilaviy biznesni nafaqat saqlab qolish, balki uni yangi bosqichga olib chiqish mumkin. Demak, barqaror va raqobatbardosh oilaviy biznes uchun an'anani zamonaviylik bilan uyg'unlashtirish – eng to'g'ri yo'l hisoblanadi.

FOYDALANILGAN ADABIYOTLAR

⁴ <https://www.gazeta.uz/oz/2023/12/29/family/>

“O‘zbekiston Respublikasining ayrim qonun hujjatlariga o‘zgartirishlar va qo‘shimcha kiritish to‘g‘risida” O‘zbekiston Respublikasining Qonuni, 27.12.2023 yildagi O‘RQ-890-son
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Effectiveness Of Special Training In Developing Creative Thinking

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Abstract

This thesis highlights the problem of developing creative thinking in modern education and its relevance. Creative thinking is a person's innovative and original approach to problem situations, his desire to think in a new way, departing from existing patterns. The study analyzed the internal and external factors affecting the formation of creative thinking and proved the effectiveness of its development through psychological training with practical examples. Through the training sessions conducted within the framework of the study, the participants' interest in free thinking, innovation, as well as teamwork skills significantly increased. The effectiveness of the trainings was determined on the basis of special tests, observations and questionnaires. The main stages of the training methodology, training forms (interactive methods, creative games, brainstorming, associative thinking techniques) were also considered. As a result, trainings in the development of creative thinking justify themselves as an effective, interesting and motivating tool

Keywords: Creative thinking, training, creative potential, psychological methods, interactive learning, problem situation, innovative approach.

Annotatsiya

Mazkur tezisda zamonaviy ta'limda kreaktiv fikirlashni rivojlantirish muammosi va uning dolzarbligi yoritilgan. Kreaktiv fikirlash-bu insonning muammoli vaziyatlarga innovatsion va original yondashuvi, mavjud andozalardan chetga chiqib, yangicha fikirlashda bo'lgan intilishidir. Tadqiqotda kreaktiv fikirning shakllanishiga ta'sir etuvchi ichki va tashqi omillar tahlil qilingan hamda psixologik treninglar orqali uni rivojlantirishning samaradorligi amaliy misollar bilan isbotlab berilgan. Tadqiqot doirasida olib borilgan trening mashg'ulotlari orqali qatnashchilarda erkin fikirlash, yangilik yaratishga bo'lgan qiziqish, shuningdek, jamoaviy hamkorlikda ishlash ko'nikmalari sezilarli darajada oshgan. Treninglarning samaradorligi maxsus testlar, kuzatuv va so'rovnamlar asosida aniqlangan. Shuningdek, trening metodikasining asosiy bosqichlari, mashg'ulot shakllari (interaktiv metodlar, kreaktiv o'yinlar, brainstorming, assotsiativ fikirlash texnikalari) ham ko'rib chiqilgan. Natijada, kreaktiv fikirlashni rivojlantirishda treninglar- samarali, qiziqarli va motivatsion vosita sifatida o'zini oqlaydi

Kalit so'zlar: Kreaktiv fikirlash, trening, ijodiy salohiyat, psixologik metodlar, interaktiv ta'lim, mummoli vaziyat, innovatsion yondshuvi.

Kirish

Fikirlash-insonning atrof-muhitni anglash, tahlil qilish va yechim topish qobiliyatidir. Zamonaviy ta'lim jarayonida tanqidiy, ijodiy va mantiqiy fikirlashni rivojlantirishga qaratilgan metodik mashg'ulotlar majmuasidir. Maxsus trening- fikirlash faoliyatini maqsadli rivojlantirishga qaratilgan metodik mashg'ulotlar majmuasidir. Maxsus

treninglar insonni tanqidiy fikirlash muammoni yechish va qaroq qabul qilish ko'nikmalarini va bilimlarini oshiradi. Treninglar orqali insonlar har xil nuqtai nazardan ko'rish qobiliyatini oshiradi. Treninglar orqali talaba va boshqa odamlarni motivatsiya, o'z-o'zini baholash qobiliyati oshadi. Treninglar orqali gurux bo'lib ishlash mashg'ulotlari fikir almashinuvi va muloqot qilish madaniyatlarini rivojlantiradi. Zamonaviy jamiyatning tez sur'atlar bilan rivojlanishi insondan nafaqat mavjud bilimlarni qo'llash, balki yangi g'oyalar yaratish, noodatiy yechim topish qobiliyatini talab etmoqda. Ana shu jarayonda kreativ fikirlash-inson tafakkurining eng muhim jihatlardan biri sifatida alohida ahamiyat hasb etadi. Kreativlikning rivojlanishi esa tasodifiy emas, balki maxsus sharoitlar va mashqlar orqali shakllantiriladi. SHu nuqtayi nazardan, maxsus treninglarning samaradorligi ilmiy va amaliy jihatdan isbotlangan.

