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STAGES OF INNOVATION MANAGEMENT FORMATION IN THE SPHERE OF TELECOMMUNICATIONS

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***Annotation.** This paper examines the main global trends in innovation management during the digitalization period over the past 100 years. The stages of rise, decline, crisis, development, modern are separated. It is determined that innovations, at each stage of the management structure of telecommunications formation, have become a powerful motivator for the economic growth of companies.*

Key words: innovation management, digitalization, hierarchical structure, knowledge management, digital imaging, investment.

At any stage of the creation of new consumer products and models of technology, unexpected, previously unseen problems may arise, which can lead to delays, waste of resources, failure to achieve planned goals, or even to the closure of an innovative project. Therefore, an innovation manager is required to be able to think strategically, to creatively solve non-standard problems, to find opportunities to mobilize forces and resources in order to prove the innovation process to the end and obtain a positive result. In addition, innovation requires a manager to be able to build a certain infrastructure, without which the innovation process is impossible [1].

In today's world, innovation management has certain developments, achievements and creative solutions. In the field of telecommunications, there are many scientific developments, promising and economic projects that have filled all branches of production. A huge economic break-

through was made by digitalization, which required effective management, as a result of the emergence of the phenomenon of "innovation of innovations".

Let us consider the stages of formation and establishment of innovation management in the period when all countries began to use mobile phones and smartphones and digital television appeared.

I stage of the rise of "market management mechanisms in the organizational structure" (1920-1980).

In 1996 Andrew Davis stated that from the 1920s to the early 1980s the telephone network was considered a "natural monopoly" in which market mechanisms governed public control of monopoly substitution. Economies of scale served as the rationale for natural monopoly. These are the cost reductions that result from an increase in the size of existing units or networks, producing a single product or service. Such cost benefits derived from invest-

ments in additional plant and equipment that take advantage of new technologies and additional innovations or the introduction of radical technological and organizational innovations that can improve capacity utilization over a certain period of time [2].

Stage II of the decline: “hierarchy-ring” (1981-1990).

Network, architecture and governance are undergoing technological and regulatory changes. The telecommunications network follows a fundamentally new technological trajectory. The rejection of the hierarchical structure is gaining momentum. Over time, it turns into a ring as the most viable structure when switching is cheap and transmission is expensive [2].

III stage of the crisis: “knowledge management” (1991-2000).

During this period, a huge number of scientific developments saturate the telecommunication services market. There is a need for their effective application to achieve a competitive advantage through a unique selling proposition. Robert M. Grant [3] established a fundamental difference in knowledge management, which is between those activities that involve the use of existing knowledge, and those that generate knowledge that is new to the organization. Most management principles refer to the organization of existing knowledge. According to Spender (1992), the two types of activity differ in that the application of knowledge is formalized, while the generation of knowledge is institutionalized [3].

IV stage of development: “functional connection – service management” (2001-2010).

Arun Rai and Wallaby Sambamurti in 2006 [4] identified digitization as a phenomenon included into service management, providing an opportunity to develop innovative training programs that respond to the expanding market needs. Recent research shows that there is an increasing number of technical courses offered on web services and little coverage of the business and organizational aspects of digital-enabled services. Information technology management workshop, forums to promote informational support on the possibility of integrating IT service management into training programs and research are being organized. Scientists have the opportunity to play an instrumental role in leading interdisciplinary initiatives for training programs around the interaction between the technical and management dimensions of digital service management [4].

Berhout (Guus) A. and Patrick A. van der Duin in 2007 [5] noted that new developments in mobile communications, such as increased transmission capacity and business alliances that cross sectors, are changing the way mobile phones are innovative.

V stage: modern “project management” (2011 – our time).

Italian scientists Barbara Billiards, Alberto Ivo Dormia, Francesco Galati in 2012 [6] highlighted various ways to manage open innovation processes based on teamwork or a target group. Numerous studies have shown that the competitiveness of a company is changing rapidly today, and a complex environment is rapidly increasing their investment in innovation.

Companies recognize that successful innovation requires a continuous and steady flow of investment to remain competitive [7,8]. These arguments lead to the concept of open innovation. "Open" innovation models refer to how companies generate new ideas and market them, while "closed" innovation models are developed and controlled by the company itself [9].

In 2010 Indian scientists Sankar S. Jyoti and Chandrasekhar K.S. [10] emphasized the fact that telecommunications in the modern era is the science and practice of transmitting information in an electromagnetic mode. Mobile phones and the Internet have become indispensable parts of our daily life. Digital telecommunications have a great cultural, social and economic impact on modern society. Telecommunications companies are becoming global business empires. The difference is due to uneven entry into and management of telecommunications services. Industry shapes business as economically profitable.

Thus, in the last hundred years, the innovation management in the field of telecommunications has gone a long way from market management mechanisms to management of services and projects in five main stages: rise, decline, crisis, development, modern.

In the mid-90s of the last century, the telecommunications network is developing along a fundamentally new technological trajectory. It transforms from a hierarchical to a functional new open structure.

So, the third stage of the crisis is a turning point in the formation of the structure of innovation management and

the main one in the formation of project management.

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ЕНЕРГОЕФЕКТИВНІСТЬ КОНВЕРТЕРНОГО ПРОЦЕСУ ІЗ ЗАМІННИКАМИ СТАЛЕВОГО БРУХТУ У ШИХТІ

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Ключові слова: енергоефективність, металошихта, конвертер, брикет, підігрів.

Keywords: energy efficiency, metal charge, converter, briquette, heat.

В умовах дефіциту якісного металобрухту у конвертерному процесі виробництва сталі використовуються залізородні матеріали з невеликим вмістом заліза, металодобавки у вигляді окускованих пилу, шламів та залізовміщуючих відходів машинобудівельних підприємств. Якщо врахувати, що до 95% витрат енергії у конвертерній плавці складають приховані енерговитрати [1], основною статтею яких є енергоємність (23,8-28,6 ГДж/т) переробного чавуну (85-91% від загальних витрат), то до основних напрямків підвищення енергоефективності процесу можна віднести зменшення частки чавуну у металошихті. Збільшення частки металобрухту у шихті на кожні 10% [2] супроводжується зменшенням надходження фізичного тепла чавуну (на 1,1 ГДж/т) з одночасним надходженням тепла за рахунок окислення заліза (на 0,14 ГДж/т) і зменшенням енергоємності сталі на 1,76 ГДж/т. Тепловий баланс плавки коригують шляхом попереднього підігріву металошихти.

Загальні витрати енергії на переробку металобрухту залежать від ступеня його окисленості та забрудненості неметалевими включеннями (НВ) і складають від 1,4 до 1,7 ГДж/т. Нижня межа відноситься до чистого брухту (сумарна окисленість та забрудненість НВ ($K_{зи}$) не перевищує 2% від маси), а верхня – до брухту з $K_{зи} > 5\%$ відповідно [3].

У конвертерній металошихті широко застосовують брикети з чавунної та сталеві стружки, скомпоновані у вигляді циліндрів визначених розмірів. Чад брикетів зазвичай складає від 3 до 5%. Відсоток виходу рідкого заліза з брикету та ефективність їх застосування у якості замітника сталевого брухту залежать також від кількості мастильно-охолоджуючої рідини (МОР) на поверхні стружки, її окисленості, складу й вмісту НВ.

Існуючі методики оцінки вмісту НВ у брикетах потребують удосконалення. З метою визначення хімічного складу та вмісту НВ, вмісту МОР, складу та виходу отриманої з брикетів сталі провели серію високотемпературних експериментів з застосуванням індукційної печі ІСТ-016. Переплавлення зразків брикетів (70-100 кг) проводили зі створенням у робочому просторі печі захисної

атмосфери за рахунок вдування аргону (0,05-0,15 м³/хв.) під графітову кришку, що перекривала горловину печі. По ходу переплаву відбирали проби шлаку та металу.

Виявлено, що після руйнування брикету, подальше нагрівання сталевій стружки супроводжується змінами стану їх поверхні, адгезійних та когезійних властивостей, у 1,5-2,4 рази підвищується щільність. Підтверджено, що швидкість окислення заліза брикетів (без створення газового захисного середовища) максимізується у інтервалі температур 450-600 °С та зменшується у подальшому внаслідок гальмівної дії утвореного на поверхні шару оксидів. При високих градієнтах температур за товщиною шару, коефіцієнті теплопровідності до 0,2 Вт/мК та об'ємному коефіцієнті передачі тепла 35-40 Вт/м³К нагрівання брикетів проходить повільніше ніж «чистого» сталевого брухту.

Визначали втрати маси брикетів (ΔM_{σ} , %), порівнювали отримані дані з результати переплаву «чистого» сталевого брухту ($\Delta M_{\text{ет}}$, %). Для розрахунків використовували положення теорії металургійних процесів і методичку розрахунку матеріального балансу. Інтегральний показник забрудненості брикетів, що враховує сумарну кількість НВ ($\sum M_{\text{НВ, \%}}$), втрати заліза зі шлаком при переплаві, чад, видалення вологи, МОР та т. ін., запропоновано визначати за виразом, %:

$$K_{\text{ЗИ}} = \sum M_{\text{НВ, \%}} + \Delta M_{\sigma}, \% - \Delta M_{\text{ет}}, \% \quad (1)$$

Дослідженням макроструктури шлаків, відібраних з поверхні ванни по ходу плавок, встановлені суттєві відмінності структури шлаку з «чистого» сталевого брухту та шлаків переплаву брикетів, хімічний склад яких наведено у таблиці 1.

Результати розрахунків КЗИ за виразом 1, % представлені у таблиці 2.

Охолоджуюча дія оксидів заліза приблизно у три рази вища, ніж неокисленого сталевого брухту. Чим більше вміст оксидів заліза у металобрухті, включно з тими, що утворилися під час попереднього його підігріву ($\Delta K_{\text{нагр}}, \%$), тим менше можливості переробки підвищеної його кількості у конвертері. Енергоефективна межа нагріву, що визначена на основі підвищення ентальпії брухту (кДж/кг) під час його нагріву на ΔT_{σ} , °С може бути визначена за емпіричним виразом:

$$\Delta K_{\text{нагр}} = \left(0,5 \cdot \Delta T_{\sigma} + 26 \cdot 10^{-5} \cdot \Delta T_{\sigma} \right) / 52,1 \quad (2)$$

Розрахунками за виразом 2 визначено, що, до прикладу, при $\Delta K_{\text{нагр}}$ у 3,9% нагрів брухту до температури нижче 400 °С не має сенсу (зміна ентальпії брухту дорівнює 0), а раціональна межа підігріву брухту ΔT_{σ} при додатковому окисленні до 7,8% заліза повинна перевищити 800 °С.

Отримані дані були використані для розробки режимів попереднього

Таблиця 1

Хімічний склад шлаків, що утворилися під час переплаву брикетів

Зразок	Вміст, %					
	Фешл	$\Sigma(\text{FeO})_{\text{заг}}$	(CaO+MgO)	(SiO ₂)	(Al ₂ O ₃)	(MnO)
№1	26,94	34,75	13,70	39,90	3,88	5,78
№2	6,37	8,21	13,65	52,50	10,40	11,50
№3	4,17	7,02	15,57	45,20	8,41	20,80

Таблиця 2

Інтегральна забрудненість брикетів з сталеві стружки

Зразок	Маса шлаку, кг	$\Delta M_{\text{б}}$, %	Вміст НВ, %	$K_{\text{ЗИ}}$, %
№1	4,44	5,73	0,87	5,9
№2	3,42	6,14	1,84	7,4
№3	2,92	1,67	1,45	2,5

підігріву металошихти (із брикетами з сталеві стружки у її складі від 10-16% від металошихти) на 250-т конвертерах [4]. Технологією конвертерної плавки з підвищеною до 32% витратою металобрухту у металошихті передбачений попередній її підігрів шляхом спалювання вугілля на її поверхні газоподібним киснем (з витратою 600-650 м³/хв.).

Енергоефективність застосування брикетів з сталеві стружки визначали з врахуванням питомих витрат енергії на їх виготовлення (0,231 ГДж/т), збирання стружки та логістики (0,24-0,30 ГДж/т). При попередньому підігріві брухту враховували і хімічний тепловміст брикетів. Зміну енергоемності металошихти при підігріві, з врахуванням ентальпій відповідних реакцій та $K_{\text{ЗИ}}$, запропоновано визначати за виразом:

$$E_{\text{II}} = C_{\text{ТВ}} \cdot \Delta T_{\text{б}} + \left(1 - \frac{K_{\text{ЗИ}}}{100}\right) \cdot (7345 + 274,5 \cdot \%C + 196,5 \cdot \%Si + 21,4 \cdot \%Mn + 124,5 \cdot \%P)$$

де $C_{\text{ТВ}}$ – питома теплоємність металобрухту, МДж/кг °С.

Висновки. З використанням розробленої методики оцінки забрудненості брикетів з сталеві стружки визначені раціональні режими попереднього підігріву металошихти зі збільшеною до 32% кількістю металобрухту у конвертері. Збільшення енергоемності конвертерного процесу з використанням брикетів при їх підігріві на 800 град перед заливанням чавуну складає від 0,63 ГДж/т до 1,0 ГДж/т для інтегральної забрудненості брикетів у 2 та 7 % від маси відповідно при зменшенні енерговитрат на виплавку сталі на 1,91-1,92 ГДж/т.

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INNOVATIVE ANDROID RANSOMWARE: ANALYSIS AND COUNTERMEASURES

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Keywords: android; ransomware; asymmetric encryption; cryptoanalysis;

Ransomware is a growing problem for Android users. In recent years, we witnessed a huge increase of ransomware detections, leading to enormous data and money losses.

Since 2014 SLocker/SimpLocker outbreak, malware writers employed a variety of techniques from desktop ransomware – and even started mimicking famous Windows ransomware [1]. But still these viruses needed some infrastructure to operate and had limited life cycle for two main reasons: C&C servers can't run forever; and sooner or later some of the major antivirus companies or other actors [2] could find a “cure” to unlock the device and decrypt user files.

In 2020, a new attempt to solve these problems has been made – in form of evolved SLocker ransomware, which relies completely on blockchain infrastructure for practically everything, making it impossible (at least in theory) to take down C&C servers or decrypt files without actually paying the ransom. Furthermore – it uses the Ethereum blockchain to involve more ransomware operators, which is a truly unique scheme.

Initially, the virus was found in early July on some of the russian-speaking malware forums, presented as the “blockchain-based ransomware without need

for Internet connection”, so the further investigation has been started.

The first submission to the Koodus and VirusTotal platforms was on the July, 2nd. On the Koodous platform it gained two negative analyst votes [3]. As of July, 17th only 2 of 62 engines on VirusTotal detected this APK as a malware, and as of July 24th there are 20 detections [4].

From the original screenshots and description it's obvious that for demonstration purposes the malware writer used Nexus 5 from the Android Studio emulator, so we included it in the list of test devices.

We used an Android Virtual Device from the Android Studio with the following specs:

Also it was checked on the actual Nexus 5X device with the same results.

As the new virus adds “bitcry” to the file extensions after encryption, we call the new one “BitCry” and the old SLocker versions as “SLocker”.

Table 1.
Virtual Device specifications

Machine name	Nexus 5X
API level	API 29
Android version	Android 10
Resolution	1080 x 1920
CPU/ABI	x86
Size on disk	1 GB

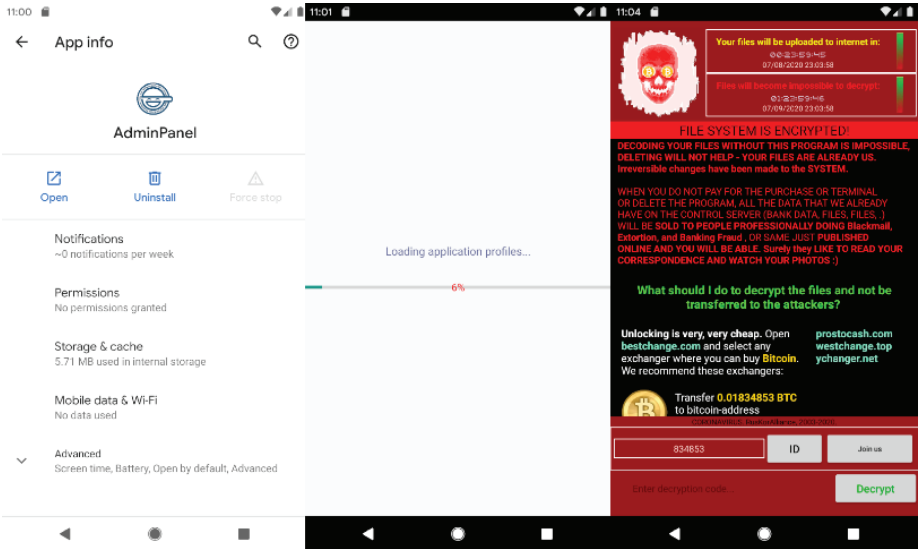


Figure 1

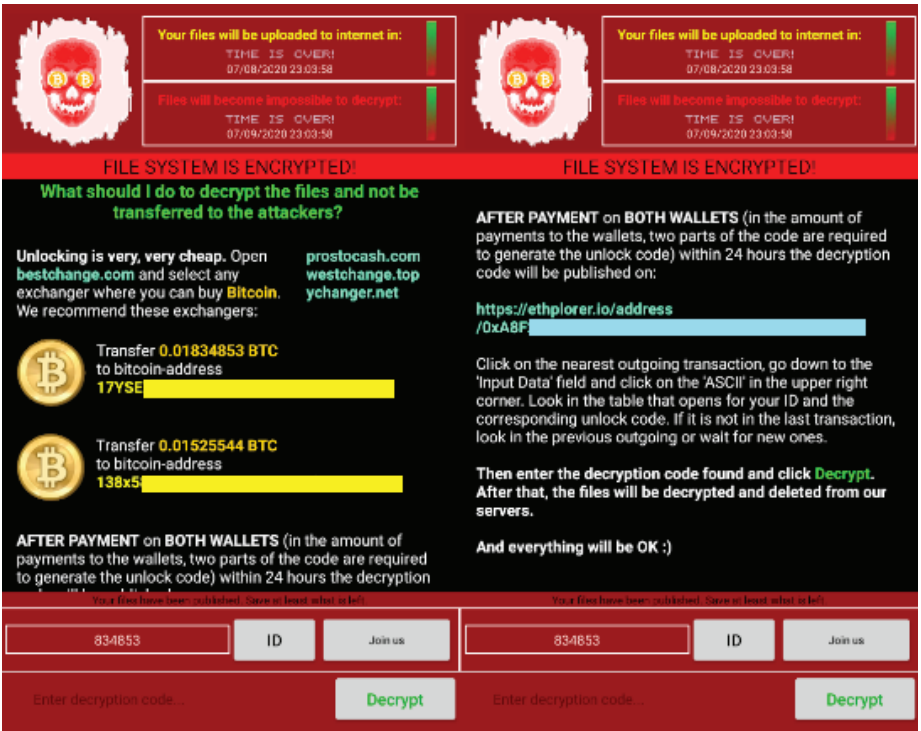


Figure 2

```

if first_launch = True:

    g = 11
    p = 997

    while true:

        k = random(from 0 to 100) + 3

        if k % 2 = 0 or k % 3 = 0 or k % 83 = 0:
            repeat cycle
        else:
            break cycle

    y = 787
    message = randomNumber

    a = g.pow(k).mod(p)
    b = y.pow(k).multiply(message).mod(p)

    test_string = encrypt("111", decryptKey)

    sharedPreferences("score") = test_string
    sharedPreferences("a") = a
    sharedPreferences("b") = b

    decryptKey = " "
    k = 0

    first_launch = False

```

Figure 2

Encryption efficiency of the old SimpLocker variations vary, but many of them barely manage to encrypt only a few files (however, it depends on the amount of files ready for encryption and on the time of the "loading screen" operation, and in some cases many files of the given extensions can be encrypted).

After the encryption, BitCry:

- demands sending certain amount of money via Bitcoin;
- in these amounts there are the parts of code, needed to generate the unlocking code;
- the generated code is published on

the Ethereum blockchain;

- after some manipulations, user obtains the code, enters it and decrypts his files.

There is one sample of the SLocker/SimpLocker family, which reverse-engineered source code was once leaked online [5], and it's obvious that BitCry is based on this source code. So, it's way easier to reverse engineer the new malware sample – basically, we are going to rebuild new elements from scratch, comparing deobfuscated code to the old source codes.

After some tinkering with the code, the key fragment is located and rewritten in the body of SLocker source code. It is ElGamal encryption system, and the algorithm (in pseudocode, for simplicity) looks as follows (fig. 3).

As you can see, numbers are relatively small, because there are only 8 digits available after the decimal point in

most of the bitcoin exchanges, and only 6 of them are available to accommodate (a, b) ciphertext, so both a and b are 3-digit numbers. So, since we have (p, g, y) public key, it's pretty easy to brute force the private key X, and its value is 127:

$$11^{127} \bmod 997 = 787,$$

where $g = 11$, $p = 997$, $X = 127$ and $y = 787$.

Provided we have the private key X, it's trivial to restore the master key:

$$\text{randomNumber} = b (a^X)^{-1} \bmod p$$

There is plenty of tools and libraries to do it, so there is no need to describe such a simple algorithm in details.

Fortunately, because of some technical limitations, it was relatively easy to find the key to the decryption – but it doesn't mean that the next iteration of the virus won't be more dangerous and hard to reverse-engineer.

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СЕКЦИЯ 25. ЭКОНОМИЧЕСКИЕ НАУКИ.*ПОД-СЕКЦИЯ 15. Экономика и управление народным хозяйством.***BUCHHALTUNG VON FINANZIELLEN INVESTITIONEN
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Stichwörter: Gewinne, Investitionen, Kosten, Buchhaltung, Anleihen, Schulden, Joint Ventures, Verluste.**Keywords:** profits, investments, costs, accounting, bonds, debts, joint ventures, losses.

Die Fragen der Berücksichtigung der Finanzanlagen nehmen einen der wichtigsten Stellen im touristischen Business ein. Alle langfristigen Investitionen in Aktien werden in der Buchhaltung zum Selbstkostenpreis widerspiegelt.

Die Wahl der Methode Berücksichtigung von Investitionen: 1) wie beeinflusst die Operation den Investor?; 2) ob die Kontrolle über die operativen und finanziellen Aktivitäten?

Kontrolle – die Fähigkeit eines Anlegers, die Geschäfts- und Finanzpolitik des Unternehmens zu kontrollieren, dessen Aktien er besitzt. Die Kontrolle ist wirksam, wenn der Anleger 50% der Stammaktien hat. Erworben 20-50% – erhebliche Auswirkungen auf den Emittenten, hat keine Kontrolle.

Kostenrechnung – die tatsächliche Höhe der Kosten und Erhalt von Dividenden in der Gewinnausschüttung. Wenn der Marktpreis unter den Kosten liegt,

wird die Differenz in Haben "Eine Änderung, um den Wert langfristiger Investitionen zu reduzieren" und in Soll "Unrealisierte Gewinne bei langfristigen Investitionen" abgeschrieben.

In der Gewinn- und Verlustrechnung werden diese Schwankungen aufgrund der langfristigen Art der Einlagen nicht angezeigt.

Die Berücksichtigung von Investitionen mit erheblichem Einfluss auf den Emittenten ist eine Methode der proportionalen Gewinnbeteiligung.

Drei Indikatoren: 1) Investor berücksichtigt Aktien zum Selbstkostenpreis; 2) der Investor zeichnet Gewinne (Verluste) aus Investitionen auf dem Konto "Langfristige finanzielle Investitionen" in Korrespondenz mit dem Konto "Gewinne und Verluste"; 3) wenn ein Anleger eine Dividende erhält: Soll: Kasse; Haben: Langfristige finanzielle Investitionen.

Bei der Erstellung einer konsolidierten

Bilanz werden Artikel aus den Berichten der Mutter- und Tochtergesellschaft kombiniert.

Um eine erneute Zählung zu vermeiden, wird die Eliminierungsmethode verwendet. Der Anleihekaufpreis entspricht dem Wert der Anleihe plus Provisionen an den Broker.

Im Falle des Erwerbs von Anleihen in der Zeit zwischen der Zinszahlung in Ihrem Wert enthalten die Beträge der aufgelaufenen Zinsen seit der letzten Zahlung.

Finanzielle Investitionen – Investitionen eines Unternehmens in Wertpapiere und das Kapital anderer Unternehmen.

Das Anlageportfolio ist eine Sammlung verschiedener Zentralbanken, die der Investor (Anleger) besitzt. IFRS 25 "Investment Accounting" regelt diese Prozesse. Investitionen sind: kurz- und langfristig.

Kurzfristige Investitionen – Investitionen mit einer Laufzeit von bis zu 1 Jahr für die günstige Platzierung von vorübergehend freien Geldern (Investitionen in leichtfähige Marktwertpapiere): 1. Kurzfristige Beweise; 2. Forderungen; 3. Wertpapiere, die Eigentum geben.

Kurzfristige Anlagen werden in der Bilanz im Abschnitt "Umlaufvermögen" zu den Anschaffungskosten aufgeführt.

Informationen in der Berichterstattung: 1) die Kosten und der Marktpreis des Anlageportfolios; 2) nicht realisierte Gewinne und Verluste (Differenz zwischen Kosten und Marktpreis); 3) Gewinne und Verluste aus Wertpapiergeschäften; 4) Buchhaltungspolitik bei der Bestimmung und Bewertung des Investitionsvolumens.

Langfristige Investitionen (LI) – Mittel für eine lange Zeit (mehr als 1 Jahr) in rechtlich unabhängige Unternehmen für Sie investiert: 1) Erwerb; 2) Einfluss auf Sie; 3) erhalten zusätzliche Einnahmen.

LI-Anlagen in Anleihen, Aktien, in Sonderfonds (Pensionsfonds, Rentenfonds) und in nicht übertragbare Vermögenswerte, die für den Weiterverkauf bestimmt sind.

In der Bilanz-Abschnitt "Langfristige Vermögenswerte" (Bewertung der Beteiligung des Anlegers am Kapital des Anlageobjekts).

Informationen im Anhang zur Berichterstattung: 1) neue Investitionen nach geografischen Regionen aufgeschlüsselt; 2) Unternehmen unter der Kontrolle oder erheblichen Einfluss des Anlegers; 3) Joint Ventures (Anteil am Kapital, Gewinnrücklagen, Reserven sowie Gewinn und Verlust von Joint Ventures für das Letzte Geschäftsjahr). Investitionen, die von einer Kategorie in eine andere (kurz- und langfristig oder Umgekehrt) übertragen werden, werden nach dem niedrigsten der beiden Bewertungen bewertet: zum Selbstkostenpreis oder zum Marktwert. Management Accounting [1] – Fortsetzung der Finanzbuchhaltung.

Management Accounting (Kosten- und Leistungsrechnung) in der Reisebranche – betriebliche (Kalkulation) System, das die Produktionskosten an den Orten Ihrer Entstehung und Arten von touristischen Produkten berücksichtigt identifiziert und spiegelt die Kostenabweichung der Produktion Ressourcen von den Standard-Normen und Schätzungen,

bestimmt (berechnet) die Kosten der ausgewählten touristischen Produkte, fasst die Ergebnisse aus dem Verkauf von Produkten nach den Arten von touristischen Produkten und Vertriebsmethoden, führt Buchhaltung und Kontrolle der Substitu-

tion und Bewegung von Waren- und Materialwerten.

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ЕКОЛОГІЧНІ АСПЕКТИ ДЕРЖАВНОЇ ПОЛІТИКИ: ДОСВІД КИТАЮ.

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Ключові слова: екологія, інновації, державна політика, зарубіжний досвід, екологічна безпека.

Політика Китаю в області клімату та екології породжує суперечливі заголовки в пресі: Китай є найбільшим у світі джерелом викидів CO₂, ударними темпами будує нові вугільні електростанції як у власній країні, так і вздовж Нового шовкового шляху і до 2030 року досягне максимального показника викидів парникових газів.[1] Масштаби китайської економіки дозволяють досягати високих технічних та економічних показників у світі в сфері виробництва сонячних електростанцій і вітрогенераторів, стрімкого розвитку електротранспорту, реалізації в інноваційних технопарках пілотних проєктів щодо використання водню і техніки, що працює на паливних елементах, а також вже застосовується інноваційне обладнання для транспортування електроенергії.

А ось якщо говорити про те, наскільки прозорі критерії, покладені в основу цілей щодо зниження викидів, то в міжнародному масштабі мож-

на порівнювати лише викиди екологічно шкідливих газів в перерахунку на душу населення. Країни з високим доходом на душу населення споживають більше енергії, ніж бідніші країни або країни з середнім достатком на душу населення, зокрема Китай, а тому саме вони повинні економити більше. Ще один важливий аспект: країни з високим рівнем промислового виробництва, як Китай, виробляють одиницю соціального продукту з більшою енергоємністю, ніж настільки ж багаті країни з високою питомою вагою сфери послуг.

В процесі тривали багатьох років переговорів, що передували Паризькому угодою з клімату, всі ці аспекти стали предметом міжнародної дискусії. Тривалий на роки процес зважування всіх за і проти зміг в кінцевому рахунку втілитися в результат, який вважався в той час зразковим. У Парижі високу оцінку отримала роль Китаю, який вніс особливо конструктивний внесок

в пошук рішення. Тим часом Китай достроково виконав свої зобов'язання за цією угодою на 2020 рік. З огляду на зростаючу ймовірність невиконання своїх зобов'язань багатьма іншими країнами – учасниками угоди і більш стрімкого зростання обсягу викидів CO₂ в усьому світі, ніж передбачалося раніше, з'явилися вимоги до Китаю сформулювати більш амбітні цілі, зокрема прискорити темпи скорочення споживання вугілля для виробництва електроенергії і тепла в порівнянні із зобов'язаннями, взятими їм в Парижі.

У Китаї досить зважено підходять до прийняття рішень та їх оптимізації між економічними та екологічними цілями. Так, наприклад, до 2006 року кліматичній та екологічній політиці в Китаї не надавали великого значення, згодом в Пекіні відчулися зміни по відношенню до проблем екологічної безпеки, головним чином через забруднення повітря у великих містах. Якщо вимірювати амбіції Китаю інвестиціями в поновлювану енергетику, не можна не відзначити постійне зростання зусиль країни в цьому напрямку, який досяг свого піку в 2017 році. Як засіб для досягнення цієї мети використовувалися величезні субвенції в розвиток промислового виробництва фотоелектричного обладнання, в той час як виробництво в Німеччині різко впало. Великі інвестиції зроблені також у вітроенергетику і електротранспорт. Китай вважався локомотивом змін з метою сталого розвитку.

Але після цього крива різко надломилася. Вибори в США в 2016 році

привели до змін в міжнародних рамкових умовах для Китаю. Починає наростати економічний тиск ззовні, покликане загальмувати економічне зростання Китаю. До цього додалися економічні дисбаланси всередині країни: велика заборгованість деяких провінцій і державних установ, розміри тіньових банків і манера поведінки деяких швидко зростаючих фінансових підприємств стали загрозливими. Протидія цим загрозам зайняло сьогодні чільне місце і в політичному порядку денному. Одночасно не можна допустити занадто великого падіння економічного зростання. У цій змінній оцінці ситуації потреби, продиктовані екологічної та кліматичної політикою, пішли на другий план, поступившись місцем цілям економічної стабілізації. Видобуток і використання вугілля для виробництва енергії скорочуються не настільки радикально, як це було заплановано в 2015 році, субвенції з метою сталого розвитку також були істотно урізані.

Стратегія екологічної та кліматичної політики базується на розумінні соціально-економічних інтересів держави, що кліматичні і перш за все екологічні аспекти китайської моделі зростання відповідають інтересам самого Китаю.

Однак в Китаї не приховують, і наявність конфлікту між економічними та екологічними цілями. Щоб досягти високого рівня зайнятості і суспільної стабільності, без кількісного зростання не обійтися. Правда, вимоги впровадження екологічних технологій в

довгостроковій перспективі розглядаються і як шанс на економічний розвиток. Але в короткостроковій перспективі внутрішній економічний облік природоохоронних витрат свідчить про подорожчання виробництва і необхідності надання субвенцій на ці цілі, відволікаючих ресурси, яких не вистачає в інших місцях.

Китай схиляється до постановки більш скромних цілей з твердим наміром їх виконання

Прогноз на майбутнє: Китай буде дотримуватися свого курсу насамперед в області реалізації заходів щодо захисту навколишнього середовища. Серед жителів міст наболілої темою стало якість повітря, а якість ґрунту і води в їх нинішньому стані стали серйозною перешкодою для подальшого просування країни в напрямку до екологічної цивілізації – так говорить офіційно сформульована політична мета. В області захисту навколишнього середовища китайські політики заради власних інтересів підуть шляхом сталого розвитку економіки.

Від цього виграє і кліматична політика, завдяки сприятливому ефекту від економії енергії та більш активного використання поновлюваних джерел енергії. Але до тих пір, поки буде зберігатися економічний тиск ззовні, більш відчутного розвороту в бік використання інструментів, продиктованих суто мотивами кліматичної політики, не відбудеться, якщо вони будуть перешкоджати подолання економічного відставання. Відносно поновлюваних джерел енергії все частіше звучить вимога

мережевого паритету (grid parity): їх подача в мережу не повинна бути дорожче, ніж найбільш ефективні в даний час джерела. І хоча країні не загрожують загальнонаціональні протести з вимогами реалізації рішучих заходів в екологічній політиці (на зразок «тракторних демонстрацій» в Німеччині) або підвищення податків з міркувань екологічної політики («жовті жилети» у Франції), все ж потенціал невдоволення населення є для політичного керівництва Китаю відчутним чинником.

Міжнародне співтовариство дивиться в бік Китаю, перш за все з огляду на розміри цієї країни: скорочення в ній шкідливих для клімату викидів на 5 відсотків дало б всьому світу більше, ніж економія Люксембургу на 50 відсотків. Тому багато країн закликають керівництво Китаю до постановки більш амбітних цілей. Китай же схиляється до постановки більш скромних цілей, але з твердим наміром їх виконання. Зворотнє було б сприйнято як ганьба. До цього слід додати заяву уряду США про вихід з Паризького угоди з метою отримання економічної вигоди для себе, що не полегшує завдання китайському керівництву по агітації на користь екологічного курсу серед населення всередині країни. Ще більше погіршує становище і те, що важливі європейські партнери не зможуть виконати взяті на себе зобов'язання на 2020 рік.

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DEVELOPING NEW METHODS AND ALGORITHMS FOR COMPUTING AND RECONSTRUCTING MUSIC FILES IN INFORMATION AND TELECOMMUNICATION SYSTEMS

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Abstract: *The article discusses the development of new methods and algorithms for processing computer data in the compression and recovery of music files in information and telecommunications systems, as well as improving the efficiency of information and telecommunications systems for storing and transferring files with music through the development of more advanced processes. deeply studied.*

Keywords: MPEG, AC-3, WMA, electric current, vibration, quantization, frequency components, filtering.

Nowadays, the procedure for transferring and storing compressed music files is widespread all over the world. They are used in their work by owners of recording studios, music sites, professional musicians and sound engineers, as well as users who use music compositions to listen to personal music.

Music files display the results of recording the vibrations of an electric current when the microphone is output, on the membrane of which a musical composition operates. The sorting speed of this type of file should not be less than 44100 Gts, which corresponds to the spectrum from 0 to 22050 Gts. Bits 16 to 24 are used to encode each sample of a discrete signal. Given that the average processing time of a musical composition is 3 minutes, it is easy to calculate its size – 30 MB. Given that the speed of data transfer over the Internet rarely exceeds 20 kb per second, the download time of a single song can be up to 1,500 seconds. or 25 minutes. Thus, the problem arises in

reducing the amount of bit representation of such files and the disk space required to store the latter in order to reduce network traffic during transmission. Several research groups have been working for a long time to reduce the bit representation of music data, resulting in a number of standards. The most popular of these are MPEG, AC-3, WMA and others.

These standards provide for the calculation of the amount of the coefficient and the reduction of the amount of bitwise expression of the initial data by means of statistical (entropy) compression.

Level quantization is an irreversible operation, ie. there will be losses, so the choice of the quantization mode (including the quantization phase) should be approached with caution. It should be borne in mind that when choosing a quantization order, it is advisable to obtain the lower entropy of the sequence, as the efficiency of coding the entropy depends on it. Existing standards in the selection of the quantization phase are

based on what is called a psychocoustic model, i.e. the selection of human hearing according to different frequency ranges and the phenomenon of masking with low intensity component high intensity with weaker and stronger sound of the frequency component if they are the same. same frequency range.

In this regard, a key element of the compression process is the separation of the original signal into its component spectra, which are collected in different intervals of its frequency axis. Digital FIR filters are used to achieve this. In this case, the output sequence of the filters is decimated to reduce the amount of data to be processed in the future, so that when the subband width is equal to A/d , each M -th sample remains $M = d/A$. In the MP3 standard, 32 subbands are allocated so that every 32 elements are preserved.

Single quantization is applied, the phase of which is determined by the frequency range. However, in selecting the quantization phase, the so-called masking curtains are pre-calculated taking into account the division of sounds into tones and noises.

Keep in mind that these calculations are heuristic in nature, and the same can be said about the choice of decision-making procedure. In other words, it is not clear what the level of confidence in the results of the decisive procedures is. However, some values of the reading that are recognized as too small can be reset to zero, which can lead to unreasonable loss of data.

Thus, it is expedient to develop a method of quantization by levels, in

which heuristic calculations based on a psychoacoustic model are not used in the selection of levels and quantization steps, but the error of presenting digital data is guaranteed.

In the current pandemic, the service sector is one of the largest sources of employment. Its share in the country's GDP is 35%. According to the International Labor Organization, a 1% increase in the service sector will reduce the number of poor people by 1.5%. This shows that there is a huge potential for job creation in the service sector. It is estimated that at least 160,000 additional jobs could be created in this area.

For example, there are currently 21 young freelancers in Tashkent, Bukhara, Navoi and Tashkent regions who export \$ 50,000 a year in the field of information technology and are in the top 3% of the Top Talent rating.

1. A procedure for compression-recovery of audio files without the use of heuristic psychoacoustic models and subband codes has been developed. This procedure consists of several steps:

- cosine discrete variation of the entire processed music signal block (block length is 512 samples);
- adaptive quantization according to the level of spectral coefficients obtained with a given relative error;

Compression of a quantitative sequence based on the arithmetic of entropy coding, in accordance with the properties of the specified character sequence.

The novelty of the procedure designed for compression and recovery of music files:

- abandonment of the use of psychoacoustic models and sub-range coding, and as a result – simultaneous processing of the entire block of musical signal samples (512 samples);
- when using the method of suboptimal quantization at the adaptive level;
- In the development and application of an arithmetic encoder that takes into account the statistical characteristics of music signal samples.

2. A prototype of software-algorithmic support for the procedure of compression-recovery of music files consisting of two modules was developed:

- converter – allows you to convert WAV files to a new format and vice versa;
- Player – allows you to listen to data-based music in bulk mode without creating a WAV file.

A prototype of software-algorithmic support for the proposed procedure for compressing and recovering music files was created on the Windows PC NT platform (and above) on an IBM PC in C ++. The sound is played using the DirectX library layout. The minimum requirements for computer hardware are: 10 MB free disk space to store the Pentium-3 processor and program modules, and a temporary file used by the system when compressing a music file. The total size of executable modules is 1 MB.

The built-in software prototype has a user-friendly and intuitive interface, including for beginners.

Tests have shown that the use of this software-algorithmic support is 1.3-1 compared to the most commonly used formats (MP3, OGG, WMA), which have the same errors in the presentation of initial data., Which allows to obtain a compression coefficient 5 times higher. or an almost two-fold reduction in error in providing initial data on the same compression ratio.

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ALISHER NAVOIYNING “SADDI ISKANDARIY” DOSTONIDA ABDURAHMON JOMIY TA’RIFI

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***Annotatsiya:** Ushbu maqolada Alisher Navoiyning “Xamsa” asari tarkibiga kiruvchi “Saddi Iskandariy” dostonidagi Abdurahmon Jomiy madhi keltirilgan o‘rinlar tahlilga tortilgan.*

Kalit so‘zlar: Xamsa, tashbeh, ageografik, qofiya, tasavvuf, didaktika, naf’yi vujud, husni ta’lil, mubolag‘a.

Sharq mumtoz poeziyasida xamsachilik alohida ahamiyat kasb etadi. “Xamsa” yozish ulug‘ ozarbayjon shoiri Nizomiy Ganjaviydan meros qolib, bu an’anani Xusrav Dehlaviy davom ettirdi. Shu tariqa sharq adabiyotida xamsachilik an’anasi vujudga keldi. Bu an’anani davom ettirish maqsadida ko‘plab ijodkorlar asarlar yozishgan, misol tariqasida Ashraf Marog‘iy, Jamoliy, Abdulla Hotifiy kabi ijodkorlarni keltirib o‘tish mumkin. Lekin ular tarix silsilasidan o‘ta olmay, Ganjaviy va Dehlaviy asarlariga tenglasha olmadi. Turkiy adabiyotda ilk “Xamsa” muallifi hisoblangan Alisher Navoiy o‘z “Xamsa”sida turkiy tilning beqiyos go‘zalliklarini ochib bera oldi. Biz quyida Alisher Navoiyning “Xamsa” tarkibidagi dostonlaridan o‘rin olgan buyuk fors-tojik shoiri Abdurahmon Jomiy madhi keltirilgan o‘rinlarning tahliliga o‘z e‘tiborimizni qaratamiz.

“Xamsa” tarkibidagi dostonlarga nazar tashlasak, ularda xamsanavis ijodkorlar, Navoiyning ma’naviy ustozlari hisoblanmish Nizomiy, Dehlaviy va Jomiy madhi an’anaviylik kasb etganini ko‘ramiz. Navoiy o‘z zamondoshi va ustozi Abdurahmon Jomiyga Nizomiy Ganjaviy va Xusrav De-

hlaviydan farqli o‘laroq, har bir dostonda alohida bob ajratgan va uning ta’rif-u tavsiyini yoritishda betakror tashbeh, husni ta’lil, ruju’ va kitobat san’atlaridan foydalanган. Shunisi ahamiyatliki, Nuriddin Abdurahmon Jomiy saroydan uzoqda ijod etgan so‘fiy shoirlardan bo‘lib, u hukmdorlarni madh etuvchi asarlar yozishni xohlamaydi. Shu sababdan, Jomiy o‘z dostonlarini didaktik va ageografik xarakterda yozadi. Uning “Xamsa”si (shartli ravishda “Xamsa” sifatida qaraladi) yettilikdan iborat bo‘lib, unda Nizomiy va Dehlaviydan farqli o‘laroq “Salomon va Absol” hamda “Silsilat uz-zahab” dostonlarini ham uch-ratish mumkin. Unga “Xamsa” sifatida qaralishiga sabab Jomiy beshinchi doston bo‘lmish “Xiradnomai Iskandariy” xotimasida uni “Panj ganj” deb ataydi [1. b.69].

Alisher Navoiy “Xamsa”sidagi so‘nggi doston an’anaga muvofiq shoh Iskandar madhiga bag‘ishlangan “Saddi Iskandariy” dostonidir. Tarixiy protatipga ega bo‘lgan ushbu hukmdor dastlab Firdavsiyning “Shohnoma” masnaviysida tilga olingan edi. Navoiy ham xotima doston hisoblanmish “Saddi Iskandariy” ni unga

bag'ishlaydi. Doston "Xamsa" tarkibidagi eng yirik masnaviy bo'lib, o'z ichiga 89 bob va 1215 baytni qamrab oladi [1.b.150] Doston mutaqorib bahrining mutaqoribi musammani mahzuf (*ruknlari va taqti'i: fauvlun fauvlun fauvlun faal V - - V- - V- - V-*) vaznida yozilgan. Dostonning yettinchi bobi Nizomiy va Dehlaviyning nazmdagi izdoshlari bo'lgan Nuriddin Abdurahmon Jomiy madhiga bag'ishlangan. Dostonda shoir kitobat san'atidan o'rinli foydalanib, Jomiy taxallusiga ishora qiladi. Uning "jom" va "may"idan butun yer-u samo mast bo'lganini aytib, so'z iqlimini o'z mamlakatiga aylantirdi deb yuksak baho beradi. Shoir ma'naviy san'atlar sirasiga kiruvchi ruju' san'atidan ham unumli foydalanib, Jomiy quyoshga va so'zning jomiga o'xshatadi.

Bilik avjining mehri toboni ul,

Qayu mehr, so'z jismining joni ul.

Navoiy Jomiyning ijodiga baho berar ekan undagi ichki ma'nolar, tasavvufiy is-titohlarning yashirin, majoziy qo'llanilganligiga ishora qilib, bu so'zlar go'yoki tiriklik chashmasidan qaynab chiqayotgandek hayotbaxsh kuchga ega deb ta'riflanadi. Shu o'rinda ijodkor Nuriddin Abdurahmon Jomiyning so'fiy shoirlardan, pir darajasiga ko'tarilgan so-liklardan ekanligiga ishora qilib, uning jomidan may ichgan inson mast bo'lishi, tariqat yo'liga kirishiga va darveshona bir qiyofa kasb etishini ifodalaydi. Navoiy o'z salafini madh etib, asarlari va ijodiga yuk-sak baho beradi, masalan:

G'azal dardu so'zinni, vah-vah, ne dey,
Desa masnaviy, Allah- Allah ne dey!

Yuqoridagi baytning mazmuniga naz-r tashlasak, Navoiy ustozining barakali

ijod qilganining ko'plab asarlar yozganini aytib, ulardagi misralar soni juda ko'p, ammo ma'nolar soni undanda bisyor dey-di. Jomiy "Xamsa"sidagi asarlar bir-bir keltirilib o'tadi.

Ki, Jomiyg'a o'zni qilib jur'akash,

So'z aylay ado, mastu devonavash

Bob so'ngida Navoiy Yaratganga iltijo qiladi. O'ziga ham Jomiy fazilatlaridan yuqishini, uning ilohiy mayidan totib, devonlardek otashin so'z so'zlay olishiga muyassar qilishini so'rab iltijo qiladi.

Xulosa sifatida shuni aytish mumkin-ki, asarlarda Abdurahmon Jomiyning yirik merosi haqida so'z borib bizga olis o'tmishdan guvohlik bermoqda. Navoiyning o'z salaflariga hurmati cheksiz bo'lib, ularni ta'riflashda mubolag'a va husni ta'lil, ruju', kitobat san'atlaridan o'rinli foydalangan. Bu asarning badiiy qiymatini yanada oshirgan. Ularni tahlil qilish Na-voiy dahosini anglash va uni shaxs sifati-da tushunish, o'rnak olish katta ahami-yatga egadir.

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THE CONSOLIDATION INSTITUTE FAMILY DURING THE CORONAVIRUS PANDEMIC

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Abstract: *In these days, during the coronavirus pandemic, it is becoming clear how important is the family and how important it is in everyone's life. During the quarantine, many people stay at home and contribute to preventing the spread of the virus. In the probationary period, the spiritual support of family is very important.*

Keywords: The coronavirus pandemic, family, education, moral, religion, consolidation.

For each period and society family relationships, their consolidation has played an important role. A family is a place that does not develop only rights, but also duties and responsibilities. The family is a small homeland that accepts each member of itself with their strengths and weaknesses, in the family people have formed human values, national and religious etiquettes are taught.

The world “family” derived from Arabic and means “to be married”, “has a wife”, “has respect”. In the “Uzbek annotated dictionary” described to the family: “A set of people living together consisting of a couple, their children and their closest relatives”. If we look at history, there have been family relationships since the earliest primitive periods of the human community. But they were very different families today. Initially, primitive people lived as a family based on the collective couple, but later this relationship improved and families of two people emerged. Chaotic family relationships develop in tandem with human development, first based on moral, religious, and then legal norms.

In Islam, an optimistic spirit plays a necessary role in people's lives. It is believed that there is a kindness of Allah even in hardships and calamities. Aisha, Mother of the Believers, said: “The Messenger of Allah (s.a.v) he said, “There is no illness befalls a believer man or woman. But Allah will cut off his/her sins”. It is clear from this hadith that one should get out of this situation with perseverance, without losing one's identity and without getting depression when the calamities that befall one's life come.

Shavkat Mirziyoyev, the President of the Republic Uzbekistan, said: “The first task – should be to further strengthen the foundations of the family, which is sacred to us, to create an atmosphere of peace, harmony and mutual respect in the home, and to fill the spiritual and enlightenment work with concrete content”.

The measures taken by the state to strengthen the institute family continued during the quarantine period. Including, in April 2020 a quick online survey on “Assessing family relationships and needs during the quarantine period” was con-

ducted by The Republican “Family” Centre. A total of 468 respondents from all regions of the country participated in the survey. 80% of the participants said that their family relations improved during the quarantine period, their attention and care for each other increased, their cooperation in raising children, doing household chores increased, and other positive aspects.

At a time when life was growing at a high rate, we were unable to devote our precious time to paying attention to our family members. It was as if by fulfilling our material duties to the family and our spiritual duties had fallen to the second place. Sitting circle in a family during the quarantine period, an enlightening conversation is very important for every member of the family, we have a fun time together and remembered some of our spiritual duties and responsibilities.

The holy book of Islam Al-Qur’an al-Kareem is mentioned in Surat Al-Kahf: “Wealth and children are an adornment of the life of the word...” The education and upbringing of children is the most important task not only for family members, including society as a whole the state. At the beginning of the quarantine, many educational measures were immediately taken by our state. For school-age children, lessons are watched on TV and explained by qualified teachers. Teachers are also conducting video lessons for higher education students.

According to an online survey conducted by The Republican “Family” Centre, in question “How do spend your and

your family’s time in during quarantine?” the respondents answered that 53% respondents “watching TV”, 36% respondents “working online”, 46% respondents “reading books”, 16% respondents “playing games (checkers, chess, tennis)”, 26% respondents “conversation on the internet, chatting and others.

Unfortunately, the survey has shown that even in such a probationary period domestic conflicts do occur. When asked about the reason for the misunderstanding, respondents responded as follow: 37% respondents “family members do not understand each other”, 30% respondents “no material supply”, 17% respondents “misunderstanding in child-rearing”, 10% respondents “not look after household chores”, 3% respondents “drinking a lot of alcohol” and other bad habits.

God created everything for a reason. Lessons should be learned from all events, including the coronavirus pandemic. Let’s think, maybe God wants to teach us the temporality of people, appreciate them on time, do not complain trivial problems in studying, working, do not just tying our lives to material blessings, do not forgetting humanity. Several suras of the Al-Qur’an state that ungrateful people suffer. It is written in the Qur’an “Indeed in that are signs for a people who give thought”. The word “person” derived from the Arabic word “nison” and means “forget”. Let’s do not forget to thank Allah for everything, living by the example of every moment of life.

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ВОЗМОЖНЫЙ УРОВЕНЬ КОЭФФИЦИЕНТА ИСПОЛЬЗОВАНИЯ ФАР ПОСЕВАМИ ОЗИМОЙ ПШЕНИЦЫ НА ЗАСОЛЁННЫХ ПОЧВАХ РЕСПУБЛИКИ КАРАКАЛПАКСТАН

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Аннотация: В данной работе была рассчитана аккумуляция солнечной энергии посевами озимой пшеницы на вариантах с различными нормами минерального удобрения и предшествующих культур.

Ключевые слова: ФАР, потенциальная урожайность, солнечная энергия, коэффициент использования ФАР, процент усвоения ФАР.

Урожай формируется за счет солнечной энергии и углекислого газа, находящегося в атмосфере. Поэтому все агротехнические приемы направлены на то, чтобы помочь растению лучше использовать солнечную энергию. Зная приход ФАР за период вегетации, можно поставить задачу формирования посева с определенным процентом усвоения ФАР, а на основе этого показателя определить потенциальную урожайность культуры (Каюмов, 1989; Rechina, Sabo, 2011; Пенчуков и др., 2013).

Основываясь на методах программирования продуктивности культур по

М.К. Каюмову (1989), нами была рассчитана потенциальная урожайность зерна озимой пшеницы по приходу ФАР.

Расчеты показали что на орошаемых землях Республики Каракалпакстанувеличение коэффициента использования ФАР посевами озимой пшеницы до 0,9 % может обеспечить формирование биологической урожайности зерна на

уровне 3,2ц/га.Повышение коэффициента использования ФАР посевами озимой пшеницы на каждые 0,6 % позволит обеспечить увеличение урожайности зерна на 2,3 т/га.

Нами по методике Ю.И. Ермохина и О.Т. Ермолаева (2012) была рассчитана аккумуляция солнечной энергии посевами озимой пшеницы на вариантах опыта с различными нормами минерального удобрения и видов предшествующих культур за 2006-2008 годы

Из таблицы видно, что при возделывании озимой пшеницы после люцерны т.е. высоком фоне минерального питания снижались затраты солнечной энергии на формирование единицы урожая. Так на контрольных вариантах на формирование 1 кг зерна расходуется 42,4 Дж солнечной энергии, в то время как при внесении N240, P140, K100. +30т/га навоз на вариантах после люцерны энергетические затраты снижались до 37,8 Дж/кг зерна.

Такое «экономичное» расходование солнечной энергии посевами озимой

Аккумуляция солнечной энергии (кДж/га) посевами озимой пшеницы при разных технологиях возделывания, в среднем за 2006-2008 годы

Варианты агротехнологий	2006г	2007г	2008г	Средн
1-Вар.N240,P140,K100.+30т/га нав	106080,0	114088,8	105475,5	108547,8
2-ВарN200,P120,K80.+ 30т/га нав	105626,6	107440,0	103813,3	105626,6
3-ВарN180,P100,K60.+ 30т/га нав	89306,6	93840,0	87342,2	70162,9
4-Вар контрольN160,P80K40)	74800,0	77368,8	71475,5	74548,1
Средне за год	93953,3	98184,4	92026,6	94721,4

Затраты солнечной энергии посевами озимой пшеницы Половчанка на формирование единицы урожая, (Дж/кг)

Варианты агротехнологий	Годы			В среднем
	2006г.	2007г.	2008г	
1-ВарN240,P140,K100.+30т/га навоз	33,2	32,6	32,9	30,5
2-ВарN200,P120,K80.+ 30т/га навоз	33,9	33,6	32,4	32,6
3-ВарN180,P100,K60.+ 30т/га навоз	31,9	32,9	37,8	32,3
4-ВарN160,P80K40) – контроль	32,5	33,6	37,8	33,5
Средний за три года	32,8	33,2	35,2	35,5

пшеницы при возделывании после люцерны (N240, P140, K100. +30т/га навоз и после сорго можно объяснить повышением коэффициента использования ФАР до 0,3 % за счет более сбалансированного минерального питания растений.