Tadqiqotni maqsadi: Fikirlashda yangicha yondashuvni rivojlantirish va unga ijobiy tasir ko'rsatish. Ushbu maxsus treninglar talabalarni tanqidiy, mantiqiy va ijodiy fikirlash qobiliyatiga ta'sirini aniqlash hamda ularning samaradorligini amaliy jihatdan izohlab berishni o'rgatadi.

Tadqiqotning vazifalari: BU treninglar inson hayotida kerak bo'ladi. Chunki maxsus treninglar odamni fikirlash, o'ylash va bajarishini rivojlantiradi. Psixologik treninglar ham o'ylash fikirlash doiralarini kengaytiradi.

Tadqiqot metodologiyasi: Motivatsion mashqlar: ijodiy o'yinlar, noodatiy vaziyatlardan chiqish yo'lini izlash, qizqarli muammoli savollar.

Kognitiv mashqlar: assotsiatsiyalar o'yini, "10 xil yechim" metodi, hikoya davom ettirish usuli.

Emotsional mashqlar: ijodiy realikatsiya, vizulatsiya, tasavvur mashqlari.

Jamoaviy mashqlar: "miyasturum"(brainstorming), guruhiy loyiha yaratish, kollektiv muammolarni hal qilish.

Tadqiqot natijalari: Toshkentda davlat pedagogika universitetida o'kazilgan tajribada talabalar ikki guruhga bo'lindi: biri an'anaviy dars jarayonida qatnashdi, ikkinchisi esa qo'shimcha ravishda ijodiy mashg'ulotlarda ishtirok etdi. Bir semester oxirida ikkinchi gruxdagi talabalar mustaqil loyiha topshiriqlarida yangilik kiritish bo'yicha 30-35% yuqori natija ko'rsatdi. Bu holat shuni anglatadiki, trening insonning o'ziga ishonchini mustahkamlaydi, "qo'rqmaslik" hissini kuchaytiradi va o'z g'oyasini erkin ifoda etishga yordam beradi.

Xulosa

Maxsus treninglar kreativ fikirlashni rivojlantirishda o'zining yuqori samaradorligini ko'rsatmoqda. Ular:

- Noodatiy fikirlashni rag'batlantiradi;
- SHaxsda yangilik yaratishga intilishni oshiradi;
- O'ziga ishonch va erkin fikirlashni shakllantiradi;
- Jamiyatning innovatsion taroqqiyotiga hissa qo'shadi.

Demak, ijodiy fikirlashni tarbiyalashda maxsus treninglar nafaqat ta'lim jarayonida, balki kasbiy va shaxsiy hayotda ham muhim ahamiyatga ega. Shuning uchun ham maxsus treninglar har bir odamga albatta kerak. Bu treninglar orqali inson rivojlanadi va o'sadi. Fikirlash doirasi kengayadi mantiqiy o'ylashni boshlaydi

Foydalanilgan adabiyotlar:

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Kreativlik va ijodkorlikni rivojlantirish bo'yicha ilmiy adabiyotlar E.P.Torrance

Paleoecology: History Of Development And Practical Significance

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Abstract

This article examines the formation and historical development stages of paleoecology, as well as its significance in the modern era. The research analyzes the interrelation of the discipline with archaeology, geology, and biology, its methodological approaches in reconstructing ancient natural environments, and its importance in scientific investigations. In addition, the practical relevance of paleoecological studies—such as rational use of natural resources, understanding environmental challenges, and providing a scientific basis for sustainable development in the future—is highlighted. The article considers both the theoretical and practical aspects of paleoecology and substantiates the relevance of this field of study.

Keywords: paleoecology, natural environment, ancient ecosystems, environmental challenges, archaeology, geology, biology, sustainable development.

Annotatsiya

Ushbu maqolada paleoekologiya fanining shakllanish jarayoni, tarixiy rivojlanish bosqichlari hamda hozirgi davrdagi o'рни yoritilgan. Tadqiqotda fanning arxeologiya, geologiya va biologiya bilan uzviy aloqasi, qadimgi tabiiy muhitni tiklashdagi metodologik yondashuvlari hamda ilmiy izlanishlardagi ahamiyati tahlil qilinadi. Shuningdek, paleoekologik tadqiqotlarning amaliy ahamiyati – tabiiy resurslardan oqilona foydalanish, ekologik muammolarni anglash va kelajakdagi barqaror taraqqiyot uchun ilmiy asos yaratish jarayonidagi o'рни ochib berilgan. Maqola paleoekologiyaning nazariy va amaliy jihatlarini birgalikda ko'rib chiqib, fanning dolzarbligini asoslab beradi.

Kalit so'zlar: paleoekologiya, tabiiy muhit, qadimgi ekotizimlar, ekologik muammolar, arxeologiya, geologiya, biologiya, barqaror taraqqiyot.

KIRISH.

Insoniyat tarixini, qadimgi jamiyatlarning turmush tarzini va ularning atrof-muhit bilan o'zaro munosabatini chuqur o'rganishda paleoekologiya fanining o'рни beqiyosdir. Ushbu fan qadimgi geologik qatlamlar, arxeologik topilmalar va biologik qoldiqlar asosida o'tmishdagi tabiiy sharoitlarni qayta tiklash imkonini beradi. Natijada nafaqat tarixiy jarayonlarni anglash, balki hozirgi ekologik muammolarni hal qilish uchun ham muhim ilmiy xulosalar chiqarish mumkin bo'ladi. Paleoekologiyaning shakllanishi XIX asr oxiri va XX asr boshlarida boshlangan bo'lib, dastlab geologiya va paleontologiya fanlari bilan uzviy aloqada rivojlangan. Bugungi kunda esa u kompleks ilmiy yo'nalish sifatida arxeologiya, geografiya, biologiya va ekologiya bilan chambarchas bog'liq holda faoliyat yuritmoqda. Ayniqsa, insoniyat tarixidagi iqlim o'zgarishlari, tabiiy ofatlar va ekotizimlarning rivojlanish dinamikasini aniqlashda paleoekologiya alohida ahamiyat kasb etadi. Shuningdek, mazkur fan o'tmishdagi ekologik tajribalarni tahlil qilish orqali hozirgi davrda resurslardan oqilona foydalanish, tabiiy muvozanatni saqlash va barqaror rivojlanish konsepsiyasini shakllantirishda ham nazariy hamda amaliy jihatdan muhim o'rin egallaydi. Shu bois, paleoekologiyaning rivojlanish tarixi va uning amaliy ahamiyatini tahlil qilish bugungi ilmiy izlanishlar uchun dolzarb hisoblanadi.

ADABIYOTLAR TAHLILI VA METODLAR.

Paleoekologiya fanining shakllanishi va rivojlanishi jarayonida ko'plab olimlar tomonidan qimmatli tadqiqotlar olib borilgan. XIX asr oxiri va XX asr boshlarida Yevropa va Rossiya

olimlari geologik qatlamlar hamda paleontologik qoldiqlar asosida qadimgi muhit sharoitlarini tiklashga alohida e'tibor qaratdilar. Xususan, L. S. Berg, V. A. Obruchev, A. P. Pavlov singari olimlarning ishlari paleoekologik izlanishlarning metodologik asoslarini shakllantirishda muhim ahamiyat kasb etdi. XX asrning o'rtalaridan boshlab paleoantropologiya, arxeologiya va paleobotanika sohalaridagi tadqiqotlar bilan uzviy bog'liq holda paleoekologiya fani yanada rivojlandi. Bu davrda N. I. Vavilov, V. V. Dokuchaev kabi olimlarning ilmiy qarashlari qadimgi tabiatni o'rganishda yangi yo'nalishlar ochib berdi. Shuningdek, Yevropa va Amerikada olib borilgan palinologik (chang zarralari tahlili), dendroxronologik (yog'och yillik halqalarini o'rganish) va paleoklimatologik tadqiqotlar orqali o'tmish iqlim sharoitlari haqida aniqroq ma'lumotlar yig'ildi.