Проведенные расчеты показали, что в среднем за 3 года исследований посе-вы озимой пшеницы сорта Половчанка наиболее эффективно ($K_{\text{ФАР}} = 0,9\%$) использовали солнечную энергию на высоком агрофоне при внесении N240, P140, K100 после люцерны с применением трёх азотных подкормок и 30т/га навоз и использованием средств защиты растений в технологиях возделывания. При возделывании озимой пшеницы по контролю применение при малом количестве минеральных удобрений коэффициент использования ФАР у сорта Половчанка составил 0,6%.

Таким образом, можно сделать вывод, что дробное применение минеральных удобрений в интенсивных технологиях возделывания озимой пшеницы способствовало повышению коэффициента использования ФАР посевами до 0,9%, что на 0,3 выше, по сравнению с контролем.

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ФОРМИРОВАНИЕ НАЛОГОВОГО ПОТЕНЦИАЛА И ПОВЫШЕНИЕ ЭФФЕКТИВНОСТИ НАЛОГОВОЙ ПОЛИТИКИ В УСЛОВИЯХ КОРОНАВИРУСНОЙ ПАНДЕМИИ В РЕСПУБЛИКЕ УЗБЕКИСТАН

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***Аннотация:** В данной статье даны прогнозы, формирования налогового потенциала, о внедрение антикризисных мер, которые должны смягчить негативное влияние в условиях текущей пандемии COVID-19 на развитие национальной экономики и поддержать налоговый потенциал республики Узбекистан*

Ключевые слова: сокращение налоговых доходов, деловая активность национальных экономик, меры налоговой политики, снижение минимальной суммы социального налога, фиксированная сумма налога на доходы.

Сегодня пандемия коронавирусной инфекции стала величайшим глобальным кризисом за последнее столетие. Ее глубина и масштабы колоссальны. Пандемия подвела на грань выживания целые отрасли и огромное количество предприятий по всему миру. Так, Международная организация труда уже прогнозирует потерю до 25 млн рабочих мест. Конференция ООН по торговле и развитию ожидает снижение объема прямых иностранных инвестиций на 40%, а Всемирная туристская организация оценивает падение туризма до 30%.

В большинстве стран пандемия коронавируса COVID-19 приведет к существенному сокращению налоговых доходов. Например, необходимость социального дистанцирования по-разному отражается на налоговой базе, налоговом администрировании и соблюдении налоговых норм налогоплательщиками.

Страны одна за другой принимали и продолжают принимать защитные меры, ограничивавшие инфекцию, и многочисленные программы, направленные на социальную защиту населения и на поддержку экономики. Применяемые в различных странах инструменты решения этих проблем охватывают шесть направлений: налоговая политика, денежно-кредитная политика, политика финансового регулирования, социальная политика, отраслевая политика, торговая политика.

Пандемия отрицательно повлияет на деловую активность национальных экономик, а в перспективе может существенно ослабить налоговый потенциал регионов. Именно поэтому Узбекистан, как и ряд ведущих стран мира разрабатывает и внедряет антикризисные меры, которые должны смягчить негативное влияние пандемии на развитие национальной экономики и под-

держат налоговый потенциал регионов республики.

В связи с этим были приняты два взаимодополняющих Указа Президента Республики Узбекистан «О первоочередных мерах по смягчению негативного воздействия на отрасли экономики коронавирусной пандемии и глобальных кризисных явлений» от 19 марта 2020 года и «О дополнительных мерах поддержки населения, отраслей экономики субъектов предпринимательства в период коронавирусной пандемии» от 3 апреля 2020 года.

С 1 апреля до 1 октября 2020 года для индивидуальных предпринимателей минимальная сумма социального налога снижается до 50 процентов. С 1 апреля до 1 июля 2020 года приостанавливается начисление и уплата туристского (гостиничного) сбора. Ставки налога за пользование водными ресурсами по объемам, используемым для орошения сельскохозяйственных угодий, снижены в 2020 году на 50 процентов.

Субъектам малого бизнеса, выручка которых сократилась на 50 процентов по сравнению с прошлым месяцем, предоставляется право отсрочки уплаты налогов с оборота, земельного налога, налога на имущество, социального и водного налогов до 1 октября текущего года.

Еще одним важным шагом в поддержку предпринимателей, которые

оказались в трудной ситуации и вынуждены приостановить свою деятельность из-за коронавируса, является выделение банками беспроцентных ссуд. И это не все, хокимам на местах даны полномочия предоставлять предприятиям, оказавшим в тяжелой экономической ситуации отсрочки по уплате местных налогов сроком до 6 месяцев.

Согласно анализу последствий финансового кризиса, в ходе экономического спада соблюдение налоговых норм налогоплательщиками ухудшается. Следовательно, необходимо иметь представление об имеющихся механизмах сбора налогов и их потенциальном воздействии на уровень доходов.

Использованная литература:

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ҚИШЛОҚ ХЎЖАЛИГИ ОЗИҚ- ОВҚАТ МАҲСУЛОТЛАРИН ИШЛАБ ЧИҚАРИШДА COVID- 19 ПАНДЕМИЯСИНИНГ ТАЪСИРИ

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Бугунги глобал танглик бутун дунё иқтисодиёти каби, Ўзбекистон ижтимоий-иқтисодий ҳаётига ҳам ўз таъсирини ўтказди. Бу синовларни енгиб ўтиш ҳамжиҳатликни талаб этади. Яъни давлатимиз зарур чора-тадбирларни амалга оширишига, фуқаролар эса ўрнатилган тартиб-қоидаларга қатъий амал қилишларини талаб қилмоқда. Коронавирус пандемияси натижасида бугун жаҳон иқтисодиётининг барча реал тармоқларида саноат, қишлоқ хўжалиги, савдо, қурилиш, транспорт, туризм ва бошқа хизмат кўрсатиш соҳаларида сезиларли даражада пасайиш ва ишсизлик кузатилди.

Дарҳақиқат, алоҳида ҳукуматлар ўз озиқ-овқат маҳсулотлари ишлаб чиқариш хавфсизликларини таъминлаш мақсадида бир қатор озиқ-овқат маҳсулотларига нисабатан вақтинчалик чекловлар ўрнатдилар, жаҳон банки ФАО, ЖССТ ва ЖСТ хавотирига кўшилган ҳолда ҳисоблайди¹-ки, ҳукуматлар қишлоқ хўжалиги маҳсулотларининг халқаро савдоси учун тўсиқлар яратаётган мамлакатларда экспорт чекловлари озиқ-овқат таъминоти муаммосини ҳал этмайди деб эътироф этган.

Узоқ муддатда COVID-19 пандемиясининг ишлаб чиқаришга таъсири, шунингдек, юмшатиш чоралари ва кутилаётган глобал танглик, агар кенг миқёсли келишилган ҳаракатлар бўлмаса, озиқ-овқат тизимларининг ишлашига кескин таъсир этади. Халқаро валюта фонди маълумотларига кўра, 2020 йилда жаҳон иқтисодиёти ўсишининг башорати негатив кўрсаткичларни намоён қилади, яъни, 2020 йилда жаҳон иқтисодиётининг ўсиши 2,3 фоизга пасайиши башорат қилинмоқда.

Ҳозирги вақтда алоҳида ҳукуматлар томонидан қишлоқ хўжалиги маҳсулотларининг халқаро савдосига киритилаётган чекловлар, ички ва ташқи бозорлардаги якуний истеъмолчиларга етказиб бериш занжирларининг узилишига олиб келувчи қийинчиликлар, шунингдек жорий этилаётган карантин чоралари натижасида мамлакат ичида қишлоқ хўжалигидаги ишчи кучи ҳаракатланишининг чекланиши жаҳон қишлоқ хўжалиги учун асосий хатарлардан бири бўлиб ҳисобланмоқда. Мамлакат аҳолисини озиқ-овқат билан таъминлашда ишлаб чиқариш корхоналарининг ишчи ходимларини ҳам коронавирус панемиясига қариши за-

1 Blogs.Worlbank.org

рур чоралар кўрилмоқда. Гарчи қишлоқ хўжалигидаги иш ўринлари муҳим деб белгиланган кўплаб мамлакатларда COVID -19 инқирози чоралари ўз таъсирини ўтказмоқда.

Жорий йилда **Коронавирус пандемиясининг Ўзбекистон қишлоқ хўжалигидаги ишлаб чиқариш ва бандликнинг ўсиш суръатини** ҳам секинлашди (Жаҳон банкининг прогнозларига мувофиқ, мамлакат иқтисодиётининг ўсиши жорий йилда 5,7% дан 1,6%² га пасайиши кузатилди. Айти пайтда аграр соҳанинг ўсиши бошқа соҳалар билан таққослаганда ўртачадан юқорироқ бўлади, чунки пандемия даврида қишлоқ хўжалиги маҳсулотларига талаб юқори бўлиб, миллий иқтисодиётнинг бошқа соҳалари тўғрисида бундай деб бўлмайд.

Коронавирус пандемия келтириб чиқарган иқтисодий инқироз натижасида даромадларнинг ҳамда меҳнат муҳожирлари томонидан пул ўтказмаларининг камайиши натижасида Ўзбекистон аҳолисидаги харид қилиш қобилиятининг пасайишига ҳам салбий таъсир кўрсатмоқда. Ҳосил теримига жалб этиладиган ишчи кучининг, айниқса мамлакатнинг бошқа вилоятларидан қишлоқ хўжалигидаги мавсумий ишларга келувчи фуқароларнинг ҳаракатига вақтинча чекловлар ўрнатилиши ҳам соҳадаги ўсишнинг секинлашувига салбий таъсир крсатади.

Талабга нисбатан агросаноат мажмуаси соҳаларида озиқ-овқат

таъминоти хавфсизлиги борасидаги чора- тадбирлар.

- Глобал ва миллий озиқ-овқат таъминотида тармоқлар фаолиятининг узлуксизлигини таъминлаш;

- Тармоқларда озиқ-овқат хавфсизлигини олдини олиш мақсадида назорат функцияларини ташкил этиш;

- Мамлакатда озиқ-овқат маҳсулотлари нархларининг барқарорлигини таъминлаш;

- Томчилатиб суғориш тизимини йўлга қўйиш орқали, аҳоли томорқасидан фойдаланиш маданиятини тўғри ташкил этиш.

- Озиқ овқат захираларини сақлаш (музлатгич) тизимини такомиллаштириш.

Талабга нисбатан агросаноат мажмуаси соҳаларида Озиқ-овқат таъминоти хавфсизлигига таъсир кўрсатадиган салбий ҳолатлар.

- Озиқ-овқат маҳсулотлари етиштириш жараёнидаги форс-мжор ҳолатлари (чигиртка, қурғоқчилик, сув танқислиги, об-хавонинг ноқулай келиши);

- Тармоқларда озиқ-овқат хавфсизлигини олдини олиш мақсадида назорат функцияларини ташкил этилмаганлиги;

- Худудларда ер балл-банитети ва худудлар имконияти ҳисобга олинмасдан, озиқ овқат маҳсулотлари етиштиришни ташкиллаштиришдаги йўл қўйилган хатоликлар;

Хусусан экспертлар COVID-19 пандемиясининг глобал иқтисодиётга таъсири тахмин қилинганидан ҳам оғирроқ бўлишини таъкидлашган.

71 та экспертнинг 58 фоизи 2020 йилда глобал ЯИМнинг ўсишини 2 фоизли даражаси ва ундан кўпроқ миқдорда камайишини, уларнинг тўртдан бир қисми эса бу кўрсаткични 3 фоизли даражадан кўпроқ миқдорда камайишини таъкидлашмоқда.

Сўровда иштирок этган иқтисодчиларнинг ярмидан кўпи (56%) коронавируснинг жаҳон иқтисодиётига 2020 йилдан кейин ҳам таъсири бўлиши тахмин қилишмоқда.

Сўровда қатнашган экспертларнинг барчаси келгуси 12 ой ичида жаҳон иқтисодиётида рецессияни деярли муқаррар деб баҳолади. Уларнинг фикрига кўра, рецессия камида 2 чорак давом этади. Кўпчилик иқтисодчилар бугунги кунда коронавируснинг салбий – иқтисодий оқибатларини баргараф этишда жорий қилинаётган чоратадбирлар ва молиявий стимуллари ни старли эмас деб ҳисоблайдилар.

Жаҳон иқтисодиётида кутилаётган рецессия глобал иқтисодий инқирозга олиб келадими ёки йўқ, деган масалада экспертлар фикри иккига бўлинди: уларнинг бир қисми дунё бўйлаб мисли кўрилмаган кўламда корхоналар фаолиятининг вақтинча тўхтатилиши ва юқори даражадаги қарзлар миқдори молиявий инқирозга сезиларли туртки бўлишини тахмин қилишса, бошқалари фаол жорий қилинаётган чоратадбир-

лар ва молиявий стимуллари бундай глобал инқирознинг олдини олишини таъкидлашган. Аксарият экспертларнинг фикрига кўра, бу масалада жорий қилинаётган иқтисодий стимуллари ни самарадорлиги ва пандемиянинг давомийлиги асосий омиллар бўлиб қолади.

Хулоса қилиб айтадиган бўлсак, Қишлоқ хўжалиги озиқ – овқат маҳсулотларини ишлаб чиқаришда COVID-19 пандемиясининг таъсири соҳадаги ўсиш суръатининг пасайишига ва муайян даражада бандликнинг камайишига, импорт қилувчи мамлакатлардаги мева-сабзавот маҳсулотлари экспортга бўлган талабнинг камайишига олиб келади. Пандемиянинг келтириб чиқарган иқтисодий инқирози натижасида аҳоли даромадларга шу билан бирқаторда харид қилиш қобилиятининг пасайишига ҳам салбий таъсир кўрсатади.

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TABIATNING BADIYY IFODASI: YODIMGA

Zuhra Achilova

Shahrisabz shahri 12-sonli umumiy o'rta ta'lim maktabining

Ona tili va adabiyot fani o'qituvchisi, Qashqadaryo viloyati, O'zbekiston Respublikasi.

Annotasiya: *Maqolada xalq og'izaki ijodidan keltirilgan she'riy parcha asosida tabiat hodisasi tun, insonning uyquga bo'lgan ehtiyoji, fiziologik holati, diniy va afsonaviy qarashlar, ramziy ishoralar, badiiy tavsiflar orqali mushohada etilgan.*

Tayanch so'zlar: Shahrisabz hududiga xos folklore she'riy parcha, odam va tabiat uzviyligi, uyquning xususiyatlari.

Sutkaning kun botishida kun chiqqunigacha, oqshomdan tongotargacha bo'lgan qismi tun hisoblanadi. Tun oromlanish pallasi. Bu paytda nainki bani bashar balki tabiatdagi barcha mavjudlik uyquga ketadi.

Uyqu odam va hayvonlarda davriy yuz beradigan fiziologik holat. Uyquda nerv sistemasi asosan, bosh miya po'stlog'ining faolligi pasayadi, ong, muskul tonusi va swzuvchanlik susayadi. Axir kun bo'yi hayot tirikligi uchun odamlar mehnat qiladi, hatto jonzot-u parrandalar, hashorot-u zarragacha harakatda bo'ladi. tun esa charchoqlikdan forig' bo'lish soatidir.

Qur'oni karimning "An'om" surasi, 96-oyatida "U kechani sukunat – orom qilib qo'ydi", deydi.

Uyqu arslonni ham yiqitadi maqoli bekorga aytilmagan.

Uyqu bosganida uni yengib bo'lmaydi. Chunki u ruh bilan bog'liq. Ruh esa ilohiy nur sanaladi. Iso alahissalomga tushida dushmanlari hibsga olishi ayon bo'lgani uchun shogirdlariga, "Men nariroqqa borib, ibodat qilgunimcha siz shu yerda sergak turing", deb tayinlaydi. Lekin uch marta ibodat qilib kelib qaraganida ham shogirdlari uxlab yotganini ko'radi. So'ng

ularga, "Siz men bilan birga loaqal bir soat uyg'oq tura olmadingiz" deb dashnom beradi...

Tabiblar fikriga ko'ra dori va malham ham uyqu orqali bemor insonni shifo topishiga turtki bo'lar ekan.

Franso'z psixologi P'yer Davo odam psixologiyasini qanday uxlashga aloqadorlik jihatlariga quyidagicha to'xtalgan:

Agar kishi qorni bilan yotsa, demak uni ko'ngilsizliklar, ishdagi noxushliklar qiynayapti.

G'ujanak bo'lib yotadigan odam yolg'izlikdan qiynalib, tayanch izlagan bo'ladi.

Osmonga qarab yotadiganlar mag'rur va irodali, o'z maqsadlari yo'lida kurashuvchan.

Boshini burkab yotadiganlar tushkunlikka tushgan kishilardir.

Yostiqni quchoqlab yotadigan kishi chinakam sevgiga muhtoj.

O'ng yonbosh bilan yotsa, u ishda qat'iy ishonch bor, lekin hech qachon yuqori pog'onaga ko'tarila olmaydi.

Chap yon bilan yotadiganlar ijod kishilaridir.

Albatta bunday psixologik qarashlar nisbiy tushuncha bo'lishi ham mumkin.

Turkiy (o'zbek) xalqlarda uyquni ham bir ne'mat deb bilishgan. Shahrisabz hududidagi xalqona ijodda ham xobgohda uyquga ketishdan oldin shunday kalmia keltiriladi:

Yotdim yodinga

Asra panohinga

Yostig'im birich

Yotdim kech

Uxlay tinch

Turay azon

She'r mohiyatini nimadan iboratligini o'rganishga chog'ansak. Nega odam yodida yotadi, yod shunchaki xotira, esga olmoq emas, yod – tiriklik, unda yashash, halicha unit ark etilmaganlikdir. Umri uchun dunyoda yuz beradigan turli yomliklardan yaratgandan asrashn, uyqudan huzurlana olish uchun qo'llab-quvvatlashni so'rash.

Tun uyquning pardasi hamda hamda xobgohi. Uyqu Odam va Olam ruhiyatining ehtiyoji. Tunda poyonsiz samoda sochilib yotgan setoralar, yarqirab turgan, shakl-shamoyillar soyasini sirli borlig'ini shirin uyquga, gozal tushlarga eltish daragi – yod nafasiga yotmoq tuhfası va saodatidir.

Bosh qo'yadigan yostig'ni birich (guruch)dan ekanligini mazmuni nimada?

Bilamizki, turkiy (o'zbek) talafuzida guruch (guru(n)ch), forsiyda esa birich bo'lib, shahrisabzliklar shevasida ham birich tarzida qo'llanadi. Sholi forsiycha so'z bo'lib, tozalanmagan guruch ma'nosini bildiradi. U issiq mamlakatlarda botqoqda o'sadigan, boshloqlarida guruch yetishadiga don o'simligi. Guruch sholidan oqlab olinadigan don mahsuloti, oshlik dondir. Shu o'rinda guruchdan

tayyorlangan palovni qanday yuzaga kelganligi haqidagi afsonani eslab o'tsak.

Afsonlarga ko'ra o'sha vaqtda qattiq sovuq bo'lgan ekan. Mamalakat hududlaridan o'tayotgan Iskandar Zulqarnayn (Aleksandr Makedonskoy) askarlari bilan o'tib ketayotgan ekan. Tinimsiz yurishlar, uzoq yo'l safarlari askarni holdan toydiribdi. Ko'p askarlar madorsizlik va sovuqdan o'la boshlabdi. Shunda Iskandar Zulqarnayn shu atrofdan oshpazlarni topib kelishni buyuribdi. Uning huzuriga keltirilgan oshpazlarga lochin nigohlari bilan boqib, ularga quvvat beruvchi taomni tayyorlashni va bu orqali askarlar tezda qaytadan bilaklarida kuchni his qilish lozimligini aytibdi. Oshpazlarning kattasi va tajribalisi ishga kirishib bir ajoyib mo'jizaviy taomni o'ylab topibdi. Oshpaz bir necha xalta guruch, sabzi, qo'ng'iroq junli qo'chqorlarni va mayn ifor taratuvchi ziravorlardan keltirishni talab qilibdi. Dunyoga kelgan bu taom palov ekan. Albatta oshpaz askarlarga buloq suvida qo'llarini yaxshilab yuvish zarurligini taysinlabdi. So'ng oshpaz kattakon laganlarda palovni so'zib keltiribdi. Askarlar qo'llari bilan har dam oshamlagan sari bilak va tanalarida issiqlik hamda bahodirlik kuchini to'yishibdi. Oshdagi qo'y do'mba yog'i odamga asosan sovuqda epchil harakat qilishga, qo'llarga mustahkamlik bag'ishlar ekan. Keyingi yurishlarda Iskandar Zulqarnayn askarlari bunday holga duch kelmasdi deyiladi. Xuddi shu voqea bois palov sevimli taomga aylangan bo'lsa ne ajab. Yana bir jihati guruch donalari shu tufayli e'zozlidir. Endi

she'rdagi birich nega yostiq vazifasini o'taydi, boshqa donli o'simlik emas? Yostiq bosh ostiga qo'yib yotish, yonboshlash, suyanish uchun ishlatiladigan yumshoq buyum; forsiyda bolishdir. Birich ma'joiz esa shunchaki yostiq emas, u rizq-nasi-baning halol osoyishtaligi, tiriklik mehnatining xotirjam lahzasi. Odamning tich uxlashi ham hikmatdir. Biologic jihatidan jamiki mavjudot uchun uyqu muhim, chunki horg'inlikdan xalos bo'lib, vujudida tiklanish ro'y beradi. Yashovchanligi ortadi. She'rdagi tinch uxlash ertangi samarani beradi. Garchi uyquga kech yotgan bo'lsa-da azon turmoqni tilaydi. Chunki o'z vaqtida erta turmoqni xosiyati borligi, tongdanoq sof hayot bilan yuzlashishga muyassar bo'lish, ibrat ko'rsata olish va boshqa tushnchalar umr lavhasiga aylanishi tayin.

Yozma adabiyotda ham uyqu mohiyati to'g'risida asarlar bitilgan. Masalan, rus adibi Anton Chexov qalamiga mansub "Uyqu istagi" hikoyasida Var'ka ismli xizmatkor qiz kun bo'yi mehnatdan tinmaydi, ammo, kechasi ham uyqu halovatidan mahrum. Uning uyquga bo'lgan ehtiyoji, ruhiy azoblanish xurujini kechirishi, alaloqibat, Var'kani

qotillikka yuz tutishi so'z chizgilarida mohirona tasvirlangan.

Bizning mumtoz she'riyatimizda ham uyqulangan jonon timsolini uchratish mumkin:

Ol xabar, ul sarvinoz uyqusidin turganmikan?

**Nogahon turgan esa, tush-mush,
so'rang ko'rganmikan?
(Muqumiy)**

Ko'z o'ngingizda go'zalning nozli uyqusi, mayin nafasi, tushlarining taxayuli gavdalanadi.

Xullas, yuqorida o'rganilgan xalqona tilakning ma'naviy mash'ali odamiyat qalbida so'nmaydi.

Foydalanilgan adabiyotlar ro'yxati:

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ОПРЕДЕЛЕНИЕ ОСНОВНЫХ ЭТИОЛОГИЧЕСКИХ ФАКТОРОВ У ДЕТЕЙ С ДИСФУНКЦИЕЙ ВИСОЧНО-НИЖНЕЧЕЛЮСТНОГО СУСТАВА

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Зубоврачебная система представляется собой целостную биомеханическую систему, поэтому, если в одном из их звеньев происходит патологическое изменение, это может негативно повлиять на зубную систему и весь организм в целом. Потеря одного или нескольких зубов в зубном ряду, патологические прикусы, смещение зубов могут привести к нарушению прикуса и последующим патологическим изменениям височно-нижнечелюстном суставе. Потеря односторонних коренных зубов приводит к одностороннему жеванию пациента, что приводит к асимметрии мышечной активности и изменению топографии локализации опухоли сустава нижней челюсти [Хватова В.А. 2003].

Клинические признаки костно-мышечной дисфункции височно-нижнечелюстного сустава наблюдаются у 48% пациентов, получавших ортопедическое лечение с дефектами зубного ряда. Костно-мышечная дисфункция височно-нижнечелюстного сустава характеризуется нарушением синхронного движения нижней челюсти. Возбудителями заболевания являются нарушение прикуса и прорезывания зубов, аномалии зубного ряда, частичная беззубость, патологическое прорезывание зубов, нарушение нормального

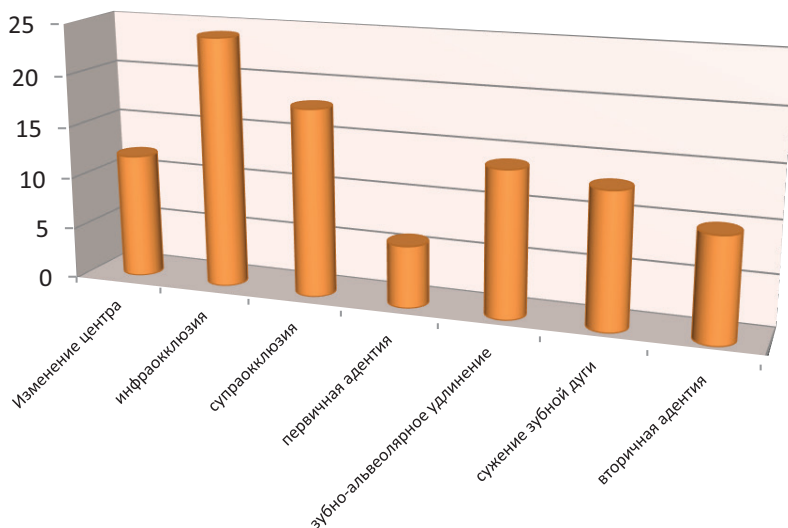
функционирования нижней челюсти и жевательных мышц из-за неправильно подготовленных протезов. Кроме того, важны эндокринные и психоэмоциональные изменения [Гажва С.И., Зызов Д.М., Шестоपालов С.И., Касумов Н.С. 2015].

По мнению многих ученых, в основе дисфункции височно-нижнечелюстного сустава лежат окклюзионные нарушения зубов и зубных рядов. Функциональная окклюзия нарушается в результате дефектов зубного ряда. Асимметрия мышечной активности приводит к асимметричному расположению головки сустава, повреждение нервных окончаний приводит к повреждению капсулы сустава, повреждению области атрофии диска и нарушениям кровообращения в органах сустава, что приводит к различным типам боли. [Ивасенко П.М., Мискевич М.И., Савченко Р.К., Симахов Р.В. 2007; Семенов Р.Р., Карпов С.М., Хатуева А.А., Карпов А.С. 2014].