O'zbekistonda va Markaziy Osiyo hududida paleoekologiya masalalari asosan arxeologik tadqiqotlar bilan bog'liq holda o'rganila boshlagan. Bu yo'nalishda O'zbekiston Fanlar akademiyasi Arxeologiya instituti hamda Geologiya va geofizika instituti olimlarining ishlari muhim ahamiyatga ega. Ayniqsa, Zarafshon vodiysi, Qoraqalpog'iston, Buxoro va Surxondaryo hududlarida olib borilgan arxeologik izlanishlarda paleoekologik tahlillar muhim ilmiy natijalar berdi. Mahalliy tadqiqotchilardan T. Mirzaqulov, A. Asqarov, O. Islomovlarning ishlari paleoekologiya va arxeologiya integratsiyasini chuqurlashtirishda e'tiborga loyiqdir. So'nggi yillarda raqamli texnologiyalar va GIS tizimlarining joriy etilishi paleoekologik tadqiqotlarning yangi bosqichini boshlab berdi. Zamonaviy laboratoriya uskunalari, izotop tahlillari va masofadan zondlash texnologiyalari orqali qadimgi ekotizimlarni yanada aniqroq tiklash imkoniyati yaratildi. Shunday qilib, paleoekologiya bugungi kunda fanlararo izlanishlarda keng qo'llanilayotgan dolzarb ilmiy yo'nalishlardan biriga aylandi.

NATIJALAR VA MUHOKAMA.

Paleoekologiya fani insoniyat tarixini va qadimgi tabiiy muhitni o'rganishda muhim ilmiy yo'nalish sifatida shakllangan. Ushbu fan o'tmishda mavjud bo'lgan ekotizimlarni qayta tiklash, ularning rivojlanish dinamikasini aniqlash va inson faoliyati bilan bog'liq ekologik jarayonlarni yoritishda katta ahamiyat kasb etadi. Paleoekologik izlanishlar dastlab geologiya, paleontologiya va arxeologiya fanlari doirasida yuzaga kelgan bo'lib, XIX asrning oxiri va XX asr boshlarida mustaqil ilmiy yo'nalish sifatida shakllana boshladi. Ilk paleoekologik tadqiqotlarda asosan geologik qatlamlar, hayvon va o'simlik qoldiqlari, shuningdek, qadimiy tuproq namunalari asosida tabiiy sharoitlar tiklangan. Keyinchalik ilmiy yondashuvlar kengayib, arxeologik topilmalar, antropologik dalillar hamda iqlim o'zgarishlarini aks ettiruvchi ma'lumotlar ham izchil tahlil qilina boshlandi. Shu tariqa paleoekologiya kompleks fanlararo yo'nalish sifatida shakllanib, bugungi kunda geografiya, biologiya, ekologiya va tarixiy fanlar bilan uzviy aloqada rivojlanmoqda. Paleoekologiyaning amaliy ahamiyati juda keng qamrovli. Avvalo, qadimgi ekotizimlarni tahlil qilish orqali insoniyat tarixidagi iqlim o'zgarishlari, tabiiy ofatlar va landshaft dinamikasi haqida qimmatli ma'lumotlar olish mumkin. Bu esa arxeologik tadqiqotlarda o'tmish jamiyatlarining turmush tarzi va tabiiy sharoitlarga moslashuvini anglash imkonini beradi. Shu bilan birga, paleoekologik izlanishlar bugungi kunda global ekologik muammolarni o'rganish va ularni bartaraf etish yo'llarini ishlab chiqishda ham muhim ilmiy asos bo'lib xizmat qilmoqda.

Mazkur fan tabiat resurslaridan oqilona foydalanish, ekologik muvozanatni saqlash hamda barqaror taraqqiyot konsepsiyasini shakllantirishda alohida ahamiyatga ega. Qadimgi davrlarda sodir bo'lgan ekologik jarayonlarni tahlil qilish orqali insoniyat kelajakda yuzaga kelishi mumkin bo'lgan iqlimiy va ekologik inqirozlarga tayyorlanish imkoniyatiga ega bo'ladi. Demak, paleoekologiya nafaqat o'tmishni o'rganish, balki bugungi va kelajak avlod uchun ekologik xavfsizlikni ta'minlashda ham muhim ilmiy va amaliy o'rin tutadi.

XULOSA.

Yuqoridagi mulohazalardan ko'rinadiki, paleoekologiya fani o'tmishdagi tabiiy sharoitlar va ekotizimlarni tiklash orqali insoniyat tarixini chuqurroq anglashga xizmat qiladigan muhim ilmiy yo'nalishdir. Ushbu fan geologiya, paleontologiya, arxeologiya, biologiya va ekologiya bilan

uzviy aloqada shakllanib, bugungi kunda kompleks tadqiqotlar uchun keng imkoniyatlar yaratmoqda.