Дефекты зубного ряда и зубные аномалии у детей остаются одной из самых актуальных проблем, если они не обнаруживаются на ранней стадии и своевременно не устраняются, что приводит к функциональным изменениям в височно-нижнечелюстном суставе.

Таблица 1

Окклюзионные нарушения в зубных рядах

**Таблица 2**

Виды патологических прикусов у обследованных детей (количество)



В наших научных исследованиях мы оценили взаимосвязь между патологиями височно-нижнечелюстных суставов и нарушениями прикуса зубного ряда у детей. Обследованы 114 детей 14-18 лет с постоянными зубами, обра-

тившиеся в Учебно-научный стоматологический центр Бухарского государственного медицинского института в 2017-2019 годах. Во время диспансеризации мы собирали анамнез и обращали внимание на наличие местных и общих заболеваний организма, а также слюноотделение. Обследование органов и тканей полости рта состояло из зубов и зубных рядов, состояния пародонта, при стоматологическом обследовании основное внимание уделялось положению зубов в зубном ряду, форме зубного ряда, окклюзионному слою и соотношению окклюзии, типу зубного ряда и состоянию зубных пломб.

Кроме того, при обследовании детей мы сосредоточились на выявлении этиологических факторов аномалий и деформаций зубочелюстной системы (вредные привычки, кариес и его осложнения, ранняя потеря постоянных

зубов, задержка прорезывания молочных зубов, несвоевременное протезирование у детей). При этом выявлены причины боли в суставной области висков нижней челюсти, хруст в суставах, симметрии лица, потеря постоянных зубов. Нарушения симметрии центрального зуба наблюдались у 11 детей (9,6%), инфраклюзии – у 24 детей (21%) (таблица 1).

Патологические прикусы выявлены у 30,1% обследованных детей. Перекрестные и глубокие прикусы выявлены у 7,9% из 9 детей. Обследование ротовой полости детей с перекрестными прикусами показало одностороннюю потерю зубов у большинства детей и последующее одностороннее жевание у детей (таблица 2).

Таким образом, если у детей своевременно не выявляются и не устраняются окклюзионные нарушения зубного ряда и аномалии зубов, то приводит к патологическим изменениям височно-нижнечелюстного сустава.

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PLACE NAMES OF THE KASHKADARYA REGION ASSOCIATED WITH CLIMATIC AND METEOROLOGICAL FEATURES

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***Abstract.** The article describes the formation of place names related to the climate and weather of the place in the toponyms of Kashkadarya region and the importance of natural geographical processes.*

Key words: names related to climate, position relative to the sunnames associated with the sky and the moon.

Introduction. The most important factors that shape the climate of Kashkadarya region are its geographical location, solar radiation, atmospheric circulation, relief and surface structure, as well as the impact of human activities.

The territory of the region is very far from the ocean basins. Due to its location in the continental sector of the Eurasian continent, the region has a continental climate and is characterized by long hot and dry summers, with relatively cold winters for these latitudes. These features of the geographical location of the region lead to a sharp continental climate, the presence of arid conditions that allow the development of desert landscapes due to intense radiation.

The geographical location of Kashkadarya region and its surface structure play an important role in the formation of the climate of this region. Due to the southern geographical location of the region, this region receives a large amount of radiation from the Sun throughout the year, causing temperatures to be much higher

throughout the year, summers to be long and very hot, and winters to be short and mild. The general and local characteristics of the climate and its constituent meteorological elements also affect agriculture and other human activities. For this reason, toponyms related to climate and meteorological indicators are also included in the territory of the region.

The main part. Man uses different resources of nature due to social need during his life activities, with which he has different social relations. In the process of using them, comments are given to each of them, events specific to a place are called by special names, and sometimes, such events are passed to a region as a geographical name. The term is usually used to refer to an event, event, thing, or concept that has a certain value in a person's activity or state [1].

The toponyms of Kashkadarya region contain a small number of toponyms related to climatic and meteorological factors. Several names of this type have been formed in the province based on the loca-

tion of the area relative to the sun, temperature, precipitation, wind index, and relation to the sky and moon. Among the geographical names related to the climate in the region, the names denoting the location of the area relative to the sun are predominant. Most of these names are formed in the mountainous areas of the province. The main reason for this is that the exposure of mountainous areas to the sun is different, some areas receive very little sunlight during the day, while some areas do not receive sunlight at all. Due to this, the state of sunlight in such areas is a key microclimatic indicator, and for humans, this process becomes a geographical name due to the need.

Our people call the places where the sun shines and meets it by such terms as *oftobroy*, *betkay*, *chuvak* and these terms are sometimes called geographical names. Among them are such names as *Oftobroy (oftob-sun)*, (village, Kasan, Kitab, valley, Kitab district¹, neighborhood, Karshi d.), *Nurkay (nur-light)* (mountain, pass, Dehkanabad d.), *Betkay* (place in all districts).

In mountainous areas, where there is no sunlight, there are many places that are opposite to it. Toponyms such as *Terskay (ters-reverse)*, (village, Dehkanabad d, adir, in all mountainous areas), *Kunkormas (kun-sun)*, (valley, Shahrisabz, neighborhood, Kamashi d.), *Soyalisay (soya-shade)*, (Shahrisabz d.), *Kizariq (kiz, kuz – the side of the altitude where sunlight does not fall)*, *Kizbulak* (spring in mountainous areas), *Kiztosh* (canyon, Shahrisabz d.), *Kiz-*

tog (Dehkanabad d.), *Kizkala* (hill, Kasbi d.), *Kizkuduk* (Dehkanabad d.), *Kizbandi* (height, Chirakchi d.), *Kiztepa* (Kamashi d.), *Kirkkiz* (village, Kamashi d.) are located in shady places due to various natural barriers, which do not receive direct sunlight, snow is formed in relatively colder regions, where it is stored longer than in other regions.

While relatively low temperatures are observed in many areas as a result of low sunlight, in some areas the opposite can be observed. Names such as *Khurasan* (mountain, Kamashi d.), *Khurosontepa* (Yakkabog d.), *Serquyosh* (village, Dehkanabad d.), *Khøjakhuroson* (town, Shakhrisabz d.) Formed their own climatic features. Examples of toponyms that express the temperature indicator by their names are *Sovuqbulak* (mountain, pass, Dehkanabad, village, Yakkabog, Kitab d.), *Issyk-Kul* (Dehkanabad d.).

Depending on the location of the region relative to the Sun, names such as *Kunchikar* (village, Kitab, Shahrisabz d., neighborhood, Karshi city), *Kunchikard-arvoza* (town, Shahrisabz t., neighborhood, Karshi city), *Yukorikunchikar* (village, Kitab t.) which represents the horizontal side of the place, can also be described climatically.

The climatic indicators of the region play an important role in human activities, especially in the agricultural sector. Also, microclimatic indicators of the place are studied in various agro-technical activities, construction, various engineering projects.

Some geographical names express their meteorological indicators by their name.

¹ The word "district" is given in the following places by the abbreviation "d."

For example, names such as Kolyomgir (village, Kamashi d.), Korkomdi (village, Guzar d.) indicate that precipitation in these areas is higher than in other surrounding areas, while geographical names such as Bogishamol (*shamol-wind*), (village, Kitab d., neighborhood, Karshi city), Shamolkuduk (village, Chirakchi, well, Guzar, collector, Kasan d.), Shamollikam (pass, village, district, Dehkanabad d.) indicate that these areas face the wind direction and differ from other areas, and this meteorological factor was the main factor.

In Kashkadarya region, geographical names related to the sky and the moon were also formed, some of which were called by this name on the basis of their geographical features, while others were used in a figurative sense. While geographical names such as Oytiymas (dara, Dehkanabad d.), Oykotan (tepa, Guzar d.), Hilal (village, Karshi d.) are named according to their geographical features relative to the moon, the name of the Moon is the result of the ethnonym of the moon, which in ancient times considered the moon as its mark, becoming a place name.

The names Osmontalash (mountain, Shahrisabz d.), Osmonbulak (spring, mountain, Dehkanabad d.) In the region have stamped their relief features on the name of the place, which means the height of the place.

Conclusion. In Kashkadarya region there are many names that represent certain geographical features. Geographical names, which express the microclimate indicators of the region through the content of its name, are also the result of the necessary social needs of the local people and have their own long historical past.

Climate-related geographical names not only express their natural geographical conditions by name, but also perform many important functions in people's lifestyle and work activities.

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MULTIPLIKATIV FUNKSIYALAR VA ULARNING XOSSALARI

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Annotatsiya: *Bu maqolada multiplikativ funksiyalar va ularning xossalari, ulardan kelib chiqadigan ajoyib natijalar, sonlar nazariyasidagi ba'zi muhim teoremlar keltirilgan. Multiplikativ funksiyalarni o'rganishimiz muhim ekanligining sababi, darsliklarda va olimpiada masalalarida juda ko'p qo'llaniladigan funksiyalarning qiymatlarini oson hisoblashga yordam beradi.*

Kalit so'z: funksiya, multiplikativ, to'plam, induksiya, kompleks, natural, tub son, butun qism, yig'indi, formula, lemma.

Dastlab, „Multiplikativ funksiya nima?“ degan savolga javoberishdan boshlaylik.

Ta'rif: Aniqlanish sohasi natural sonlar to'plami, qiymatlar sohasi kompleks sonlar to'plamining qism to'plami bo'lgan $f: N \rightarrow C$ funksiya arifmetik funksiya deyiladi.

Ta'rif: Agar o'zaro tub m, n natural sonlari uchun $f(m \cdot n) = f(m) \cdot f(n)$ shart bajarilsa, $f: N \rightarrow C$ arifmetik funksiya multiplikativ funksiya deyiladi

Misol: $f(n) = 1$, $f(n) = n$ funksiyalarni multiplikativlikka tekshiring.

Ushbu funksiyalarni multiplikativlikka tekshirish oson bo'lgani uchun o'quvchilarning o'ziga havola qilamiz va quyida muhim lemmalardan birini keltiramiz.

Lemma-1: Agar f multiplikativ funksiya bo'lsa:

(a) $f(1) = 1$ yoki $f \equiv 0$ bo'ladi

(b) Agar f_1, f_2, \dots, f_k lar multiplikativ funksiya bo'lsa, ularning ko'paytmasi $f_1 \cdot f_2 \cdot \dots \cdot f_k$ ham multiplikativ funksiya bo'ladi.

Isbot: (a) Demak $f: N \rightarrow C$ arifmetik funksiyada $EKUB(m, n) = 1$ (keyingi o'rinlarda $(m, n) = 1$) bo'lsa $f(m \cdot n) = f(m) \cdot f(n)$ bajarilar ekan. $(m, 1) = 1$ bo'lgani uchun $f(m) = f(m) \cdot f(1)$ bo'ladi, bunda $m \in N$. Bu tenglikdan esa $f(1) = 1$ yoki $f \equiv 0$ ekanligi kelib chiqadi.

(b) $g(n) = f_1(n) \cdot f_2(n) \cdot \dots \cdot f_k(n)$ deb olaylik. Biz $(m, n) = 1$ natural sonlar uc-

hun $g(m \cdot n) = g(m) \cdot g(n)$ niko'rsatishimiz kerak. Shartgako'ra $f_i(mn) = f_i(m)f_i(n)$, demak

$g(mn) = f_1(mn) \cdot f_2(mn) \cdot \dots \cdot f_k(mn) = f_1(m) \cdot f_2(m) \cdot \dots \cdot f_k(m) \cdot f_1(n) \cdot f_2(n) \cdot \dots \cdot f_k(n) = g(m) \cdot g(n)$ bo'ladi. Isbot tugadi.

Biz f arifmetik funksiya uchun uning quyidagicha F -yig'indi funksiyasini aniqlaylik bunda $F(n) = \sum_{d|n} f(d)$.

Masalan, $F(18) = \sum_{d|18} f(d) = f(1) + f(2) + f(3) + f(6) + f(9) + f(18)$ bo'ladi.

Endi f va F orasidagi bog'lanishlarni ko'ramiz.

Teorema-1: f arifmetik funksiya multiplikativ bo'lishi uchun uning yig'indi funksiyasi F multiplikativ bo'lishi zarur va yetarli.

Isbot: Zarurligi: f arifmetik funksiya multiplikativ ekanligidan uning yig'indi funksiyasi F ning ham multiplikativ bo'lishni isbotlashimiz kerak. $m, n \in \mathbb{N}$ lar uchun $(m, n) = 1$ va $d | mn$ ning bo'luvchisi bo'lsin. Osongina ko'rish mumkinki, d soni mn ning bo'luvchisi bo'lgani uchun uni quyidagi $d = k \cdot h$ ko'rinishida yozish mumkin, bunda $k | m$ va $h | n$. $(m, n) = 1$ bo'lgani uchun $(k, h) = 1$ ekanligi kelib chiqadi.

Bu esa $f(k \cdot h) = f(k) \cdot f(h)$ ni beradi. Demak,

$$F(mn) = \sum_{d|mn} f(d) = \sum_{\substack{k|m \\ h|n}} f(kh) = \sum_{\substack{k|m \\ h|n}} f(k)f(h) = \sum_{k|m} f(k) \sum_{h|n} f(h) = F(m)F(n). \quad \square$$

Yetariligi: Endi yig'indi funksiya F ning ning multiplikativ ekanligidan f arifmetik funksiya multiplikativ ekanligini keltirib chiqarishimiz kerak. Ixtiyoriy $n_1, n_2 \in \mathbb{N}$ sonlar uchun $(n_1, n_2) = 1$ va $n_1 \cdot n_2 = n$ bo'lsin. Biz $f(n_1 \cdot n_2) = f(n_1) \cdot f(n_2)$ ekanligini

n bo'yicha induksiya qo'llab isbotlaymiz. $n = 1$ bo'lsa $f(1) = F(1)$ bo'ladi va bunda

f multiplikativ. Faraz qilaylik barcha $m_1 \cdot m_2 < n$ larda f multiplikativ bo'lsin. Demak bizning n_1, n_2 lar uchun

$$F(n_1 \cdot n_2) = \sum_{d|n_1 n_2} f(d) = \sum_{\substack{d_1|n_1 \\ d_2|n_2}} f(d_1 d_2) = \sum_{\substack{d_i|n_i \\ d_1 d_2 < n}} f(d_1 d_2) + f(n_1 n_2) = \sum_{\substack{d_1|n_1 \\ d_1 d_2 < n}} f(d_1) f(d_2) + f(n_1 n_2)$$

bo'ladi.

Boshqa tomondan esa

$$F(n_1)F(n_2) = \sum_{d_1|n_1} f(d_1) \cdot \sum_{d_2|n_2} f(d_2) = \sum_{\substack{d_i|n_i \\ d_1 d_2 < n}} f(d_1) f(d_2) + f(n_1) f(n_2)$$

tenglik o'rinli. Shartgako'ra, F multiplikativ bo'lgani uchun $F(n_1 \cdot n_2) = F(n_1)F(n_2)$

. Endi yuqoridagi ikkita tenglikni tenglashtirsak $f(n_1 n_2) = f(n_1) f(n_2)$ ga ega bo'lamiz. Shu yerda induksiya qadami tugaydi.

Demak f multiplikativ funksiya va $n = p_1^{\alpha_1} \cdot p_k^{\alpha_k} \cdot \dots \cdot p_k^{\alpha_k}$ ko'rinishida bo'lsa $f(n) = f(p_1^{\alpha_1}) f(p_2^{\alpha_2}) \dots f(p_k^{\alpha_k})$ bo'ladi bunda p_i lar tub son.

Lemma-2: Agar f multiplikativ funksiya va $n = p_1^{\alpha_1} \cdot p_k^{\alpha_k} \cdot \dots \cdot p_k^{\alpha_k}$ bo'lsa

$$F(n) = \sum_{d|n} f(d) = \prod_{i=1}^k (1 + f(p_i) + \dots + f(p_i^{\alpha_i}))$$

tenglik o'rinli bo'ladi.

Isbot: Tenglikning o'ng tomonini qavslarni ochib chiqamiz va f multiplikativ ekanligidan

$$\prod_{i=1}^k (1 + f(p_i) + \dots + f(p_i^{\alpha_i})) = \sum_{\substack{0 \leq \beta_i \leq \alpha_i \\ 1 \leq i \leq k}} f(p_1^{\beta_1}) \dots f(p_k^{\beta_k}) = \sum_{\substack{0 \leq \beta_i \leq \alpha_i \\ 1 \leq i \leq k}} f(p_1^{\beta_1} \cdot \dots \cdot p_k^{\beta_k})$$

ga ega bo'lamiz. $p_1^{\beta_1} \cdot p_k^{\beta_k} \cdot \dots \cdot p_k^{\beta_k}$ ko'paytma $0 \leq \beta_i \leq \alpha_i$ va $1 \leq i \leq k$ da n sonin-

ing barcha bo'luvchilarini qoplaydi. Demak,

$$\prod_{i=1}^k (1 + f(p_i) + \dots + f(p_i^{\alpha_i})) = \sum_{d|n} f(d) = F(n)$$

bo'ladi. Isbot tugadi.

1-natija: Agar $f(n) = 1$ deb olsak, bu funksiyaning yig'indi funksiyasi $F(n) = \sum_{d|n} 1$ bo'ladi va bu n sonining natural bo'luvchilari sonini aniqlaydigan funksiya bo'lib qoladi, ya'ni $F(n) = \tau(n)$. **Lemma-2** ga ko'ra

$$\tau(n) = \sum_{d|n} 1 = \prod_{i=1}^k \underbrace{(1+1+\dots+1)}_{\alpha_i+1} = \prod_{i=1}^k (\alpha_i + 1)$$

bo'ladi. Bu esa maktab darsliklarida keltirilgan *NBS*, natural bo'luvchilar sonini topish formulasi.

2-natija: Agar $f(n) = n$ deb olsak, bu funksiyaning yig'indi funksiyasi $F(n) = \sum_{d|n} d$ bo'ladi va bu n sonining natural bo'luvchilari yig'indisini aniqlaydigan funksiya bo'lib qoladi ya'ni $F(n) = \delta(n)$. **Lemma-2** ga ko'ra

$$\delta(n) = \prod_{i=1}^k (1 + p_i + \dots + p_i^{\alpha_i}) = \prod_{i=1}^k \frac{p_i^{\alpha_i+1} - 1}{p_i - 1}$$

bo'ladi. Bu esa maktab darsliklarida keltirilgan *NBY*, natural bo'luvchilar yig'indisini topish formulasi.

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“UZOQ UMR KO’RISH MALHAMI”, HAYOT SHARBATI”, QADIMDAN MING DARDGA SHIFO SANALGAN “ASAL” VA UNING TURLARI.

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***Annotatsiya.** Ushbu maqolada etti mo’jizaning biri sanalgan, qadimdan turli kasalliklar uchun shifo bo’lgan, mashhur noziklik “Asal” haqida so’z yuritiladi. Asalning tarkibi, asal olinadigan gullar, navlari va uning dorivor xususiyatlari batafsil yoritib beriladi.*

Kalit so’zlar. Asal-bol, Akatsiya gulidan olingan asal, Grechixa gulidan olingan asal, Kungaboqar o’simligidan olingan asal, Lipa daraxitidan olingan asal, Karabug’day navi, Cho’ldir navi, Kashtan navi, Linden biri.

Asal yoki bol xalq tabobatida tavsia qilinadigan shifobaxsh ne’matlarning podshosi hisoblanadi. Asal ishchi asalari-lar o’simliklar gulidagi shira(nectar)ni organizmida qayta ishlash yo’li bilan hosil qiladigan shirin suyuqlik. Asal o’z tarkibiga ko’ra nektardan farq qiladi. Asalda 80 foizdan ko’proq uglevodlar (gukoza, fruktoza), 0,4 foiz kul, 13-20 foiz suv bo’ladi. Asalda odam uchun foydali moddalarning 70 dan ortiq turi bor. Shuningdek asalda mineral moddalar; kalsiy, natriy, kaliy va boshqalar; mikroelementlar, organik kislotalardan olma, limon kislotalari, vitaminlar (V2, V6, RR, C, E, K) borligi aniqlangan. Tabiatdan olinish manbaiga ko’ra gul (nectar) va shira (o’simlik barglari va poyalaridan ajraladigan shira) asaliga bo’linadi. Guldan olingan asal ham o’simlik turiga qarab beda, yantoq, kungaboqar, g’o’za va boshqalarga ajratiladi. Asal o’zining tami, hidi, rangi jihatidan, shuningdek qaysi faslda qanday o’simlik gulidan yig’ilganiga va joyi (tog’, o’rmon, vodiya) ga qarab ham farqlanadi.

Akatsiya gulidan olingan asal. Bu asal suyuq bo’lib, shakarlanganda, deyarli oq rangga aylanadi. Suyuqlik o’z xususiyatini uzoq vaqt ushlab turadi. U yoqimli tam va xushbo’y hidga ega. Bunday asal asab kasalliklarini davolashga yordam beradi, tichlantiradi, stress va xavotirni yengillashtiradi. Uyuqga ketishdan avval akatsiya asalidan choy damlab ichish juda foydali. Buyrak va jigar kasalliklarining oldini olishda ham qo’llash mumkin.

Grechixa gulidan olingan asal. Bu asal to’q rangda bo’lib, nordon ta’m va o’tkir hidga ega. Ichimliklarga qo’shilganda u ajoyib hid hosil qiladi. Shuningdek, grechixa asal mikroelementlarga boy hisoblanib, immunitetni oshiradi, ochqozon og’rig’iga yordam beradi, bakteriyalarga qarshi kurashadi, yurak qon-tomir tizimi uchun foydali hamda yallig’lanishni tezda engadi.

Kungaboqar o’simligidan olingan asal. Bu asal yorqin sariq rangda bo’lib, tomoq og’rigi uchun foydali. Nafas olish tizimi kasalliklari bilan samarali kurashadi.

Lipa daraxtidan olingan asal. Bu asal lipa (jo'ka) gullaridan nectar to'plash orqali olinadi. U och-sariq rangda bo'lib, vaqt o'tishi bilan shakarlanadi va oq rangga aylanadi. Bunday asal virusli va bacterial kasalliklarni yo'q qilishga qodir. Bundan tashqari nafas olish va ovqat hazm qilish tizimidagi kasalliklarni oldini olish va davolash uchun ishlatiladi. Lipa asali yaralarga ijobiy ta'sir ko'rsatadi. Kuygan joylarni davolashda ham samarali vosita hisoblanadi.

Karabug'day navi. Ushbu mahsulot temirga boy, shuning uchun kamqonlikda ayniqsa foydali bo'ladi. Karabug'day asalinig shifo xususiyatlari, turli vitaminlar va minerallarning borligi bilan bog'liq, shuning uchun beri-beri kasalligida yaxshi samara beradi. Maxsulot tomirlar holatiga va oshqozon ishiga ijobiy ta'sir qiladi.

Cho'ldir navi. Bu xilma-xillikka "milliy jamoa" ham kiradi. Bunday asal uyqusizlik va bosh og'rig'ini engishga yordam beruvchi asab tizimining holati-

ni yaxshilaydi. Yurak urishini barqarorlashtiradi.

Kashtan navi. Bu noziklik sezilarli mikroblarga qarshi va ogohlantiruvchi ta'sir bilan ajralib turadi. Ovqat hazm qilish tizimi va buyrak kasalliklarida yaxshi samara beradi.

Linden biri. Ushbu asal va asalarichilik maxsulotlarining shifobaxsh xususiyatlari turli xil foydali moddalar mavjudligidan kelib chiqadi. Kuyish va jarohatni, shu jumladan yiringli jarohatlarni davolash uchun ishlatiladi. Maxsulot bakteritsid xususiyatga ega laringit, bronxit va astma kasalliklarida tavsiya qilinadi.

Asalning shifobaxsh xususiyatlari haqida juda ko'p yozish mumkin. U foydali shirinlik hamda dori sifatida har bir uyda bo'lishi kerak. Etti mo'jizaning biri bo'lgan asal turli kasalliklarga darmon bo'lishda chinakam mo'jiza ekani qadimdan isbotlangan.

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AS LONG AS LITERATURE LIVES, THE NATION LIVES

Sojida Eshmatova Zokir qizi

I bow my head to intelligent mathematicians, but I kneel to writers who are heads of the hearts.

Albert Eynshteyn

Just as our body, which is constantly moving, needs water and air, so does our soul, which is polluted with all sorts of black impurities in the way of life. As long as literature lives, the nation lives

Cho'lpon

Annotation: *This article deals with the role of literature as a word art in human life, the role of literature in the formation of each nation as a nation, with examples and excerpts from works of art.*

Keywords: literature, word, work of art, nation, worldview

It is known that for thousands of years our literature has been singing the ideas of humanism – humanity, love for people, trust. Literature, which is heard in the mother's song when a person is born, is a lifelong guiding star of humanity. Just as people in the world are different, so are their experiences. As long as we are alive, we are always faced with a choice. Just like the protagonist of a fairy tale who stumbles across three paths. If we imagine the world as a stage, the people who live in it are actors. The actor chooses his role. In that process of selection, fiction is a compass for us. Literature is the art of words. But there are so many types of art. Arts, sculpture, architecture, theater, all of them are designed to create highly artistic images. Fiction, on the other hand, creates images through words and is therefore called the art of words. The power of literature lies in the fact that many of the masterpieces created by great artists have gained special popularity. It is well known that the Uzbek people have a special re-

spect for artists. After finishing the epic work "Hamsa", Alisher Navoi presented it to Husayin Boykaro. In front of all his courtiers, Hussein Boykaro proclaimed Navoi as his "piri" and put the poet on a horse and bowed to him in front of the people. It is a symbol of respect and attention of the king of the country to the great talent, the artist of words. Literature can be called a mirror of life. It reflects the most important aspects of public life. In particular, the monuments of "Orkhon-Enasay" reflect the heroic struggles of our ancient ancestors for independence, freedom and liberty, while legends such as "Shiroq" and "To'maris" reflect the heroic struggle of our ancient ancestors against evil invaders and the motherland expressed heroic deeds in defense. Works of art are about human experiences. They depict a variety of emotions, such as human joys and sorrows, joys and sorrows, happiness and misery, pride and sorrow, sadness and indifference. That is why humanity cannot be indifferent to literature.

He uses it to enrich his soul. It is no coincidence that the younger generation imitates the heroes of certain works. What is the cause of so many delinquencies and crimes among young people today? What layer of consciousness is left empty that we face in such situations?

Well-known writer Tokhir Malik said in his book, "No one is born a criminal, society, the environment, the unhealthy upbringing in the family are the cause." Indeed, in today's fast-paced world of globalization, literature plays a vital role in educating young people to be free-spirited, free-thinking, just, fair-minded, and knowledgeable. Especially in today's turbulent and dangerous times, the most complex problems facing all mankind, the joint elimination of global threats, the unification of all well-meaning people in this way, the humanistic development of young people, who make up the majority of the world's population. The role of the art of artistic expression in educating in the spirit of verses is incomparable. One hundred years ago, the great Uzbek poet Abdulhamid Sulaymon o'g'li Cho'lpon came out with a fiery call: "As long as literature lives, the nation lives!" These words, which have passed the test of life and history, have not lost their significance and value today. Indeed, if literature, art and culture live, the nation and the people will live in peace. The first

President of the Republic of Uzbekistan Islom Karimov in his pamphlet "Attention to literature is an attention to spirituality, an attention to the future" said: "Young people do not just complain that they do not read books, these influential modern media. It is necessary to seriously consider the wide dissemination of our literature through the Internet, in particular, the use of the Internet, and the delivery of mature works of art to young people," he said. Therefore, one of the important factors in attracting young people to literature is the use of ICT in the classroom and in extracurricular activities.

The head of our state also expressed great confidence in our youth: "We have a great history worth envying." We have great ancestors to be envied, and I believe that if we are fortunate, we will have a great future, great literature and art to be envied. "This means that literature increases the worldview and vocabulary of each person. It educates them as a force that fights against various currents and alien ideas. encourages unity in the pursuit of a goal. After all, a book is the sun that illuminates the heart

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АГРОСАНОАТ МАЖМУИ ВА ОЗИҚ-ОВҚАТ ТАЪМИНОТИ СОҲАСИДА ТАДБИРКОРЛИК ФАОЛИЯТИНИ РИВОЖЛАНТИРИШНИ ДАВЛАТ ТОМОНИДАН ҚЎЛЛАБ-ҚУВВАТЛАШ

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Маълумки, қишлоқ хўжалиги мамлакатимиз иқтисодиётида етакчи соҳалардан бири ҳисобланади. Шу ўринда, мазкур масала муаммосини таъминлаш бўйича мамлакатимизда қишлоқ хўжалиги озиқ-овқат ва мева-сабзавот маҳсулотларини етиштиришга кенг имкониятлар яратилмоқда.

Озиқ – овқат хавфсизлиги ва уни таъминлаш масаласи бевосита иқтисодий хавфсизликни таъминлаш билан чамбар-час боғлиқдир. Таъкидлаш жоизки, озиқ – овқат хавфсизлиги муаммосини ҳар томонлама ҳал этилиши мамлакат аҳолисининг фаровон ҳаётини таъминлаш, турмуш даражасини ошириш, сифатли озиқ – овқат маҳсулотларига бўлган эҳтиёжини кондиришнинг муҳим омили бўлиб ҳисобланади. Шунингдек, Мамлакатимизда мева-сабзавот ишлаб чиқаришда кенг имкониятларга эга. Шу ўринда аҳоли фаровонлигини доимо ошириб боришда халқимиз турмуш тарзига энг яқин ва тез натижа берадиган йўналиш бу қишлоқ хўжалигида юқори даромадли интенсив ишлаб чиқаришни ташкил этишдир. Мавжуд салоҳиятни тўлиқ ишга солиш, шунга яраша катта даромад олиш зарурлигини инobatга олган ҳолда, сўнгги йилларда мамлака-

тимизда мазкур соҳа юқори ва шиддат билан ислоҳ қилинмоқда.

Ўзбекистон Республикасининг 2035 йилгача ривожланиш Стратегиясининг концепциясида таъкидланишча Узоқ муддатли истиқболда (2030 йилгача) Мамлакатнинг озиқ-овқат хавфсизлигини мустаҳкамлаш, ер ва сув ресурсларидан самарали фойдаланган ҳолда қишлоқ хўжалигининг ишлаб чиқариш салоҳиятини ошириш, мавжуд эски боғлар ва узумзорларни интенсив боғлар ва узумзорлар билан босқичма-босқич алмаштириш, шунингдек, юқори технологик агротехник тадбирлардан фойдаланиб бўшаб қолган ерларда янги интенсив боғлар яратиш ва мева-сабзавот экинлари экиш ишлари амалга ошириш бўйича узоқ муддатли режалар келтириб ўтилган.

Мамлакатимизда қишлоқ хўжалиги соҳасини ривожлантиришда бугунги кун талабларига мос маҳсулотларини етиштириш, озиқ-овқат саноатини янада ривожлантириш интенсив технологияларни жорий этиш, турли табиий-иқтисодий шароитларда маҳсулот ишлаб чиқаришни технологик самарадорлиги даражасини янада оширишга катта эътибор қаратилмоқда.

Хулоса қилиб айтадиган бўлсак бугунги кунда дунё аҳолисининг озиқ-овқат маҳсулотларига, бўлган талаби кун сайин ортиб бормоқда, шу жумладан қишлоқ хўжалиги маҳсулотлари етиштиришга бўлган талаб ва эҳтиёжлар ҳам йилдан-йилга ошиб бормоқда шу ўрнида қуйидаги тадбирларни амалга ошириш мақсадга мувофиқ:

- Чекланган табиий ва инсон ресурсларидан самарали фойдаланиб маҳсулот ишлаб чиқариш миқдорини ошириш;
- озиқ-овқат таъминоти соҳасида тадбиркорлик фаолиятини ривожлантириш орқали ишлаб чиқариш ҳажмини ошириш;
- меҳнат унумдорлигини ўсишини таъминлашда замонавий инновацион усуллардан фойдаланиш;
- мева ва сабзавотларни сақлаш ва ташишдаги нобудгарчиликларни олдини олиш, экспорт имкониятларини кенгайтириш;
- мамлакат худудлари ўртасида уларнинг табиий, демографик, иқтисодий

салоҳиятидан келиб чиққан ҳолда ихтисослаштириш ҳамда ўзаро боғлиқ бўлган инновацион-интеграцион жараёнларни чуқурлаштириш;

- озиқ-овқат хавфсизлигини таъминлаш мақсадида ишлаб чиқариш тармоқларини ривожлантириш ва шу орқали маҳсулот таннархини пасайтириш, миллий маҳсулотларнинг импорт товарларга бўлган нарх ва сифат устунликларини сақлаш.

Фойдаланилган адабиётлар рўйхати

1. Ўзбекистон Республикаси Президентининг 2019 йил 29 июлдаги ПҚ-4406-сон қарори.
2. Қишлоқ хўжалигини ривожлантиришнинг 2020-2030 йилларга мўлжалланган Стратегияси лойиҳаси муҳокама этилди “Жамият” 15.09.2019 йил.
3. Ўзбекистон Республикаси Агросаноат мажмуи ва озиқ-овқат таъминоти соҳасидаги лойиҳаларни амалга ошириш агентлиги маълумотлари.
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ТРАНСГРАНИЧНОЕ ВОДНОЕ СОТРУДНИЧЕСТВО В ЦЕНТРАЛЬНОЙ АЗИИ

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***Аннотация:** В данной статье рассматриваются вопросы трансграничного водного сотрудничества в Центрально-Азиатском регионе в конце XX и начале XXI в.*

Устойчивое развитие Центрально-Азиатского региона неотделимо от регионального сотрудничества, в первую очередь, по вопросам охраны окружающей среды и управления водными ресурсами. Трансграничное водное сотрудничество в Центральной Азии осуществляется как на основе двустороннего, так и многостороннего форматов.

Одной из самых крупных в новейшей истории глобальных экологических катастроф, испытываемой странами Центральной Азии, является трагедия Аральского моря, которая по своим экологическим, социально-экономическим последствиям представляет прямую угрозу устойчивому развитию региона.

Высыхание Аральского моря привело к возникновению постоянно действующей экологической опасности и отрицательному воздействию на качество жизни и здоровье всего населения Приаральского региона. Зона кризиса Приаралья непосредственно охватывает территории Туркменистана, Казахстана и Узбекистана, а также опосредованно - Таджикистана и Кыргызстана. Под влиянием Аральского

кризиса здесь в последнее время значительно сократилась площадь лугов. Из-за снижения плодородия почвы было потеряно более 100 тыс. рабочих мест, что привело к потере источников дохода для большинства семей и хозяйств региона.

Приаралье являлось регионом с большим разнообразием животного и растительного мира, в водоемах Приаралья обитало порядка 40 видов рыб и ряд видов редких животных, численность сайгаков доходила до 1 млн. голов, флористический состав составлял около 640 видов растений. Аральское море до 1960 года являлось одним из крупнейших замкнутых водоемов мира с площадью около 70 тыс. км² и объемом воды 1083 км³, его длина составляла 426 км, ширина - 284 км, наибольшая глубина - 68 м.

Интенсивный забор воды из Амударьи и Сырдарьи на орошение за последние вызвал падение уровня моря. За пять десятилетий площадь акватории Аральского моря сократилась в 8 раз, объем воды уменьшился в 14 раз, оно удалилось от берега на 120-200 км. Засоление воды достигло в западной части 110-112 г/л, а в восточной 280 г/л.

На дне высохшего моря образовалась засоленная долина, общая территория которой составляет 45 тыс. км².

Как известно, Главы независимых государств региона с самого начала обратили внимание на состояние Аральского моря, и связанное с ним – экологическую катастрофу. Понимая, что в одиночку бороться с этим явлением невозможно, они начали консультироваться между собой по поиску путей выхода из создавшегося положения.

Знаковым событием в этом плане явилось создание в 1993 году Международного Фонда спасения Арала (МФСА), учредителями которого стали Казахстан, Кыргызстан, Таджикистан, Туркменистан и Узбекистан. В целях предотвращения негативных последствий Аральской проблемы в рамках МФСА к настоящему времени реализованы три Программы по оказанию помощи странам бассейна Аральского моря (ПБАМ-1, ПБАМ-2, ПБАМ-3).

Узбекистан, являясь ключевым государством-учредителем МФСА, придает важное значение всестороннему укреплению его деятельности. В ходе Саммита по устойчивому развитию в сентябре 2015г. в г.Нью-Йорке узбекская сторона выступила с инициативой создать под эгидой ООН специальный Трастовый фонд по Аральскому морю и зоне Приаралья, основной задачей которого будет координация усилий и реализация адресных программ и проектов

В период существования бывшего СССР в Центрально-Азиатском регионе

сформировались взаимосвязанные водохозяйственные и энергетические инфраструктуры и развитая сеть коммуникаций. В условиях единого государства действовала система межреспубликанского водораспределения, обмена электроэнергией и поставок ТЭР.

С распадом бывшего СССР, централизованное управление водными ресурсами Амударьи и Сырдарьи прекратилось, и возникла необходимость создания механизма регионального сотрудничества в организации управления водными ресурсами. Геополитические изменения и трансформация экономики региона нарушили прежнюю схему водопользования и энергетического обмена. На основе принципа равных прав и обязательств, был подписан ряд соглашений, которые регулируют сотрудничество в сфере совместного управления, охраны и использования водных ресурсов.

В результате переговоров, 18 февраля 1992 года было подписано «Соглашение в сфере совместного управления использованием и охраной водных ресурсов межгосударственных источников. В рамках этого Соглашения образована Межгосударственная координационная водохозяйственная комиссия (МКВК) с исполнительными органами БВО «Сырдарья», БВО «Амударья», Научно-информационным центром (НИЦ МКВК) и Секретариатом.

Этот шаг позволил в изменившихся политических и экономических условиях сохранить водохозяйственную систему региона и согласованный порядок управления водными ресурсами

в бассейнах рек Амударья и Сырдарья. С момента создания МКВК, региональное сотрудничество стран в области совместного использования водных ресурсов трансграничных рек остается на высоком уровне. Эта структура играет важную роль в обеспечении стабильных взаимоотношений между странами, тем самым внося свой вклад в сохранении мира и спокойствия в регионе.

Работа МКВК постоянно находятся в центре внимания президентов стран Центральной Азии. Соглашением от 9 апреля 1999 года главы государств утвердили особую роль МКВК в структуре МФСА. Под эгидой МФСА было подписан ряд правовых документов, которые определяют структуру, статус, права и обязанности региональных организаций, в том числе Межгосударственной координационной водохозяйственной комиссии, Межгосударственной комиссии устойчивого развития, бассейновых водохозяйственных управлений рек Амударья и Сырдарья и ряда других.

На сегодняшней день МФСА остается единственной региональной структурой, объединивший вокруг себя страны региона по вопросам водопользования и устойчивого развития. Узбекистан рассматривает Фонд в качестве реальной платформы по реализации совместных инициатив, программ и проектов по снижению негативных последствий кризиса Арала.

Следует подчеркнуть, что проведение проактивной региональной политики, создание благоприятной полити-

ческой атмосферы в Центральной Азии, выстраивание конструктивных и взаимовыгодных отношений со странами региона, укрепление региональной безопасности и стабильности являются главными приоритетами внешней политики Узбекистана.

Президент Узбекистана Ш.Мирзиёев в своем выступлении на 72-й сессии Генеральной Ассамблеи ООН, говоря о проблемах обеспечения безопасности и стабильности в Центральной Азии, сказал, что нельзя обойти такой важный вопрос, как совместное использование общих водных ресурсов региона. Глава государства также выразил убеждение, что альтернативы решению водной проблемы, учитывающему в равной степени интересы стран и народов региона, нет. Поэтому Узбекистан поддерживает проекты конвенций об использовании водных ресурсов бассейнов рек Амударья и Сырдарья, разработанные Региональным центром ООН по превентивной дипломатии.

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OSTEN IN DEN TEXTEN VON GOETHE

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Goethes West-östlicher Divan (1814–1819) ist einer der wichtigsten Teile seiner späteren Arbeit. In „Divan“, das sich auf den Osten bezieht, legte der Autor den Grundstein für Merkmale wie tiefe Ironie, Zyklizität, Spiralität, die in seinen weiteren lyrischen Werken entwickelt wurden.

Es ist anzumerken, dass in den 1960er und 1970er Jahren der „West-östlicher Divan“ in den Werken von I. Braginskiy, L. Kessel, N. Kogan unter zwei Gesichtspunkten betrachtet wurde: West-Ost-Synthese als qualitativ neue Stufe in Goethes späteren Texten und Studium der östlichen Besonderheiten der Arbeit.

M. Schaginyan legte besonderen Wert auf das Studium des Konzepts der Weltliteratur in Divan – als Mittel des kulturellen Austauschs zwischen den Völkern. Nur der Literaturkritiker A. Gabrichevsky beschränkte sich nicht auf die Analyse des westöstlichen Divan, sondern betrachtete ihn im Vergleich zu den Zyklen von 1820 Pariah-Trilogie, chinesisch-deutsche Jahreszeiten und Tage).

Wie die Arbeit des westeuropäischen Wissenschaftler-Orientalisten Deutschlands, A. Kurella, zeigt, war Goethe in seinen Notizen zu seinem „Divan“ der erste in der Weltliteratur, der das Konzept „Sieben große Leuchten des Ostens“ einführte. Orientalisten, die die quantitative Einschätzung der Genies der Poesie des Ostens von Goethe verwendeten, nannten Ferdowsi, Hafiz, Nizami, Saadi, Anva-

ri, Rumi, Shami unter dieser Zahl. Goethe, eine wahrhaft hingebungsvolle Poesie des Ostens, nannte Hafiz seinen Lehrer und Shami „den letzten großen persischen Dichter“. Es ist auch bekannt, dass G. Schäder, E. Trunz, in Westeuropa den „Divan“ analysierte und ihn darauf reduzierte, die dominierende Position der Mystik, das Konzept des kontemplativen Pantheismus und die faktografischen Traditionen von E. Steiger zu beweisen. Der führende Platz ist die Analyse der Bildung eines neuen künstlerischen Stils des verstorbenen Goethe.

Wir interessieren uns für wertvolle Informationen, die vielfältige Farbgebung des Ostens, die Goethe im „West-östlicher Divan“ darstellt, wo sich große Namen versammelt haben, vergangene Ereignisse, die im deutschen Denken diskutiert wurden und die historischen, literarischen und kognitiven Wert haben.

„Dieses Blatt war aus dem Osten. Mein Demütiger wurde in den Garten gebracht. Und für das sehende Auge offenbart es eine geheime Bedeutung“ – schreibt Goethe. In der Tat erwies sich der Osten für Goethe als eine wunderbare Schachtel von Raritäten, in der seine Geschichte und Kultur wie auf einem unsichtbaren Zeitfaden über deutschen Boden marschieren. „Der Osten wurde von Gott geschaffen“, ruft der Dichter aus. Goethe sprach den großen Hafiz an, arrangierte seine Gedichte und ahmte ihn nicht nach,

sondern trat in seine Fußstapfen und machte einen neuen Schritt in der Entwicklung der deutschen Poesie.

Für den deutschen Dichter wurde Hafiz ‚Poesie zu einem Fenster in das weite historische Feld des Ostens: „Ich bin an die frische Luft gekommen“, schreibt Goethe. Der Dichter ist nicht nur von der exotischen, sondern auch von der deutschen Schönheit der fernen Weiten angezogen: (Berg Darnavend, Ufer von Zenderud, Schiraz, Mekka, Medina, Samarkand, Buchara usw.), er sucht nach Bildern mit einem universellen menschlichen Inhalt, jahrhundertealter Volksweisheit, die in ihnen enthalten ist. So trat eine ganze Welt orientalischer Bilder, Ideen und Überzeugungen in die Texte Goethes ein. Und deshalb sind die Bilder des Alltags und der Bräuche der östlichen Länder im „Divan“ lebendig, so dass die Bilder der Menschen präzise und lebendig festgehalten werden: der Weise, der Krieger, der Bäcker, die Barmekiden (die persische Familie, die im 7. Jahrhundert leuchtete und vom Kalifen Garur il Rashid ausgerottet wurde) Herrscher – Abbas, Bahramgrua, Sedschan, Schudshi, der Prophet Mohammed, Fatima usw.

Goethe verbeugt sich vor östlichen Dichtern und drückt seine Haltung ihnen gegenüber in Hatems Frage an Zuleika aus: „Warum stopfen Sie die Notizbücher von Nizami, Shami und Saadi voll? Ich kenne viele dieser Väter, bis auf den Klang, bis zur Silbe, aber meine – alles in ihnen ist neu, alles gehört mir, sowohl die Silbe als auch das Wort. „ Der Autor von „Divan“ musste sich wohl oder übel auf große Namen in Hafiz-Manier beziehen,

um die Geschichte wiederzubeleben. Es dringt tief in ihre spirituelle Welt ein und zeigt die Gefühle und Leidenschaften, die die Charaktere historischer Figuren wie Ferdowsi und Rumi definieren. „Obwohl sie älter als wir sind, sind sie ewig neu“, schließt der Dichter. Goethes kreativer Horizont und Forschungsstand weiteten sich aus, ein neues, zeitlich bereichertes Gefühl der Liebe. Goethe versteht den Osten und sucht darin moralisch gesunde Quellen: „Willkommen im heiligen Buch, einer Kreatur, die vor Schönheit strahlt! Jeder Muslim, der unermüdlich betete, hatte ein reines Gewissen und wurde unter seinem eigenen Volk geehrt, und wir sind jeden Tag mehr im Nebel. Oh, ewiger Koran! Oh glückseliger Frieden! „

Hier ist unserer Meinung nach der „Koran“ für Goethe nur Material für die poetische Verarbeitung und kein Gegenstand der Anbetung. Ja, er benutzte mystische (Sufi) Poesie, aber er transformiert ihren Inhalt und ordnet die Proklamationen seiner eigenen philosophischen Sichtweise unter. Wir können einige der poetischen Linien des Diwan, der vom Koran und Gott spricht, nicht als seine religiösen Teile bekanntmachen. Anscheinend war der „Koran“ für den deutschen Dichter ein Leitfaden für ein klares, gutes Schreiben, ohne die Welten verletzen zu wollen.

So erhalten die großen Namen, Ereignisse, das Bild der Zeit auf dem historischen Feld des Ostens, das im Divan so wichtig ist, für Goethe eine besondere Bedeutung. Alle Strophen, die vom Geist der Geschichte durchdrungen sind, zeigen kontinuierlich den Lebensprozess und die Essenz des Lebens. Sie verweben sich in die Struktur der

Arbeit und sind in Bewegung, innerer Übergang, Triumph und Einheit der Welt. Zweifellos ist Goethes „Divan“ ein wesentlicher und bester Bestandteil des spirituellen Erbes der Vergangenheit. Seine Ideen und Bilder in den Ereignissen spiegeln den Osten am besten wider.

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ИНСУЛЬТ ҲТКАЗГАН БЕМОРЛАРГА ПСИХОЛОГИК ЁРДАМ КЎРСАТИШ АҲАМИЯТИ ВА УСУЛЛАРИ

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Аннотация: Ушбу мақолада инсульт ўтказган беморлардаги эмоционал ўзгаришлар, касалликга нисбатан муносабати, психологик ёрдам кўрсатишининг усуллари, ижтимоий муҳитга мослашишларида яқин қариндошларнинг ўрни, аҳамияти кўрсатилган.

Аннотация: В статье рассматриваются эмоциональные изменения у больных инсультом, их отношение к заболеванию, методы психологической поддержки, роль и значение близких родственников в их адаптации к социальной среде.

Annotation: This article discusses the emotional changes in stroke patients, their attitude to the disease, methods of psychological support, the role and importance of close relatives in their adaptation to the social environment.

Инсульт (мия инфаркти, мия кон айланиши ўткир бузилиши) касаллигини ўтказган беморларнинг кўпчилигида барчамиз учун инкор этиб бўлмайдиган нарса шундаки, беморлар биринчи навбатда шошилиш тиббий ёрдамга, касалхонага ётқизишига, кейин эса узок муддатли махсус реабилитацияга муҳтож бўлади.

Дарҳақиқат, тана инсультга (лотинча: insulto-човут солмоқ, хужум қилмоқ) тўсатдан, турли хил касалликларнинг узок муддатли ривожланиши натижасида қутилмаган ҳолда бундай зарба юзага келади. Инсон организими инсультга дош бериб омон қолса, унинг касалликдан кейинги турмуш тарзида жиддий ўзгаришлар билан характерланади.

Шифохонада касаллик билан курашаётган бемор учун тиббий ёрдам нақадар муҳим бўлса, психологик

кўмак шунчалик аҳамиятли, чунки унинг ҳаётидаги одатий қундалик бажарадиган вазифаларини ўрни ўзгариши, кимнидир ёрдамига муҳтожлик ҳолатлари сезила бошлайди.

Инсульт: одатда қутилмада содир бўладиган воқеа, ҳолатдир. Бу ҳолат қачон ва қай даражада пайдо бўлишига боғлиқ. Бу қандай содир бўлади? Масалан, одатий ҳол: 60 ёшли ерак кечкурун ўзини ёмон ҳис қилганини эслайди: у уйғонди, ҳожатхонага борди, ҳамма нарса кўз олдида ўтади ва ерга йиқилади. Одам ҳушини йўқотди. (Кўпинча, фалажлик кечаси содир бўлади.) Шифокорлар унда ишемик инсультни аниқлашди.

Юқори ҳолатдан кейинги беморнинг тиббий-психологик саломатлиги ҳақидаги ташхислар унинг кейинги ҳаётини белгилаб беради. Мия ўчоғининг қайсидир марказининг за-

рарланиши асосида беморда фалажлик, когнитив, нутқ, эмоционал бузилиши кузатилади.

Касаллик фақат саломатлик таъсир қилмайди, Чунки мия ва тана ўртасида узвий боғлиқ мавжуд, инсулт инсон рухиятга, борликни идрок етишга, ўз ҳаётига қарашларга кучли зарба беради.

Зеро, аввал бошдан айтгандек инсулт касаллигида миянинг турли қисмларига зарар етиши туфайли ҳаракат, нутқ, хотира тез-тез бузилади ва идрок ва тафаккур ўзгаради. Одатий кўникмалар деярли йўқолади, ҳамма нарса яна янгидан ўрганилиши керак.

Инсулт касаллигининг психологик оқибатлари, беморнинг психикасида қандай ўзгаришлар юзага келади?

Тадқиқотларда ўткир мия қон айланиши бузилишларида ҳаёт сифатининг турли таркибий қисмларининг сезиларли даражада пасайиши кўрсатилган бўлиб, бу касалликнинг кечиши хусусиятларига ҳам, беморларнинг эмоционал ҳолатига ҳам боғлиқдир [3, 8, 12].

Даволаш натижаларига таъсир этувчи омиллардан бири беморларда ҳиссий бузилишлар ҳисобланади. Кўпинча психоэмоционал патология йўқотилган функцияларни тиклаш, ижтимоий ва маиший мослашув жараёнида жиддий тўсиққа айланади.

Ҳар бир бемор бу кийинчиликни бошдан кечиради, йиғлайди, ўзини ночор ҳис қилади ва бошқа қўплаб салбий ҳис-туйғулар таъсири остида бўлади. Бу ҳис-туйғулар аввал ўзига, кейинчалик яқин қариндошларига нисбат кечади.

Эмоционал ҳолат шахсий хусусиятлар билан биргаликда психологик адаптация ва касалликка муносабат хусусиятларини аниқлайди, эмоционал бузилишлар даволаш ва реабилитация муваффақиятига тўсқинлик қилади ва психологик аралашувни талаб қилади[5, 6, 7, 10, 11]

Инсулт касаллиги ўтказган беморларда кузатувларига кўра, улар ҳар доим ҳамма нарсадан ва ҳар нарсадан норози, тажовузкор ёки, аксинча, ўзларининг аҳволини энгишга кучлари йўқ ва инсултдан кейинги депрессияга тушишади.

Юзага келган жиддий касалликка қарши курашда инсон етарлича маълумотга эга бўлмагани учун бардош бериш қобилиятига ега эмас ва ижобий ҳис-туйғулар учун ресурслар кам.

Лекин бундай ҳолатда бемор учун ўзи ва бошқа яқин қариндошлари билан биргаликда сабр қилишни ўрганиш муҳим. Инсулт оқибатларини энгишда мунтазам машқ қилиш, натижага ишониш, иродали ва ижобий характерда бўлиш аҳамиятли. Айнан бу жараёнда бемор психологик ёрдамга муҳтож.

Бундай беморларга ҳамроҳлик қилишда учун клиник психолог, нейрорпсихолог психотерапия ишларининг шунга қаратилган. Шу билан бирга, психологлар қариндошлари билан иш-лашлари ва яқинларининг хатти-ҳаракати, тажовузкорлик, лоқайдлик, бепарволик бўлсин, хасталик инсулт оқибати эканлигини, ортиқча эркалик эмаслигини уларга тушунтиришлари керак.

Нейропсихолог ёки психотерапевт билан мунтазам ишлаш, тушкунлик, лоқайдликдан чиқишга ёрдам беради, стрессли ҳолатлардан қочиб, ўзлари ва бошқаларга ижобий муносабатни ривожлантиради. Шу билан бирга инсон ўзини қўллаб-қувватлашни ва ҳаётга бўлган муносабатини ҳам ўзгартиришни ўрганади.

Инсультга учраган беморларнинг махсус текширувлари шуни кўрсатдики, уларда касалликдан олдин шошқалоқлик, сабрсизлик, доимий вақт етишмаслиги ҳисси, ортиқча масъулият маълум вақт давомида уларнинг хатти-ҳаракатларида барқарор хусусият бўлган. Натижада қайсидир миядаги қон томирнинг ёрилиши ташқи муҳитдаги ҳолатга, бошқача қилиб айтганда, узоқ давом этадиган стрессли вазиятларга реакция беради. Натижаси инсульт касаллиги юзага келган.