Paleoekologik izlanishlar qadimiy iqlim o'zgarishlari, tabiiy ofatlar va ekotizimlarning rivojlanish dinamikasini o'rganish orqali hozirgi ekologik muammolarni hal etishda ham beqiyos ahamiyat kasb etadi. Bundan tashqari, tabiat resurslaridan oqilona foydalanish, ekologik muvozanatni saqlash va barqaror taraqqiyot konsepsiyasini shakllantirishda paleoekologiya muhim ilmiy asos bo'lib xizmat qiladi. Shu bois, paleoekologiyaning rivojlanish tarixi va amaliy ahamiyatini o'rganish nafaqat ilmiy, balki amaliy jihatdan ham dolzarb hisoblanadi. Fanning kelgusidagi rivoji zamonaviy texnologiyalar, GIS tizimlari va laboratoriya tahlillari yordamida yanada chuqurlashib, insoniyatning ekologik xavfsizligi va barqaror rivojlanishini ta'minlashga xizmat qiladi.

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Designing Educational Games Based On Digital Technologies For Preschool Children

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Abstract

This article analyzes the role and importance of educational games created on the basis of digital technologies in the intellectual, creative and communicative development of preschool children. It highlights the pedagogical, psychological and technological factors taken into account in the process of designing educational games. It also considers methods of expanding children's thinking, developing speech and forming social skills through gaming tools.

Keywords: preschool education, digital technology, educational game, intellectual development, design.

Modern digital technologies are presenting new tools for the development of all educational institutions around the world. Digitization creates opportunities for the exchange of learned knowledge, giving people the opportunity to learn more and apply it in their daily lives. Increasingly, major changes are taking place in the education system related to digitization.

The digital education system creates broad opportunities and new tasks. The main opportunities include solving educational problems, expanding the choice of forms of education, and increasing the means of knowledge transfer. The need to understand the place and role of digital technologies in modern education should be reflected in modern research in the fields of methodology and didactics of preschool and primary education.

Nowadays, digital technologies are widely used in all spheres of social life, including preschool education. Especially at the preschool stage, the use of modern technologies plays an important role in shaping children's worldview, increasing their interest in learning, and directing them to creative activities. In this regard, the process of creating educational games for preschool children in digital form is considered one of the most important factors in increasing educational efficiency. Since gaming activity plays a central role in the psychological development of a child, organizing it using digital tools allows children to receive more interesting, easy, and effective education.

Modern digital tools revitalize the educational process and expand children's opportunities for independent thinking, creativity, and self-expression. Using tablets, mobile applications, interactive whiteboards, and various multimedia programs, children not only acquire knowledge, but also develop digital literacy skills. When developing educational games, it is important to adhere to pedagogical and psychological principles. The content of the game should correspond to the child's age characteristics, arouse his interest, gradually become more complex, and encourage creative activity.

From the point of view of child psychology, play is their main activity. Therefore, when creating educational games, it is necessary to use colorful visual and audio elements that will serve to hold the child's attention for a long time, enhance emotional interest, support social and emotional development, and expand thinking. Through play, the child not only remembers knowledge, but also has the opportunity to apply it in practical activities.

Today, various innovative technologies are used to create educational games. With the help of interactive programs, the necessary knowledge is conveyed to the child in the form of a game. Multimedia platforms make the content more interesting through sound, video and animation. The gamification method enriches education with game elements, creating an

opportunity for the child to collect rewards and points, which increases his motivation. Also, with the help of virtual and augmented reality technologies, the child more easily absorbs new knowledge by modeling life events.

In practical terms, you can create games for math that focus on recognizing numbers, counting, and performing simple operations, exercises for language development that increase vocabulary, interactive tasks for natural science about the seasons, animals, and plants, as well as games that develop social skills. Through this, children not only gain knowledge, but also learn how to behave in real-life situations.

Thus, the use of a digitalized education system serves as a basis for preschoolers to become members of the target audience for entering a digitalized society in the future. This will certainly lead to an increase in the competitiveness of the preschool educational organization, the creation of added value, and the attraction of children. This, firstly, increases competitiveness; Secondly, it brings the educational process into line with world standards.

In such conditions, the formation of personality is fundamentally different from the previous traditional methods, which requires the development of a qualitatively new model of its implementation in the integration of preschool education in the globalizing information space, the formation of methodological work that combines completely new methods that are necessary for and correspond to the current conditions. In any case, the correct use of modern pedagogical digital technologies guarantees the achievements of children of preschool age and their subsequent successful study in higher grades.

In conclusion, educational games created on the basis of digital technologies make the learning process of preschool children interesting and effective. They expand the child's thinking, teach independent decision-making, develop creativity and social adaptation skills. Therefore, it is advisable for preschool educational institutions and educators to widely use digital educational games in their practice.

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