Касалликдан кейинги депрессиянинг сабаби ҳар хил: баъзи ҳолларда бу инсульт касаллигиган кейинги ёрдамга муҳтожлик натижасида юзага келадиган аниқ неврологик ҳолат ёки ижтимоий жараёнингнинг ўзгаришига ва меҳнат қобилиятининг пасайиши натижасидир. Бемор учун бундай шароитда психологик ёрдам кўрсатиш аҳамиятли ҳисобланади.

Психологик ёрдам кўрсатишда қуйидаги усуллардан фойдаланиш самара беради:

- индивидуал ва гуруҳий психотерапия;
- аутоген машқлар;
- библиотерапия ;

- пантомимика, ритмика, ракс, ашула ва бошқалардан фойдаланиб психохимнастика қилиш;
- арт терапия ;

Шунингдек бемор билан ишлашда психолог қуйидаги усуллардан фойдаланиши мумкин:

- бундан ҳам оғирок касаллар билан қиёслаб, ўз-ўзини руҳий қийнашдан чалғитиш.
- содир бўлган нарсаларни қабул қилишга ўргатиш.
- Унга ёрдам кўрсатаётган яқинларини рағбатлантиришни тушунтириш.
- Келажакга умид ва ишончни шакллантириш.
- Беморни ҳозирги кунда яшашга ўргатиш.
- Ҳозирги ҳаётидаги мавжуд шароитларига мослашишни ўргатиш.

Инсультдан кейин психологик реабилитациянинг барча усуллари бемор соғайишни хоҳлагандагина ёрдам беради.

Касаллик нақадар оғир кўринса ҳам уни енгиш бемор ва унга кўрсатилаётган ёрдамнинг тўғри ташкил қилинганлигига боғлиқ. Психологик жиҳатдан соғломлаштириш жараёнига тайёр бўлсақгина биз тиббий муолажаларнинг самарасини кўраимиз. Бемор учун яқин қариндошлар, ижтимоий муносабатлардаги эътибори, ғамхўрлиги, жонқуярлиги, беминнат ёрдами ҳам ўз ўринида аҳамиятлидир.

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INDIVIDUAL-TYPOLOGICAL VARIABILITY OF PELVIC SIZE IN WOMEN OF THE FIRST MATURE AGE WHO USE DIFFERENT TYPES OF CONTRACEPTION OF DIFFERENT CONSTITUTIONAL TYPES

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It is well known that the study of the structure of the human body is impossible without evaluating its constitutional features [3,4]. One of the important indicators for the course of labor is the size of growth. Acceleration processes led to an increase in all anthropometric indicators in women, including growth. According to the literature [1,5,11] in the population group of women at present, the average body length of 161,3 cm is the dividing value between low-and high-growth. The average height of women with an anatomically normal pelvis, according to Desilva Jeremy M. [8], was 167.24 cm. It is particularly noted that the lower the height of women, the changes in the bone pelvis are more pronounced.

Thus, according to foreign authors [2,9,10], the height of a woman less than 150-152 cm gives reason to suspect the presence of an anatomically narrow pelvis, which is often the reason for the development of a clinically narrow pelvis and the need for a cesarean section. According to Claxton Alexander [6], the presence of a narrow pelvis is indicated by a woman's low height and Shoe size less than 5.5-6. Candelas Gonzales (2017) indicates that growth up to 150 cm was observed in 44.8% of women with a narrow

pelvis. High growth, 170 and higher was in 34 % of women with normal pelvic size and only 11 % with narrow pelvises. Court Richa (2014) notes that the frequency of operative resolution is higher in women of the pycnic somatotype.

According to Candelas Gonzales (2017), childbirth is easier for slender women than for small women and for full women of any height. In support of this fact, Candelas Gonzales (2017) points to the direct dependence of the frequency of complications of pregnancy and childbirth on the Constitution of the woman. First of all, this applies to the picnic physique, with the body mass index highlighted as the most informative.

In addition, there is evidence that regional individual variability of the pelvic structure in representatives of different somatotypes can serve as a reliable prognostic criterion that provides timely identification of narrow pelvic forms for subsequent timely preventive and curative measures [4, 10]. In this regard, the purpose of this study was to study the shape of the pelvis of women in Bukhara, depending on their morphotype.

Materials and methods: 220 women of the first period of Mature age (21-35 years), permanently residing in the

territory of the city of Bukhara, were Examined. All women underwent a comprehensive anthropometric examination included pelvimetry. Anthropometry was performed according to the generally accepted method [2]. To characterize the body types of the examined women of the first and second period of adulthood using various contraceptives, pelvic dimensions such as the pelvic width index, as well as height, weight and body mass index were studied. [4, 10].

Results and discussion: According to the results of the study among 220 surveyed women, when evaluating the pelvic width index, the average value for women of the first and second periods of adulthood using various contraceptives in the group with a height of 151-160 cm of all body types was 17.2 ± 0.9 , with the maximum values of indicators were 18.5, and the minimum values were 15.6. When assessing the pelvic width index in the group with brachymorphic type in women of the first and second period of adulthood using various contraceptives with a height of 151-160 cm, the indicator was 18.2 ± 0.4 with a minimum value of 17.6 and a maximum value of 18.9. In women of the first and second period of adulthood using various contraceptives with a dolichomorphic type with a height of 151-160 cm, the average index of the pelvic width index was 16.1 ± 0.3 with a minimum value of 15.6, and a maximum value of 16.45. When evaluating the pelvic width index in the group with mesomorphic type height of 151-160 cm, the index was 17.1 ± 0.26 , with a minimum value of 16.6 and a maximum value of 17.5.

When evaluating the pelvic width index in the group with a height of 161-170 cm, the average value for all body types was 16.9 ± 0.9 , with a minimum value of 15 and a maximum value of 21.3.

When assessing the pelvic width index in the group with brachymorphic type in women of the first and second period of adulthood using various contraceptives with a height of 161-170 cm, the index was 18.0 ± 0.6 with a minimum value of 17.5 and a maximum value of 21.3. In women of the first and second period of adulthood using various contraceptives with a dolichomorphic type with a height of 161-170 cm, the pelvic width index was 15.8 ± 0.3 with a minimum value of 15, and a maximum value of 16.4. When evaluating the pelvic width index in the group with mesomorphic type, the height of 161-170 cm was 16.9 ± 0.2 , with a minimum value of 16.5 and a maximum value of 17.3.

When evaluating the pelvic width index in the group with a height of 171-180 cm, the average size for all body types was 17.0 ± 0.8 , with a minimum value of 14.3 and a maximum value of 19.0.

When evaluating the pelvic width index in the group with brachymorphic type in women of the first and second period of adulthood using various contraceptives with a height of 171-180 cm, the index was 17.9 ± 0.3 with a minimum value of 17.51 and a maximum value of 18.96.

In women of the first and second period of adulthood using various contraceptives with a dolichomorphic type with a height of 171-180 cm, the pelvic width index was 16.0 ± 0.5 with a minimum val-

ue of 14.3, and a maximum value of 16.5. When evaluating the pelvic width index in the group with mesomorphic type growth of 171-180 cm, the index was 17.0 ± 0.2 , with a minimum value of 16.6 and a maximum value of 17.4.

When assessing weight, the average value in women of the first and second period of adulthood using various contraceptives in the group with a height of 151-160 cm for all body types was 49.7 ± 3.4 kg, with the maximum values of indicators were 60.3 kg, and the minimum values of 40.0 kg.

When assessing the weight in the group with brachymorphic type in women of the first and second period of adulthood using various contraceptives with a height of 151-160 cm the weight was 49.9 ± 3.2 kg with a minimum value of 41.0 kg and a maximum value of 60.5 kg. In women of the first and second period of adulthood using various contraceptives with a dolichomorphic type with a height of 151-160 cm, the weight indicators were 49.4 ± 2.9 kg with a minimum value of 43.0 kg, and a maximum value of 56.0 kg. When assessing the weight in the group with mesomorphic type height of 151-160 cm, the weight was 49.7 ± 4.0 kg, with a minimum value of 40 kg and a maximum value of 60 kg.

When assessing the weight in the group with a height of 161-170 cm for all body types, the average value was 56.5 ± 3.4 kg, with a minimum value of 46.0 kg and a maximum value of 64.0 kg.

When assessing the weight in the group with brachiomorphic type in women of the first and second period of adult-

hood using various contraceptives with a height of 161-170 cm the indicator was 58.8 ± 3.1 kg with a minimum value of 47.0 kg and a maximum value of 63.0 kg. In women of the first and second period of adulthood using various contraceptives with a dolichomorphic type with a height of 161-170 cm, the weight was 55.3 ± 3.0 kg with a minimum value of 47.0 kg, and the maximum value of 64.0 kg. When assessing the weight in the group with mesomorphic type and height of 161-170 cm, the indicator was 55.6 ± 3.2 kg, with a minimum value of 46 kg and a maximum value of 61.6 kg.

When assessing the weight in the group with a height of 171-180 cm for all body types, the average size was 61.4 ± 3.6 kg, with a minimum value of 49.6 kg and a maximum value of 70.0 kg.

When assessing the weight in the group with brachymorphic type in women of the first and second period of adulthood using various contraceptives with a height of 171-180 cm the weight was 60.9 ± 2.6 kg with a minimum value of 49.7 kg and a maximum value of 69.0 kg. In women of the first and second period of adulthood using various contraceptives with a dolichomorphic type with a height of 171-180 cm, the weight was 61.1 ± 5.8 kg with a minimum value of 49.6 kg, and the maximum value of 75.25 kg. When assessing the weight in the group with mesomorphic type height of 171-180 cm, the weight was 62.3 ± 2.8 kg, with a minimum value of 57.5 kg and a maximum value of 68.0 kg.

When assessing height its average value in women of the first and second period of adulthood using various contra-

ceptives in the group with a height of 151-160 cm for all body types was 155.8 ± 2.5 cm

When assessing the growth in the group with brachymorphic type in women of the first and second period of adulthood using various contraceptives with a height of 151-160 cm, its value was 154.9 ± 2.3 cm, in women of the first and second period of adulthood using various contraceptives with a dolichomorphic body type and a height of 151-160 cm, the growth indicators were 156.7 ± 2.7 cm, and in the group with a mesomorphic type and a height of 151-160 cm, the average value was 155.9 ± 2.4 cm.

When evaluating the average height values in the group with a height of 161-170 cm for all body types it was 165.0 ± 2.2 cm

When assessing the growth in the group with brachymorphic type in women of the first and second period of adulthood using various contraceptives with a height of 161-170 cm, the indicator was 164.8 ± 2.3 cm, in women of the first and second period of adulthood using various contraceptives with a dolichomorphic body type and a height of 161-170 cm, the growth was 165.1 ± 2.3 cm. When assessing the weight in the group with mesomorphic type and height of 161-170 cm the average growth rate was 165.2 ± 2.1 cm

When evaluating the height in the group with a height of 171-180 cm for all body types the average value was 174.0 ± 1.9 cm When assessing the growth in the group with brachymorphic type in women of the first and second period of adulthood using various contraceptives

with a height of 171-180 cm, the growth was 174.6 ± 1.9 cm, in women of the first and second period of adulthood using various contraceptives with a dolichomorphic type with a height of 171-180 cm, the growth was 173.7 ± 2.4 cm. When evaluating the growth in the group with mesomorphic type and height of 171-180 cm the average growth value was 173.7 ± 1.6 cm

When evaluating the Vervek-Vorontsov index, the average value in women of the first and second periods of adulthood using various contraceptives in the group with a height of 151-160 cm was 31.9 ± 2.0 , with the maximum values of indicators were 38.5, and the minimum values were 25.6.

When evaluating the Vervek-Vorontsov index in the group with brachymorphic type in women of the first and second period of adulthood using various contraceptives with a height of 151-160 cm, the index was 32.2 ± 1.8 with a minimum value of 26.8 and a maximum value of 38.5. In women of the first and second period of adulthood using various contraceptives with a dolichomorphic type with a height of 151-160 cm, the Vervek - Vorontsov index indicators were 31.6 ± 1.6 with a minimum value of 28.1, and a maximum value of 35.7. When evaluating the Vervek-Vorontsov index in the group with mesomorphic type growth of 151-160 cm, the index was 31.8 ± 2.4 , with a minimum value of 25.6 and a maximum value of 37.5.

When evaluating the Vervek-Vorontsov index in the group with a height of 161-170 cm, the average index value was 34.2 ± 2.0 , with a minimum value of

28.4 and a maximum value of 38.5. When evaluating the Vervek-Vorontsov index in the group with brachiomorphic type in women of the first and second period of adulthood using various contraceptives with a height of 161-170 cm, the index was 35.7 ± 1.7 with a minimum value of 28.5 and a maximum value of 37.8. In women of the first and second period of adulthood using various contraceptives with a dolichomorphic type with a height of 161-170 cm, the Vervek – Vorontsov index was 33.5 ± 1.8 with a minimum value of 29, and a maximum value of 38.5.

In the evaluation index Werveke – Vorontsov in the group with mesomorphic type growth 161-170 cm index was 33.6 ± 1.9 , with a minimum value of 28.4 and a maximum value of 37.8. In the evaluation index Werveke – Vorontsov in the group with growth 171-180 cm index amounted to 35.3 ± 2.0 with a minimum value of 28.1 and a maximum value 38,49.

When evaluating the Vervek-Vorontsov index in the group with brachiomorphic type in women of the first and second period of adulthood using various contraceptives with a height of 171-180 cm, the index was 34.9 ± 1.4 with a minimum value of 28.6 and a maximum value of 37.9. In women of the first and second period of adulthood using various contraceptives with a dolichomorphic type with a height of 171-180 cm, the Vervek – Vorontsov index was 34.9 ± 3.1 with a minimum value of 28.1, and a maximum value of 38.5. When evaluating the Vervek-Vorontsov index in the group with mesomorphic type growth of 171-180 cm, the index was 35.9 ± 1.6 with

a minimum value of 32.8 and a maximum value of 38.5.

Таким образом, установлено, что при достоверном увеличении среднего значения дистанций таза по мере увеличения роста в группах (151-160 см; 161-170 см; 171-180 см), также отмечается тенденция достоверного увеличения этих размеров таза от долифоморфного к мезоморфному и далее к брахиморфным типам телосложения.

Weight in women the first and second period of Mature age using different contraceptives all body types were in a direct positive dependence on growth and was significantly different in the respective growth groups, and body mass index in growth groups 151-160 cm 161-170 cm also increased from drivemirror to mesomorphic and further to the brachymorphic type physique, and growth in the group 171-180 cm this pattern is violated. The highest body mass index was in women of the first and second period of adulthood using various contraceptives of the brachymorphic type of physique.

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DATA FROM A CLINICAL EXAMINATION OF WOMEN WITH IMPAIRED REPRODUCTIVE FUNCTION AGAINST THE BACKGROUND OF OBESITY

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Despite the high adaptive capacity of the female body, according to statistics, there has been a steady increase in reproductive disorders in the last decade [2].

In recent years, data have been accumulating on the participation of fat metabolism disorders in the formation of female reproductive function disorders and infertility [1,5]. However, despite the existence of many studies of the relationship between obesity and female reproductive health disorders, the specifics of this relationship are still poorly understood. And obesity is becoming one of the world's social and medical problems. Almost all countries of the world have seen an increase in the number of people who are overweight and obese, but the most unfavorable is that the increase in the proportion of women who are overweight from 1980 to 2016 increased from 29.8% to 38% [4,7].

According to the who newsletter (who Bulletin no. 311, January 2015), more than 1.9 billion people aged 18 and over suffer from excess MT, of which almost 300 million women are found to be obese. The disadvantage is that these are mostly young women, since 30% of women of

childbearing age are obese and about 25% of women in this group are overweight [1,3,6,8].

Purpose of research: Optimize treatment and prevention of reproductive disorders in obese women based on the identified risk factors and types of neuroendocrine disorders.

To solve these tasks, the patients were divided into the main group-58 patients with impaired reproductive function and obesity, and 20-a comparison group with impaired reproductive function, but without obesity. Each group was examined separately for all tests. The average age was 21.4 ± 0.6 years in the main group and 21.1 ± 0.8 years in the comparison group. The groups were identical in age parameter, since the correlation coefficient (CC) was 0, 91.

Menstrual disorders were classified as follows: Oligomenorrhea is the duration of intermenstrual intervals over 38 days; Amenorrhea – absence of menstruation for 3 months with initial regular menstrual cycle or absence of menstruation for 6 or more months during the initial oligomenoree; Abnormal uterine bleeding – increase the frequency of bleeding

or increased duration of menses and/or intensity of blood loss due to regular bleeding, and the emergence of unpredictable bleeding.

The main complaints of the examined patients were made for violation of the nature of the menstrual cycle.

During objective examination, attention was paid to the skin symptoms of endocrine dysfunction (purple, pink and white striae on the skin of the abdomen, shoulders, mammary glands, thighs, negroidity in specific areas). Striae of varying severity as a sign of previous or current adolescent hypercorticism were detected in 15(25.9%) of the main group and only in 2 (0.1%) of the comparison group.

Clinical signs of hyperandrogenism were detected in 26 (44.8%) women of the main group. Symptoms of hyperandrogenism were manifested by ASPE vulgaris and fatty seborrhea in 8 (13.4%), hirsutism in 24 (41.4%) patients. Hirsutism was predominantly in women of the main group and was detected in varying degrees of severity in 31 (53.4%), which was almost 7 times more frequent than in the comparison group (6.6%). Moreover, hirsutism of a pronounced degree was in 12 (20.9%) of the main group, and in the comparison group was not detected in any of them.

Complaints of headaches were three times more frequent in the main group of 32 patients (55.2 %) than in the comparison group. But painful menstruation in them was much less frequent, it was not possible to explain this, because morpho-anatomical changes in the pelvic organs were not detected.

Data on body mass survey, body mass index, and eating behavior in obese women. Given that weight gain is influenced by eating habits and physical activity, the patients were interviewed on these questions. When evaluating eating behavior, it was found that obese patients were more likely to eat irregularly compared to women with a normal body mass index (BMI), of all meals, they had the most calorific dinner, and significant differences were revealed compared to patients in the comparison group. Food intake was combined with other activities (reading, working, watching TV) with the same frequency in both groups, but physical activity was significantly lower in the group of obese girls.

It was found that obese patients, in contrast to women in the comparison group, eat irregularly 3 times more often and 2 times more often they have the most calorific meal for dinner, and their physical activity is almost 2 times lower than in the compared group. These factors are also pathogenetic mechanisms of obesity in our patients.

In addition, as described earlier, obese women are more likely to experience earlier and timely menarche, whereas women with a normal BMI and impaired reproductive function have a 53.3% later onset of menstrual function.

But when reaching puberty (after 18 years), girls with obesity are significantly more likely to have a menstrual cycle disrupted by the type of amenorrhea and oligomenorrhea than women without obesity. But abnormal uterine bleeding was detected 2 times more often in the group of patients without obesity.

As a result of these objective and clinical symptoms, two subgroups were identified among the patients of the main group (58 young women with obesity): A with pronounced signs of hyperandrogenism (36 patients) and B (22) – without clinical manifestations of hyperandrogenism.

Clinical signs of hyperandrogenism were detected in 28 (48.3%) women of the main group. Symptoms of hyperandrogenism were manifested by ASPE vulgaris and fatty seborrhea in 8(22.0%) and hirsutism in 14 (43.5%) patients. Hirsutism was also predominantly in group a girls and was detected in varying degrees of severity in 34 (43.5%). Moreover, hirsutism of a pronounced degree was in 12 (15.8%) of group A, and in group B none.

Data of clinical symptoms of hyperandrogenism were naturally confirmed by laboratory data.

In group a patients, the level of testosterone was higher than normal by 2.3 nmol / l, which was 88.4% of the maximum limit of norm and significantly ($p < 0.05$) exceeded the same indicator in group B by almost 2 times. In the study of dehydroepiandrosterone sulfate, it was found that it was slightly higher than in the group without hyperandrogenism, but remained within the reference values, which indicated the predominance of ovarian Genesis of the identified hyperandrogenic symptoms in group A patients. In addition, when analyzing the LH/ FSH ratio, it was found that this indicator was significantly higher in the group of patients with hyperandrogenia than in group B. Despite the fact that many scien-

tists have recently disputed this diagnostic sign of polycystic ovary syndrome (PCOS), this fact may indicate in favor of developing polycystic ovaries in women with hyperandrogenia from group A. this was confirmed by data from an ultrasound study of the morphology, size and volume of the ovaries in the groups. Thus, in patients from group A, the size and volume of the ovaries were significantly larger: 18.32 ± 0.48 cm³ of the right and 14.52 ± 0.48 cm³ of the left ovary versus 11.77 ± 0.53 cm³ and 9.82 ± 0.52 cm³, respectively.

The morphological picture of the ovaries also indicated chronic anovulation in both groups, but changes in the ovaries differed significantly, so their normal size and volume in the group with hyperandrogenia (A) was 7 times less frequent than in group B. and signs of polycystic disease were detected much more often (76%) in group A than in B, where similar signs were found only in one patient. However, in 43.7% of this group, ultrasound revealed a picture of multifollicular ovaries, which is a proven fact of chronic anovulation.

All patients with suspected endometrial hyperplasia underwent hysteroscopy with separate diagnostic scraping of the uterine cavity and the cervical canal, followed by histological examination. According to the histological conclusion, simple hyperplasia without atypia was detected in all the observations.

Attention is drawn to the slightly increased content of prolactin, the level of which in the blood plasma was significantly higher in group B of the study, but

it did not go beyond the norm. Apparently, this was due to the hormone level exceeding the reference values, which was observed in 9 out of 32 (28.1%) patients and corresponded to moderate hyperprolactinemia. Due to the lack of data for pituitary damage in these patients and a slight increase in prolactin concentration, this symptom was interpreted as transient hyperprolactinemia in these patients.

Taking into account that one of the mechanisms of PCOS pathogenesis is insulin resistance, we studied the level of lean insulin in our patients, the level of glucose in the blood of patients of both groups.

Taking into account the heterogeneity of the group in terms of the severity of obesity, the patients of groups A and B were divided by the degree of obesity by BMI for the diagnosis of metabolic disorders, and subsequently for evaluating the effectiveness of treatment.

When determining leptin, there was a significant difference in its level between groups, and depending on the degree of obesity.

Leptin levels increase in accordance with the severity of obesity in both groups. But in group B, it is significantly higher for all degrees of obesity, reaching a concentration of 43.14 ± 2.2 for obesity I art.

The discovery of a hormone like leptin has presented a possible mechanism by which metabolic signals about the nutritional status and percentage of the fat component can be transmitted to the reproductive axis. It is believed that leptin is a "mediator of puberty". Synthesis and secretion of GnRH, formation of gonado-

trophic sensitivity to GnRH and release of LH and FSH, steroidogenesis, proliferation of endometrial cell elements, MJ, and provision of programmed cell death-a list of processes that depend on the level of leptin [92,173,182, 189].

It is a proven fact that restriction in eating behavior leads to a decrease in the level of leptin in the blood plasma of such patients, since normoleptinemia is a prerequisite for balanced activity of the entire reproductive system [1,61,7,92,].

Thus, hyperleptinemia diagnosed in women in both groups but more pronounced in patients without hyperandrogenism and obesity I St. that may have been the main pathogenetic mechanism of obesity in the group B. Analyzing clinical and laboratory data in young women with obesity revealed clear differences in expression hyperandrogenic disorders of carbohydrate metabolism and insulin resistance.

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ОҲАНГАРОН СУВ ОМБОРИНИНГ ИШОНЧЛИ ВА ХАВФСИЗ ИШЛАШИ БЎЙИЧА ЧОРА-ТАДБИРЛАР ИШЛАБ ЧИҚИШ

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Аннотация: Ушбу мақолада Оҳангарон сув омборининг иқлими, вазифаси, лойиҳавий кўрсаткичлари, Оҳангарон гидроузелидан фойлаланишда иншоотларнинг хавфсиз ва ишончли ишлашини таъминлаш мақсадида силжишлар ва чўкишларни аниқлаш учун ўрнатилган назорат-ўлчаш асбобларининг бугунги кундаги ҳолати бўйича олиб борилган дала кузатув тадқиқотлар натижалари келтирилган. Янада кенгроқ ёритиб айтадиган бўлсак, Оҳангарон гидроузелидаги иншоотларнинг статик турғунлигини кузатишда муҳим аҳамиятга эга бўлган геодезик белгилар, уларнинг вазифалари, иншоотларда жойлашиши бўйича схемалари, эксплуатация қилинаётган даврдаги ҳолати, Юқори-Турк кўчкиси бўйича геодезик белгилардан олинган тадқиқот натижалари, геодезик белгиларда аниқланган носозликлар ва уларни ўз вақтида тузатиши бўйича ишлаб чиқилган чора-тадбирлар ҳамда хулосалар берилган.

Калит сўзлар: Сув омбори, гидроузел, репер, марка, стрвор, кўчки, иншоот.

Кириш: Маълумки, ҳозирги пайтда Ўзбекистон Республикасида сув омборларининг ишончли ва хавфсиз ишлашини таъминлаш бўйича бир қанча чора-тадбирлар амалга оширилмоқда. Жумладан, Оҳангарон гидроузелидан фойлаланишда ҳам иншоотларнинг хавфсиз ва ишончли ишлашини таъминлаш мақсадида силжишлар ва чўкишларни аниқлаш учун ўрнатилган назорат-ўлчаш асбобларининг бугунги кундаги ҳолати бўйича олиб бориладиган дала кузатув тадқиқотлари муҳим аҳамият касб этади. Шу сабабли, Оҳангарон гидроузелидан фойлаланишда иншоотларнинг хавфсиз ва ишончли ишлашини таъминлаш бўйича чора-тадбирлар ишлаб чиқиш долзарб масалалардан биридир.

Дастлабки маълумотлар: Оҳангарон сув омбори “Средазгипроводхлопок” (Ўзгипромелиоводхоз) институтининг лойиҳаси асосида 1957 йилда қурилиш ишлари бошланиб, 1971 йил тугатилди ва шу йилнинг 28 июлида эксплуатацияга топширилди. 1987 йилда қайта қуриш ишлари олиб борилди ва 1989 йилда эксплуатацияга топширилди.

Оҳангарон сув омбори Ўзбекистон Республикаси Тошкент вилояти Оҳангарон тумани худудида жойлашган бўлиб, Оҳангарон дарёсининг юқори қисми, Ангрен шаҳар яқинида “Ангрен кўмири кони” дан 1,5 км шимолда жойлашган.

Оҳангарон сув омбори иқлими тез ўзгарувчан бўлиб, кўп йиллик ўртача

1-жадвал

Оҳангарон сув омборининг асосий параметрлари

Сув омборининг параметрлари		
Тўлиқ хажми	Лойиҳа бўйича	260 млн.м ³
	2018 йил бўйича 25 июн	200 млн.м ³
Фойдали хажми	Лойиҳа бўйича	185 млн.м ³
	2018 йил бўйича	179,5 млн.м ³
Ўлик хажм	Лойиҳа бўйича	13 млн.м ³
	2018 йил бўйича	9,5 млн.м ³
Максимал димланган сатҳи	МДС (МПУ)	1080,5 м
Нормал димланган сатҳи	НДС (НПУ)	1070,5 м
Ўлик хажм сатҳи	ЎХС (УМО)	1010,0 м
НДСдаги майдон юзаси	Лойиҳа бўйича	8,2 км ²
	2018 йил бўйича	5,35 км ²
ЎХСдаги майдон юзаси		0,96 км ²
НДСдаги саёзлик майдони		0,2 км ²
Узунлиги		6 км
Кенглиги		1,1 км

маълумотларга қарайдиган бўлсак декабр-январ ойларида ҳарорат -30°C гача, июл-август ойларида $+40^{\circ}\text{C}$ гача ўзгариб туради. Ўртача йиллик ҳарорат $+12^{\circ}\text{C}$ ни ташкил этади. Ҳавонинг намлиги ўртача 51% дан 3-6% гача ўзгариб туради.

Оҳангарон дарёси қор ва ёмғир сувларидан ҳосил бўлади. Асосан сув сатҳи кўтариллиши март ойидан бошланади. Май ойи сувнинг энг кўп келиш даври бўлиб, ўртача йиллик хажмининг 30% га тўғри келади. Энг кам сув келиш ойи январ ойи бўлиб, йиллик сув хажмининг 2% гача тушиб кетади. Оҳангарон дарёси суғориш учун энг ноқулай дарё ҳисобланади. Сув хажми тўлиши апрел-июн ойларида 68% ни, суғориш мавсумида (июл-сентябр) эса умумий сув хажмининг 14% ни таш-

кил этади холос. Шу муносабат билан суғориладиган ерларни сув билан меъёрий таъминлашни ташкил этиш мақсадида Оҳангарон сув омбори қурилиб фойдаланишга топширилган.

Оҳангарон Гидроузели иншоотлар мажмуаси Оҳангарон дарёсини Ангрен кўмири кони атрофидан ўтказиб юбориш ва Қишлоқ хўжалик ерларини сув билан таъминлаш учун лойиҳалаштирилган бўлиб, шу билан бирга сел сувларини талофатсиз ўтказиб юбориш учун ҳам хизмат қилади [1]. Қуйида Оҳангарон сув омборининг асосий параметрлари келтирилган (1-жадвал).

Тадқиқот предмети: Оҳангарон сув омбори тўғони, тўғон танаси груноти, тўғон қияликлари, гидроузелдаги ва унинг атрофидаги геодезик белгилар,

сув омбори кирғоғидаги кўчкилар, гидроузел хавфсизлиги ва ишонччилиги.

Мақсад: Дала кузатувлари натижалари бўйича Оҳангарон гидроузелидан фойдаланишда иншоотларнинг хавфсиз ва ишончли ишлаши бўйича чора-тадбирлар ишлаб чиқиш.

Материаллар ва усуллар: Дала тадқиқотларида геодезик ўлчов асбобларидан фойдаланган ҳолда иншоотларнинг техник кўрсаткичлари лойиҳавий кўрсаткичлари билан таққосланиб тавсиялар ишлаб чиқилган ҳамда статистик ишлов бериш усулларида фойдаланилган.

Тадқиқот натижалари: Иншоотларнинг ишлаши тўғрисидаги дастлабки тасавурни кўз билан кузатиб чиқиш ишлари беради, шунинг учун ҳам улар иншоотларни бевосита кузатиш ишларининг бир қисми ҳисобланади ва капиталликнинг барча синфларига мансуб иншоотларда ўтказилади. Уларнинг асосида кейинги назорат-ўлчаш асбоблари ёрдамидаги кузатиш ишларининг таркиби аниқланади. Кузатиш ва тадқиқотлар олиб боришда фойдаланиладиган назорат-ўлчаш асбоблари, пикетлар, створ белгилари ва бошқа назорат мосламалари, дренаж сувлари оқизиб юбориладиган каналчалар, кирғоқлар, гидроузел жойлашган ҳудуддаги жарликларнинг ҳолатини кўриб чиқиш ҳам муҳимдир. Баъзи ҳолатларда фильтрация оқими келтириб чиқарган қутилмаган жараёнларга дуч келиш мумкин.

Гидроузел лойиҳасининг таркибий қисми ҳисобланган табиий тадқиқотлар лойиҳасига: табиий тадқиқотлар ва

назорат-ўлчаш асбобларини мақсади, вазифаси, давомийлигини асослаб бериш бош дастур; назорат-ўлчаш асбобларини жойлаштириш чизмалари ва кабеллар трассалари; кузатишни автоматлаштириш лойиҳаси; назорат-ўлчаш асбобларини ўрнатиш ва кузатишни олиб бориш бўйича йўриқнома; ўрганилаётган катталиклар назорат параметрлари ва смета киради.

Гидротехника иншоотларида чўкишларни кузатиш даврий равишда маркаларни нивелировка қилиш, чўкишларни аниқлаш ва натижаларни таҳлил қилишдан иборат. Даврий нивелирлаш тўғон ва асоснинг геологик тузилиши, эксплуатация муддати давомийлиги, иншоотларни ишлаш шароитлари ва бошқа шунга ўхшаш омилларга боғлиқ. Грунтли иншоотларни ишлатиш тажрибаси ишлатишнинг дастлабки йилларида – ойига 2 марта, ундан кейин ҳар кварталга – 1 марта чўкишини ўлчаб боришни тавсия қилмоқда. Ишлатишнинг иккинчи йили ўтгандан сўнг Баҳор ва кузда, чўкиш турғунлашгандан сўнг эса йилига 1 марта чўкиш ўлчаб борилади. Қумли грунтлардан қилинган иншоотларда чўкиш асосан қурилиш даврида кечади, глина грунтли иншоотларда чўкиш жудаям секин кечади [2].

Гидротехника иншоотларининг хавфсиз ишлашини таъминлаш, ишонччилигини оширишда назорат-ўлчаш асбобларининг ўрни катта. Биз Оҳангарон гидроузелидан фойдаланишда иншоотларнинг хавфсиз ва ишончли ишлашини таъминлаш мақсадида силжишлар ва чўкишларни

2-жадвал

№	Горизонтал силжиш, см	Вертикал силжиш, см
Шарқий генерацияда		
Rp 36	6,3	-7,2
Rp 35	12,7	-6,8
Rp 30	14,7	-13,3
Ўрта қисмида		
Rp 37	16,4	-7,7
Rp 4	43,0	-10,8
Rp3	57,8	-17,8
Ғарбий генерацияда		
Rp 8	16,5	-3,4
Rp 9	18,3	-4,8
Rp 21	33,2	-6,2
Rp 34	50,8	-12,9
Rp 23	9,1	-3,4
Rp 13	31,6	-4,3

3-жадвал

Марка1, см	Марка4, см	Марка7, см
1,4	1,6	1,1

аниқлаш учун ўрнатилган назорат-ўлчаш асбобларининг бугунги кундаги ҳолати бўйича дала кузатув тадқиқотларини олиб бордик.

Оҳангарон дарёсининг чап қирғоғида узунлиги 1300 м, кенлиги 300-500 м бўлган майдонда 1954 йили ҳосил бўлган Юқори-Турк кўчкиси мавжуд. Юқори-Турк кўчкиси асоси 1050-1120 м отметкалари оралиғида жойлашган бўлиб, ғарбий соҳа 1050-1090 м отметкада, марказий соҳа 1050-1100 м отметкада, шарқий соҳа эса 1087-1120 м отметкада жойлашган. Дарё ўзани томон 4-12° ли бир оз қияликка эга. Юқори-Турк кўчкиси турғун бўлмаган қатламнинг умумий

массаси 20 млн.м³ ни ташкил этади. Гидрологик шароит кўчки ён бағрининг кўчишига асосий сабаблардан бири бўлиши мумкин. Юқори-Турк участкасида 2017 йилнинг апрел-июл ойларида олиб борилган топогеодезик ўлчов натижаларига кўра куйидагилар аниқланган (2-жадвал).

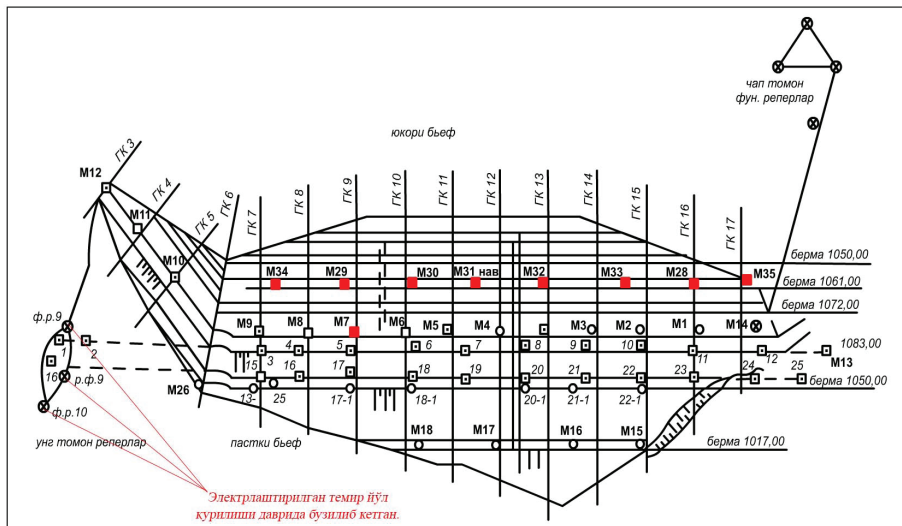
2017 йилнинг сентябр ойида ўлчов маркаларидан олинган маълумотлар 3-жадвалда келтирилган.

Ҳозирги кунда Оҳангарон сув омборидан максимал даражада фойдаланишнинг имкони йўқ. Бунга сабаблардан бири сув омбор тубида 3,5 млн. м³ сув сиғадиган ҳовузни лойқа босганлиги бўлса, иккинчиси 1080,5 м от-

4-жадвал

Туғон силжиши ва чўкишини аниқлаш учун ўрнатилган назорат-ўлчаш асбоблари

Геодезик тармоқ:	
Фундаментал реперлар	2 та куста (ҳар бирида 3 тадан)
Триангуляция пунктлари	5 та
Режали баландлик белгилари	27 та
Створ белгилари	19 та
Назорат створ белгилари	4 та
Юза бетон маркалар	74 та



1-расм. Геодезик назорат-ўлчаш асбобларининг схематик жойлашуви [1].

меткагача сувни максимал йиғадиган бўлсак, Юқори-Турк кўчкисининг ҳаракатланиши тезлашади ва бу сув омборига катта хавф туғдиради. Юқори-Турк кўчкиси ҳаракатланишини олдини олиш учун тегишли ишларни олиб бориш лозим. Сув омбори сатҳини 1070,50 м дан ва ҳажмини 185 млн.м³ дан ошрилмаслик керак.

Оҳангарон сув омбори тўғонининг чўкиши ва силжишларини аниқлашга мўлжалланган назорат-ўлчаш асбобла-

рининг рўйхати куйида 4-жадвалда келтирилган. Биз дала кузатув тадқиқотларини олиб бориш жараёнида геодезик назорат-ўлчаш асбобларининг схематик жойлашувини ҳам ўрганиб чиқдик (1-расм).

Вазирлар Маҳкамасининг 1992 йил 7 апрелдаги № 174 сонли қарорига асосан Оҳангарон гидроузелидан фойдаланиш бошқармаси тассарруфига киритилган қирғоқ бўйи минтақалари ва сувни муҳофаза қилиш зоналари

худудиди “Ангрен-Поп” электрлашган темир йўл линияси қурилган. Бизга маълум бўлган камчиликлардан бири электрлашган темир йўл линияси қурилиши натижасида ўнг томон фундаментал реперлари бузилиб кетган.

Дала кузатув тадқиқотларимизда аниқланган Юқори-Турк кўчкиси хавфини ва фундаментал реперлардаги бузилишларни бартараф этиш бўйича қуйидаги чора-тадбирлар ишлаб чиқилди.

Ишлаб чиқилган чора-тадбирлар:

Юқори-Турк кўчкиси хавфини бартараф қилишнинг жиддий чораларини кўриш;

сув омбори сатҳи 1070,5 м (НДС) дан, хажми 185 млн.м³ дан ошмаслигини таъминлаш;

Оҳангарон сув омборидаги мавжуд лойқа чўқиндиларини тозалаш ишлари бўйича режа ишлаб чиқиш ва уни амалга ошириш;

эксплуатация қилинаётган гидро-техника иншоотларида назорат-ўлчаш асбобларининг белгиланган тартибда саз ҳолатда бўлишини таъминлаш;

иншоотларнинг техник ҳолатини кузатиш бўйича муҳандис ўз вазифаларидан келиб чиқиб, назорат-ўлчаш асбобларини созлаш бўйича талаблар тақдим этишни тезлаштириш;

бузилиб кетган фундаментал реперларни қайта ўрнатиб, нивелирлаш ишларини ташкил этиш;

назорат-ўлчаш асбоблар тизимини янгилаш ва автоматлаштириш;

назорат-ўлчаш асбоблари ва автоматик бошқарув тизими ишончилигини таъминлаш керак.

Хулосалар

Хулоса қилиб айтганда юқорида қайд қилинган чора-тадбирлар ўз вақтида ва самарали ўтказилса, Оҳангарон гидроузелидаги иншоотларнинг хавфсиз ва ишончли ишлаши таъминланади ва унинг хизмат муддатини узайишига эришилади.

Фойдаланилган адабиётлар:

1. Оҳангарон гидроузелидан фойдаланиш бошқармасининг “Ўзсувтаъмирфойдаланиш” Республика бошқармасига 2019 йил бўйича топширган ҳисоботи.
2. М-Г. А. Кадирова. Дарё гидроузелларидан фойдаланиш. ТИМИ. Тошкент-2008 йил. 354 бет.

**PACKING DENSITY, DEFECTIVE STRUCTURE,
AND CRYSTALLINITY OF INJECTION MOLDED COMPONENTS**

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Annotation. *It is shown in the work that almost all standard injection molds tested for uniaxial tensile strength are destroyed in that part of the working section that is as far as possible from the gate channel. Moreover, the observed phenomenon does not depend on the nature of the polymer and the finely divided filler, as well as on its content in the polymer matrix. The main reasons for the decrease in density, the increase in defectiveness and the degree of crystallinity of the samples obtained from the cross section of a standard injection sample are associated with technological factors.*

Keywords: polymer, melt, packing density, crystallinity, defective structure, injection molding, loosening, filler, polymer composite materials.

Introduction. It is known [1] that in the case of the introduction of highly dispersed fillers into polymers, in addition to improving a number of operational properties (density, stiffness, hardness, strength, etc.), the deformation characteristics of the polymer are greatly reduced. In this regard, the study of structural imperfection depending on the nature and content of the filler, as well as methods of processing polymer compositions into products, is of undoubted scientific and practical interest. Meanwhile, the importance of this problem is associated not only with the formulation of the general problem of the interaction of a polymer matrix with highly dispersed fillers, but also with the use of products from polymer composite materials in industry.

It should be noted that the properties of polymers formed on chemically inert surfaces of the filler differ from the properties in bulk [1]. The degree of change in the properties and structure of the poly-

mer in the boundary layer depends on the chemical nature of the polymer and the filler, the shape and content, average size, its distribution in the volume of the polymer matrix, the conditions for the formation of the interphase layer, as well as the structural and mechanical heterogeneity of the interphase boundary. However, in interpreting the experimental data, the selective role of the surface on the processes occurring in the interfacial layer plays an active role. This does not take into account such an important factor as the structure defect arising in the bulk of the polymer composition during its processing into products, although it is well known [1] that the introduction of a finely dispersed filler into the polymer matrix leads to the appearance of an additional structural and mechanical heterogeneity caused by the formation of loose packed interfacial polymer layers with limited mobility. Moreover, in order to assess the defectiveness of the structure of

polymeric materials, one quantitative macroscopic characteristic-crystallinity degree is used [2], which is clearly insufficient for such various microscopic defects and especially defects of the three-dimensional state, i.e. the issue of defective structure is "hidden" [3] in the concept of crystallinity. Nevertheless, as a primary assessment of the structural features of the polymer, as well as in comparative tests of the same polymer with different histories, this characteristic may in some cases be a useful indicator related to the properties of the polymer [4].

It seems to us that the main structural parameters responsible for the operational, first of all, the deformation-strength and diffusion-sorption properties of dispersion-filled crystallizing polymers are packing density, structural imperfection, and crystallinity. These indicators are directly related to the methods of preparation of polymer compositions, methods of their processing and are indicators sensitive to changes in the conditions for obtaining products.

Materials and methods. The objects of study were composite materials based on high density polyethylene (HDPE) brand 20908-040 GOST 16338-77) with a melt flow rate of 4.9 g / 10 min and a density of 0.945 g / cm³. As fillers used tuff, calcite (CaCO₃) and kaolin in the amount of 35 and 50 wt.%. The dispersion of the fillers was 7-10 microns. The polymer compositions were obtained in the form of granules by the method of activation of the surface of the fillers by mechanical grinding. Test samples were obtained in the form of double-sided blades with di-

mensions of 80x5x3 mm (GOST 11262-80, type 5) by injection molding in accordance with the technological regimes recommended by TU 6-05-111-293-84. The density of the samples was determined by hydrostatic weighing in a water-alcohol solution. Each point on the direct dependence of the density on the length of the sample (Fig. A) is the result of averaging parallel measurements of more than a dozen standard samples, the measurement accuracy does not exceed 0.1%. The structure of sections 100-150 μm thick obtained on the microtome from the cross section of the sample from the gate and from the opposite side was studied in transmitted light using an MBI-6 microscope. The volumetric content of defects and the degree of crystallinity of dispersed-filled polymeric materials were calculated from the ratios proposed in [5].

Results. The data obtained are presented in the figure. It was established that the studied polymer compositions containing calcite, kaolin and tuff are heterogeneous polymer systems, the structure and properties of which are determined by the ratio of components in the composition. This is confirmed by experimental data on the density distribution along the length of the working section of a standard injection mold (Fig. A). The stepwise arrangement of the points on the lines and the nature of the change in density, imperfection (Fig. B) and degree of crystallinity (Fig. C) show that the polymer compositions have a complex structure. This is primarily due to the uneven distribution of filler particles in

the volume of the polymer matrix and nonequilibrium crystallization of the melt in various sections of the cold form.

It has been established that compositions containing 35% filler possess the lowest defectiveness, evaluated by the additive density value. At relatively low filler contents (5 wt.%), due to sufficient adhesion between the components, the defectiveness of the structure has minimal values [6].

According to the volumetric content of defects, the studied polymer compositions can be arranged in a row: compositions containing kaolin-calcite-tuff-graphite. In the opposite direction, an increase in tensile stress at break is observed [6].

It was experimentally established that the higher the filler content in the polymer matrix, the higher the density of the filled polymer, the volumetric content of defects, and the degree of crystallinity (figure). However, these indicators significantly depend on the length of the working area of the standard injection mold. It is seen that the farther from the gate (especially on the opposite side from the gate), the density of the samples is lower than at distances closer to the gate (Fig. A). Moreover, the observed phenomenon is characteristic of all the studied polymer compositions. If for filled HDPE containing 50% filler, a decrease in density is observed at distances of 50 mm from the gate (more precisely, in the opposite section from the gate), then at relatively low contents of the filler, a decrease in density occurs from the middle of the working part of the injection sample.

Moreover, with a slight decrease in density (only by 0.06 g / cm³), observed on the opposite side of the gate (Fig. A), the volume content of defects increases by more than two times (Fig. B) and the degree of crystallinity increases by 2.0% (Fig. C).

On the outer surface of the samples containing more than 35% of the filler, the presence of individual filler particles, their disordered accumulation and aggregates, resulting from incomplete wetting of the filler surface with a polymer melt, was detected. This indicates an insufficient bond strength of polymer macromolecules with particles of a finely dispersed filler, which leads to a strong decrease in the deformation-strength characteristics of dispersively filled polymer composite materials [6].

The main reasons for the decrease in density, the increase in imperfection and the degree of crystallinity of samples obtained from the cross section of a standard injection sample are associated with technological factors. It seems to us that the right choice of methods for producing polymer compositions and methods for their processing largely determines the operational properties of products. The productivity of processing equipment and the quality of the products obtained are largely determined by the general laws of the flow of polymer melts. To expand the scope of application of polymer composite materials, effective methods of their processing are needed, which allow regulating the structure and properties of the products obtained.

Physical and mechanical tests of poly-

mer composite materials showed that during activation filling, the breaking stress at break, the elastic modulus of compression, bending, and tension of polyolefins increase in comparison with the corresponding parameters of materials obtained by mechanical mixing of a polymer powder with particles of a highly dispersed filler. The curves of the dependence of elongation at break (ε_p) of the samples on the filler content (φ) have two sections [6]: the first section is due to orientation processes in the HDPE matrix, and the second is due to microdeformations in the polymer regions adjacent to the filler particles. The inflection point on these curves corresponds to the critical filler content (φ_{cr}), above which the polymer matrix practically loses its orientation ability. It has been established that the values of ε_p and φ_{cr} substantially depend on the processing methods of polymer compositions, the content and nature of the filler (calcite, kaolin, graphite, tuff and zeolite). The decrease in φ is explained by the decrease in the possibility of microdeformations in the polymer regions adjacent to the filler particles, which confirms the results of electron microscopic analysis of the samples, which indicate the formation of vacuoles around the filler particles during deformation of the composition.

We experimentally established [6] that, when stretched, injection molded specimens become very soft. This phenomenon is usually observed in that part of the working area of the injection mold, where it is maximally distant from the gate channel. The softening of injection

molds is characteristic of all the studied polymer composite materials, regardless of the nature and content of the finely divided filler in the polymer matrix. The softening of the sample during deformation is the result of a rearrangement of polymer molecules on the surface of the solid particles of the filler [7], and a decrease in hardness with increasing strain [8], as well as in easier orientation. By stretching the bonds between the polymer matrix and the filler particles are destroyed and vacuoles are formed around the solid particles, which leads to softening of the sample. Moreover, due to the formation of an additional network, the process of changing the structure with deformation becomes more difficult, as well as with an increase in intermolecular interactions.

The softening of the samples, which occurs under the action of tensile stresses, is largely associated with a delay in relaxation phenomena. As a result of softening of the sample, the orientation of macromolecules at the tops of cracks is facilitated, where the deformation is much larger than the average. Indeed, by the method of applying marks on the surface of injection specimens, it was found that when tensile only 15-17 mm of the total working length of the specimen (50 mm) passes into the neck, both the neck formation process and fracture begin in that part of the working section of the specimen that as far as possible from the gate channel. The rest of the working length of the sample (33-35 mm) is practically not deformed. If we divide the increase in the length of the deformed sample not by the

total initial working length, as is usually done in practice, but by the length that actually goes into the neck, the value increases by 4-5 times.

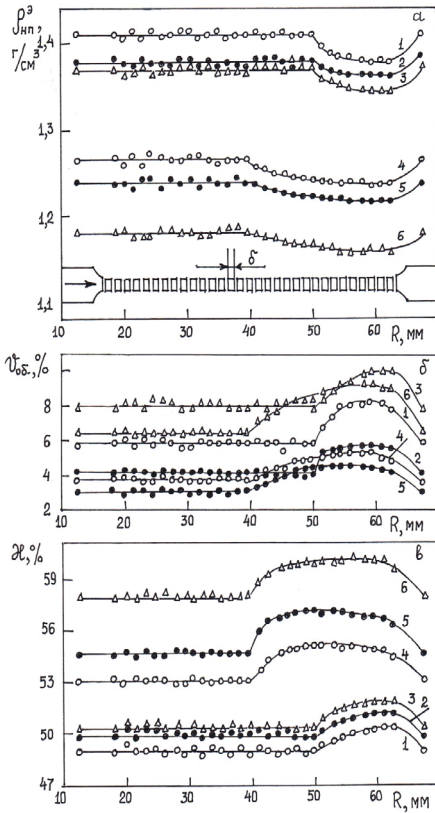
It should be noted that fillers of different nature (in this case, calcite, kaolin and tuff) can be distributed differently in the volume of the polymer matrix and affect its structure. Since the filler particles tend to be distributed precisely in the amorphous phases and less ordered sections of the polymer [9], an increased filler concentration compared to the rest of the volume is created there. Therefore, with an increase in the filler content in the polymer matrix, the density of the composition increases (Fig. A).

The studied polymer compositions are characterized not only by small sizes of crystalline regions, but also by their defectiveness, i.e. deviations from the correct three-dimensional order inside the crystals. Essentially, as the peculiar macrodefects of the structure, the entire amorphous phase of the crystallized polymer can be considered. The process of rearrangement of the spherulite-fibrillar structure into oriented fibrillar begins at the meridional boundaries of the spherulites. Microscopic necks and microcracks are formed in these places. In addition, during the formation of samples from a highly viscous polymer melt, the cooling of the surface and internal volume occurs unevenly, which leads to the appearance of microscopic cracks and pores on its surface [10]. The whitening phenomenon observed in the process of deformation and fracture of dispersively filled polymeric materials is explained by interpar-

title fibrillation and the formation of microcracks in planes perpendicular to the direction of deformation and separated from each other by areas of strongly oriented and larger microvoids. A similar phenomenon is similar to cracking.

An increase in the degree of crystallinity is associated with a decrease in the distance between the filler particles and a decrease in the amorphous phase (Fig. C). It should be borne in mind that the filler particles are distributed mainly in the amorphous phase and disordered sections of the polymer. This is consistent with the idea that spherulites displace filler particles into the amorphous phase of the polymer if the size of these particles significantly exceeds the size of the nucleus of the spherulite nucleus [1].

An abnormal decrease in density and an increase in the defectiveness of injection molded samples may be due to thermal expansion coefficients of the polymer matrix and finely divided filler. The polymer matrix, in which the thermal expansion coefficient is much higher than that of the finely dispersed filler, "compresses" the particles, which prevents phase mobility at the interface even with weak adhesion. The thermal coefficient of expansion of the polymer in the surface layer at temperatures above and below the glass transition temperature naturally increases with increasing specific surface of the filler. This indicates the occurrence of loose packing of macromolecules in thin polymer layers on the filler and an increase in the fraction of free volume on them. In other words, the thermal coefficient of expansion naturally increases



Picture. Dependences of density (a), defectiveness (b), and degree of crystallinity (c) of dispersively filled HDPE containing 50% calcite (1), 50% tuff (2), 50% kaolin (3), 35% calcite (4), 35% tuff (5) and 35% kaolin (6) of the length of the working area of the injection standard sample. The arrow shows the casting direction.

with increasing content of solid particles of the filler [11].

It is noted [12] that the concentration of pores on the surface of PE is 10 times higher than in volume. Indeed, in the surface layers the mobility of the molecules is higher than in the bulk, which, apparently, contribute to the formation of a more porous structure. All these factors

contribute to a decrease in density and an increase in the defectiveness of the structure of injection molded polymer products.

Significant structural macroinhomogeneity of injection molded components can be detected not only with standard mechanical

Tests, but also by the method of swelling of microsamples in physically active liquid media [13]. It was established [14] that almost all standard casting specimens tested for uniaxial tensile strength are destroyed in that part of the working section that is as far as possible from the gate channel. Moreover, the observed phenomenon does not depend on the nature of the polymer and the finely divided filler, as well as its content in the polymer matrix. Moreover, the preliminary heat treatment of finished castings from components in air or in non-absorbable liquids at temperatures closer to the melting temperature of the polymer matrix does not lead to a change in the location of the centers of destruction. The localization of the fracture site of injection molds indicates not one of the reasons for the existing heterogeneity – the presence of internal stresses arising during the flow of a highly viscous cooling melt of a dispersion-filled polymer inside the mold and “frozen” when cooling the specimens.

The observed phenomenon is explained by the fact that the maximum degree of orientation is achieved in the zone of material injection into the mold, and it is minimal at the opposite wall of the mold [15]. Moreover, the orientation of macromolecules, which occurs, as a

rule, during injection molding, is predominantly transverse to the direction of flow of the polymer melt flow [16]. The longitudinal orientation of macromolecules occurs only in those cases when the melt flows in very narrow channels with a cross section of less than 1 mm². Only in the first section of the product located immediately after the sprue channel, macromolecules are located along the flow axis. In addition, intense shear effects on the polymer melt activate transformations leading to a change in its molecular mass characteristics [17]. The resulting change in these indicators is determined by the ratio of the reaction of breaks of macromolecules and the addition of macroradicals during the formation of the product. A consequence of the specific conditions of injection molding is the difference in the levels of change in the molecular weight characteristics of the polymer in the volume of the mold cavity. The heterogeneity of these polymer characteristics in the product cross section perpendicular to the direction of injection of the melt was considered in [15–20]. According to IR spectroscopy and gel chromatography, it was found that the low molecular weight fraction of the polymer is located at the surface of the injection sample. For unfilled HDPE [17], as well as components [21], it was established that the presence of the material in the plasticization unit and its passage through the gate system leads to the dominance of the destruction process. Moreover, at distances of 20 and 60 mm from the gate channel, the value of M is 201 103 and 140 103, respectively.

Conclusions. Thus, the packing density of macromolecules, the structural imperfection, and the degree of crystallinity of injection molded components are related to the heterogeneity of the molecular weight characteristics of the polymer matrix and the uneven distribution of filler particles in the morphological zones of the product and can be explained by the difference in the formation conditions of the material in the cross section of the mold.

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DIFFERENT WAYS OF SOWING RICE AND THE FEATURE OF FOLIAR FEEDING

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Abstract. *This article explains that the vegetation period was reduced to 10-11 days due to the use of 75% NPK + Logopuser in Iskandar plantings, and the yield was 1.3-2.0 tons higher than the control version.*

Key words: mineral fertilizer, rice, plant growth, weight, broom, area of leaves.

Introduction. In recent years, due to global climatic changes observed in the world, the volume of rice production has decreased due to natural disasters that occur in many large rice producing countries and the demand for it on the world market is growing. At the same time, one of the priority tasks is to provide the population with stable needs for food products, fill the domestic consumer market with rice products produced in our country, reduce the volume of imports and increase the export potential of rural areas.

At present, given the limited water resources of the Republic, the wide introduction of new effective agrotechnologies developed in the field of science, the full use of biological features of promising varieties created in the Republic, increasing efficiency are topical issues today.

Resolution of the Cabinet of Ministers of the Republic of Uzbekistan «On measures for rational placement of agricultural crops for the harvest of 2018 and on measures for the production of agricultural products» from 15 September 2017 № 156 and 16 January 2017 № PP – 3281 «on measures for

rational placement of agricultural crops for the harvest of 2018.

Degree of study the problem. In world practice, rice is sown mainly in two ways: planting seeds on the ground or in water; On cultivation of world rice in various ways Many scientists, such as Chen Xi-aorong, Pan Xiaohua, Su Zu-fang, DuYonglin, Ishikava, T.H., have conducted scientific research [2; 322-326-b].

In our republic on studying rice cultivation by various methods of planting were carried out research by Z. N. Dzhamanov [20-25-b], A. P. Egamnazarov [17-B], M. A. Ergashev [3; 133-153-B], etc., but in the process of rice cultivation by the method of seedling a decent number of scientific studies on foliar feeding with micro elemental nutrients was carried out. However, it is considered that scientific research in this direction is not sufficient. The root disadvantage of the existing systems of fertilizers in rice cultivation is their unbalance in nutrients. Typically, bring only nitrogen, phosphorus and potassium, while for the growth and development of rice plants in addition to these three macronutrients are necessary and macro and trace elements

such as boron, cobalt, manganese, copper, molybdenum, zinc. As a result, a proper level of rational mineral nutrition, balanced on all elements necessary for the vital activity of plants is not provided. It should be noted that the problem of micronutrient deficiencies in rice production is becoming more and more urgent every year.

For today for faster introduction it in practice of the given work is devoted to a plant influence of leaf feeding on growth of development and productivity of rice culture.

The system of experience:

Variant-1 NPK-100%) $N_{120}P_{120}K_{150}$

Variant -2 NPK-75%)

$N_{90}P_{90}K_{113}$ +Kristalon

Variant -3(NPK-75%) $N_{90}P_{90}K_{113}$ +

Logopuser

Methods of research. Installation of laboratory and field experiments in research works, i.e. biometric measurements, phonological observations are carried out on the basis of methodological manuals as "Methods of State Variety Testing of Crop", "Methods of agrochemical analysis of soils and plants" and "Methods of field experience"[4; 147-b].

The results of the experience. During the research work fertile soil was sifted through a sieve, a simple wire mesh 2-3 mm and cleaned of large stones, dirty waste, which was added manure in a ratio of 5:1 and a tablespoon (30 g) of ammonium fertilizer in each cassette with the soil. April 20 in the nursery in each cassette evenly sowed rice seeds in an amount of 170 g of samples of the variety "Iskandar". Seedlings in the nursery germi-

nate for 12-13 days. Cultivated seedlings were partially fertilized with ammonium sulphate after 25 days (5% of the annual norm).

In the course of the research work, observations were made of rice sowing by seedling method. Grown seedlings in the cassette were planted manually, 20-22 May by the scheme 20x20 cm per 1m² at a depth of 5-6 cm in the area of 0.20 hectares.

Traditional sowing on dry soil was carried out on May 5 on the basis of 200 kg/ha of manual rice seeds on the area of 0.20 ha. Water was poured in with the thickness of 15-18 cm. In the phase of 3-4 leaves, the water in the receipts is dried to control weeds and treated with herbicide "A-KLIN" at the rate of 1.2 l / ha. After 2 days the treated cheques were filled in. When fertilizing the plants in the variants with the seedling method 30% of nitrogen fertilizer from the annual norm was applied, and in the variant of sowing on dry soil 35% as the planting fertilizer 5% of the annual norm is taken into account.

The results of the study showed that the application of micro fertilizer seedling method reduces the interphase development of plants in comparison with sowing on dry soil and as a result the development of maturation difference reaches 10-11 days by the end. For example, the Iskandar variety blooms on 73-76 days with the seedling method, the difference being 3-4 days. The full ripening phase is 124-126 days, with a difference of 10-11 days.

The analysis of the rice yield component shows that in the seedling method the

Influence of microfertilizer on basic biometric indicators that make up yield

variant	Sowing method	Number of grains	Broom length	Number of grains on a broom	Grain weight on a broom	Weight of 1000 grains	Biological yields	yield
«Iskandar»								
100%NPK	seedling	280	23,7	205	3,3	33,0	924	73,9
	dry planting	263	22,8	193	3,0	32,6	789	63,1
NPK 75% kristalon	seedling	296	24,0	216	3,5	33,1	1036	82,9
	dry planting	270	23,0	201	3,1	32,8	837	66,9
75%NPK+Logopuser	Seedling	290	24,8	222	3,6	33,5	1044	83,5
	dry planting	265	23,5	208	3,3	32,6	875	69,9

number of productive brooms is 310 pcs, the length of one broom was 24.1 cm, the grain mass of one broom is 3.2 g, and the total yield was 79.3 c\ha. When sowing on dry soil the control version, the number of productive brooms 290 pcs, broom length 240 cm, weight of one broom 2,9 g and yield made up 67,3 c\ha.

On the basis of the results of the research work obtained in the course of this research work, the following conclusion was made.

1. It was found that the vegetation period was short by 10-11 days due to application of micro fertilizer in seedling variants.

2. Yield of the variety “Iskandar” in the seedling method of sowing with 75% + Logopuser was 83.5-92.6 c\ha, which is 13.3-20.4 centners higher than the control version.

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ANTIGELMINT MURAKKAB TINDIRMA TARKIBIDAGI FLAVONOIDLAR MIQDORINI (RUTIN HISOBIDA) ANIQLASH

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***Annotatsiya.** Antigelmint ta'sirga ega bo'lgan preparatlar orasida o'simlik xom ashyosidan olingan dori preparatlari asosiy o'rin egallaydi. Fitoterapiyada parazitli kasalliklarni davolashda efir moylari, achchiq va boshqa moddalari bo'lgan o'simliklar qo'llaniladi. O'simlikdagi ko'rsatilgan komponentlar antiseptik ta'sir korsatadi, parazitlarning hayot faoliyatiga to'sqinlik qiladi, ularning nafas markazini falajlaydi, ovqat hazm qiluvchi shiralarning ajralib chiqishini stimullaydi va parazitlar va gijjalarni shikastlaydi. Mamlakatimiz hududi gelmintlarni tushiruvchi xususiyatga ega bo'lgan o'simlik xom ashyosi zaxirasiga boy. Ulardan achchiq ermon yer ustki qismi, qovoq urug'i, dastarbosh guli avvaldan xalq tabobati va tibbiyotda gijjalarga qarshi vosita sifatida ishlatilib kelinmoqda.*

Kalit so'zlar: o'simlik, fitopreparat, rutin, ekstragent, optic zichlik, kontsentratsiya, nisbat, texnologiya

Tadqiqot maqsadi. Tadqiqotning maqsadi antigelmint ta'sirga ega achchiq ermon yer ustki qismi, qovoq urug'i, dastarbosh guli kabi mahalliy o'simliklar xom ashyolari asosida murakkab tindirma olish va unung sifat va miqdoriy tahlil usullarini ishlab chiqish hisoblanadi.

Tajriba qismi. O'rganilgan adabiyotlardan kelib chiqqan holda, o'simlik xom ashyosidan tindirma ajratib olishda quyidagi tanlangan o'simlik xom ashyolaridan achchiq ermon yer ustki qismi va dastarbosh guli 3-5 mm maydalik darajasida maydalab olindi. Qovoq urug'i esa 0.3-0.5 maydalikda maydalab olindi. Ekstragent sifatida uch xil quvvatdagi etil spirit tanlab olindi (40%, 70%, 96%). Tindirma ajratib olishda o'simlik xom ashyosi va ekstragent nisbati 1:5 nisbatda tanlab olindi. Tindirma olish usuli sifatida kasrli matsratsiya texnologiyasi tanlandi.

Kasrli matsratsiya usulida tindirma olish:

Hisoblab chiqilgan ajratuvchi ikki yoki uch qismga bo'linib, har safar xom ashyoga toza ajratuvchi bilan ishlov berildi va ajratma quyib olindi. Ya'ni matsratsion bak g'altvirsimon tub yuziga 3-5 mm maydalikdagi xom ashyo solindi va unga 3 qism spirt solib, 4 kunga 20 C haroratga qoldirildi. So'ng 1 qism spirt solib, yana 2 kunga qoldirildi. So'ng yana 1 qism spirt solib, 1 kunga qoldirildi. Jami 5 qism spirt 7 kun davomida. Ko'rsatilgan vaqt o'tgandan so'ng ajratma quyib olinib, qoldiq siqildi, toza ajratuvchi yordamida ajratmalar birlashtirildi. Kamida 2 sutka davomida yot moddalardan tozalash maqsadida tindirishga 8°C haroratga, salqin, qorong'i joyga qo'yildi. So'ng filtrlandi. Turli kontsentratsiyadagi spirtlarda olingan murakkab tindirmalarning sifat va miqdor ko'rsatkichlari o'rganildi [1,2].

Ekstraksiya metrologik xarakteristikasi 1-jadval

Ekstraksiya metrologik xarakteristikasi	Qo'llanilgan usul		
	kasrli-matseratsiya usuli		
Nisbat Spirt quvvati	1:5 40%	1:5 70%	1:5 96%
Xo`rt	0.7183	0.8446	0.3835
S ²	0.0000	0.0000	0.0000
S	0.0005	0.0005	0.0009
Sx	0.0003	0.0003	0.0005
P,%	98	98	98
t,(P,F)	6.97	6.97	6.97
E	0.5042	0.4288	1.5456
ε	0.2911	0.2476	0.8924

Xulosa. Xulosa qilib aytganda natijalar shuni ko'rsatadiki, 1:5 nisbatda 70% spirtda kasrli matseratsiya usulida olingan tindirmada rutin miqdori ko'p ekanligi aniqlandi.

Flavanoidlar saqlagan o'simlik xom ashyosi va fitopreparatlarni sifatini baholashda spektrofotometriya analiz usuli keng qo'llaniladi [3,4,5].

Standart sifatida rutin flavanoidi ishlatildi, bunda maksimum yutilishi tekshirilayotgan namunaning alyuminiy xlorid kompleksi bilan maksimum yutilishiga mos keladi. Optik zichligini o'lchash «Agilent Technology – 8253» (Germaniya) UB-spektrofotometrda, 350-450 nm to'lqin uzunligida, 10 mm qalinlikdagi kyuvetalarda o'tkazildi.

Tekshirilayotgan eritmani tayyorlash. 1ml tekshiriluvchi preparatni 25ml hajmli o'lchov kolbasiga solinadi, 5 ml 96% li etil spirtidan solindi, 5 ml 5% li alyuminiy xloridning 70% li etil spirtidagi eritmasidan solindi. 10 daqiqadan so'ng 2 ml 5% li sirka kislotaning 70% li etil spirtidagi eritmasi qo'shildi. Eritma hajmini 70% li etil spirt bilan kolba chizig'igacha yetka-

zildi va aralashtirildi. 30 daqiqadan so'ng olingan eritmaning optik zichligi spektrofotometrda 408 nm to'lqin uzunligida 10 mm qalinlikdagi kyuvetada o'lchandi, kompensatsion eritma eritma ishlatildi – bu 1 ml preparat, 5 ml 96% li etil spirti va 2 ml 5% li sirka kislotaning 70% li etil spirtidagi eritmasini 25 ml li kolbaga solinib, 70% li etil spirit bilan kolba chizig'igacha yetkazilgan eritmadir.

Ishchi standart namuna eritmasini tayyorlash (ISN). Taxminan 25 mg (aniq tortma) ISN rutin olinadi, 135°C haroratda doimiy og'irlikkacha quritildi, 100 ml hajmli kolbaga solindi, qizdirgan holda 80 ml 96% li etil spirtida eritildi, so'ng sovutildi va o'sha 96% li etil spirti bilan kolba chizig'igacha yetkaziladi va aralashtirildi. Shu bilan bir paytda 30 daqiqadan keyin tarkibida 1 ml solishtiriluvchi eritmaning optik zichligini (ISN rutin) kompensatsion eritma eritma ishlatgan holda 1 ml preparat,

5 ml 96% li etil spirti va 2 ml 5% li sirka kislotaning 70% li etil spirtidagi ertmasini 25 ml li kolbaga solinib, 70% li etil spirt bilan kolba chizig`igacha yetkazilgan eritma) o`lchab olindi.

Tekshiriluvchi tindirmadagi flavonoidlar summasi quyidagi formula orqali topildi:

$$X = \frac{A \cdot m_0 \cdot P \cdot 1 \cdot 25}{A_0 \cdot 100 \cdot 100 \cdot 25 \cdot 1} = \frac{A \cdot m_0 \cdot P}{A_0 \cdot 10000}$$

bunda:

A – tekshiriluvchi eritmaning optik zichligi;

A₀ – solishtiriluvchi eritmaning optik zichligi;

m₀ – rutin standart namunasining massasi, mg;

P – rutin miqdori (standart namunadagi), sifat sertifikatida ko`rsatilgan, %.

Turli usullarda turli konsentratsiyalarda ajratib olingan tindirma suyuq ekstraktlarning miqdoriy tahlili bo`yicha metrologik xarakteristikasi 1-jadvalda keltirilgan.

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ФИЗИКАДАН АМАЛИЙ МАШҒУЛОТЛАРДА ЎҚУВЧИЛАРНИНГ МАНТИҚИЙ ТАФАККУРИНИ РИВОЖЛАНТИРИШ

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Аннотация

Мақолада физикадан масалалар ечиш жараёнида ўқувчи ва талабаларда мантиқий фикрлаш қобилиятини такомиллаштириш орқали илмий дунёқарашни шакллантириш масалалари қараб чиқилган. Бунинг учун масалаларнинг шартлари, ташиқи кўриниши билан фарқ қилмайдиган, лекин уларнинг ечимлари ва натижалари бошиқача бўлган масалалардан фойдаланиш кўрсатиб ўтилган.

Таянч сўз ва иборадар: кинематика, стандарт, режалаштириш, мантиқий фикрлаш, илмий дунёқараш.

Физикадан ўқув жараёнида масалалар ечиш жуда муҳим жараён ҳисобланади. Бу жараён назарий математикалини чуқур ўрганиш ва мустаҳкамлаш ҳамда ўқувчилар тафаккурини ривожлантиришнинг энг самарали шакллари билан бирдир.

Талаба ечадиган масала унинг учун қизиқарли бўлиши, унинг зукколиги ва қизиқувчанлигини ривожлантириши лозим. Масалани ўз кучи билан ечган талаба ўз муваққиятидан завқланиб, янги нарсаларни кашф этади.

Агар ўқитувчи ўқувчиларга мунтазам “қолип”ларга тушадиган масалалар орқали ўргатсабуларнинг қизиқишларини камайтиради, ақлий ривожланишини сустайтиради ва имкониятларини бой беради. Лекин ўқитувчи ўз билимлари билан талабалар учун қулай масалаларни таклиф қилиб ўқувчиларнинг қизиқишларини уйғотса ва масалаларни ўзининг бошқарувчи саволлари билан ечишга ёр-

дам берса, уларда мустақил фикрлаш учун туртки бериши ва шу мақсадда мантиқий фикрлаш қобилиятларини ривожлантириши мумкин.

Масалани ечиш диққатни, хотириани чиниктиради, илмий дунёқарашни шакллантиради ва тўғри фикрлаш қобилиятини ривожлантириш имконини беради. Ўқувчилар тафаккурини ривожлантиришдаги энг катта “эффekt” битта намуна бўйича (фақат сонли маълумотлар ўзгарганда) ечиладиган ўқув топшириқларидан кўра ижодий топшириқлардан фойдаланиш билан боғлиқ бўлган масалалардан фойдаланилганда рўй беради.

Масаланингнинг ижодий компоненти жуда ривожланади, агар:

- 1) исталган номаълумни ишлатилган формула билан бевосита боғлиқ бўлмаган кўринишда шакллантирилса;
- 2) масалада аниқ маълумотлар мавжуд бўлмаса;

3) агар муаммо ўзининг тўлиқ ечилиш учун зарур бўлган барча маълумотларга эга бўлмаса (жадвал, маълумотнома ва адабиётлардан топиш керак бўлган катталиклар).

Таққослаш учун физикадан масалалар келтирамиз:

1) XX-асрда энг тез сувости кемаси 77,8 км/соат тезликка эришиши ва 762 м чуқурликка шўнгиши мумкин. Ер радиуси 6400 км бўлса, у 1 йил давомида юзага чиқмасдан дунёни неча марта айланиб чиқиши мумкин?

2) Полда оғирлиги 47 кг қандай босим, оёқ кийимининг таг қисми эса 320 см² бўлган бола қандай босим ҳосил қилади? Бундай типдаги масалалар ўқувчиларда қизиқишлар уйғотади.

Масаланинг диққатни жалб этиши талабанинг масалани ечишни бошлашга бўлган қизиқишини фаоллаштиришга ёрдам беради. Аммо масала ўқувчилар учун жуда қийин ва имконсиз бўлиб чиқса, албатта, унинг бу вазифага қизиқиши тезда йўқолади. Шунинг учун бу синфнинг билим, кўникма ва малакаларининг ривожланганлик даражаси ва шу синфдаги ҳар бир ўқувчининг индивидуал хусусияларини ҳисобга олган ҳолда алоҳида-алоҳида масалалар танлашга ҳаракат қилиш керак.

Муаммоларни ечиш ва матиқий тафаккурни ривожлантириш жараёнида ҳар қандай ўқитувчи ўқувчиларнинг стандарт, “қолип”ланган фикрлаш муаммосига дуч келади.

Шунинг учун қолип муаммосини олдини олиш учун атайлаб хато натижаларга олиб келадиган вазифаларни

бериш керак. Бундай масалаларни ечиш ва атрофлича таҳлил қилгандан сўнг, одатда, кўпчилик ўқувчилар бу муаммоларнинг “хатоси”ни ҳисобга ола бошлайдилар.

Кинематикада текис тезланувчан ҳаракат мавзусини ўрганишда яна иккита масала келтирамиз. Масалаларнинг шартлари, ташқи кўриниши билан фарқ қилмайдиган, лекин уларнинг ечимлари ва натижалари бошқача бўлган масалалардан намуналар келтирамиз.

1. Автомобил $a_x = -4 \text{ м/с}^2$ тезлашиш билан текис тезланувчан ҳаракат қилмоқда. Агар автомобилнинг бошланғич тезлиги $v_0 = 72 \text{ км/соат}$ бўлса, унинг бошланғич 3 с даги босиб ўтган йўлини топинг.

2. Автомобил $a_x = -4 \text{ м/с}^2$ тезлашиш билан текис тезланувчан ҳаракат қилмоқда. Агар автомобилнинг бошланғич тезлиги $v_0 = 72 \text{ км/соат}$ бўлса, унинг бошланғич 6 с даги босиб ўтган йўлини топинг.

Иккала масаланинг ҳам кўриниши бир хил. Бир хил формула ёрдамида ечилади. Лекин автомобил текис секинланувчан ҳаракат қилгани учун у маълум вақтдан кейин тўхтайтиди. Автомобилнинг тўхташ вақтини формуладан осонгина ҳисоблаш мумкин. Лекин кўп ўқувчилар иккинчи масалани ечишда хатога йўл қўядилар.

Шундай қилиб ўқитиш жараёнида масалаларни тўғри танлашга ҳаракат қилишимиз керак. Масалани ечишда ўқувчилар тафаккурини ривожлантириш жуда машаққатли ва кўп вақт талаб қиладиган жараёндир. Бу ҳолатда

жуда кўп нарса физика ўқитувчисининг дарс материални тўғри режалаштира олиш қобилиятига ва ўқувчиларнинг саъй-ҳаракатларини тўғри йўналтира билиш ҳамда бошқариш фаолиятини тўғри ташкил этиш маҳоратига боғлиқ.

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ПРИЛОЖЕНИЕ МЕТОДОВ ЛИНЕЙНОЙ АЛГЕБРЫ И МАТЕМАТИЧЕСКОГО АНАЛИЗА ПРИ ИЗУЧЕНИИ ЭЛЕКТРОТЕХНИКИ

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***Аннотация:** Данная статья посвящается к вопросу интегрированной технологии высшей математики и специальной дисциплины электротехники. Где рассматриваются применения понятий и методов линейной алгебры и математического анализа при изучении электротехники.*

Ключевые слова. Матрица, обратная матрица, определитель, вектор, компоненты вектора, производная, дифференциал, их различные смыслы.

Роль математики в различных областях естествознания и в разное время была неодинаковой. Она складывалась исторически, и существенное влияние на нее оказывали два фактора: уровень развития математического аппарата и степень зрелости знаний об изучаемом объекте, а также возможность описать его основные черты и свойства на языке математических понятий и соотношений или как теперь принято говорить возможность построить “математическую модель” изучаемого объекта. Известно, что математические модели давно и весьма успешно применяются в механике, физике, астрономии и в других предметах. Для решения задач по электротехнике и радиоэлектронике применяются методы линейной алгебры и методы математического анализа. В частности векторные, матричные, дифференциальные, интегральные и комплексные и другие методы. При осуществлении этих задач целесообразно применять современных новых педагогических технологий [1]. Например, в работе [2] приведена одна инновационная технология изучения уравнений прямых. В этой работе приводятся некоторые методические рекомендации по применению выше указанных методов для формирования понятий и решения задач электротехническим содержанием [3]. Ниже приводятся образцы знаний с интегративным содержанием высшей математики и специальной дисциплины – электротехники [4].

I. Система линейных алгебраических уравнений

Приводим конкретных линейных моделей.

I.1. В электротехнике выполняются расчёты для линейных электрических цепей. В этом решаются системы алгебраических уравнений в виде

$$\begin{cases} I_{11} = a_1 + b_1 I_{11} \\ I_{22} = a_2 + b_2 I_{22} \end{cases}$$

N	Тема высшей математики	Главная тема специальной дисциплины	Под тема специальной дисциплины
1	Линейная алгебра: Матрицы, виды их, свойства и действия над ними, обратная матрица.	В электротехнике: Основные понятия и законы теория цепей	Контурные уравнения цепи и матрицы контуров
2	Линейная алгебра: Система линейных алгебраических уравнений и их методы решений.	В электротехнике: Компоненты электронных схем.	Двух и много полюсные компоненты. Модели электронных схем
3	Линейная алгебра: Определители, второго, третьего и высшего порядка, их вычисление,	В электротехнике: Схемные функции и их связи	Компонентные и топологические уравнения. Блочнo – диагональная запись
4	Векторная алгебра: векторы, компоненты векторов и действия над ними	В электротехнике: Общий подход к формированию уравнений состояния	Введение параметров линейных реактивных и без реактивных компонент (линейная комбинация векторов)
5	Математический анализ: Элементарные функции, гармонические колебания и их графики, действия над ними	В электротехнике: Теории линейных электрических цепей	Синусоидальные э. д. с., напряжения и токи
6	Математический анализ: Производная функции. Определение и ее приложение.	В электротехнике: Основные понятия и законы теории электромагнитного поля и теории электрических и магнитных полей	Связь между электрическими и магнитными полями. Электрические токи проводимости, переноса и смещения.
7	Математический анализ: Дифференциал функции. Определение дифференциала и его форма записи. Физическая смысл дифференциала.	В электротехнике: Основные понятия и законы теории электромагнитного поля и теории электрических и магнитных полей	Связь между электрическими и магнитными полями. Электрические токи проводимости, переноса и смещения. Работа и мощность переменного тока
8	Математический анализ: Экстремум функции	В электротехнике: Решение задач по электротехнике	Параметры электрических цепей
9	Математический анализ: Комплексные числа и комплексные переменные.	В электротехнике: Методы расчёта электрических цепей	Комплексный метод. Комплексные сопротивление и проводимость
10	Математический анализ: Определенный интеграл. Его свойства и методы их вычисления	В электротехнике: Теории линейных электрических цепей. Основные свойства и эквивалентные параметры	Синусоидальные э.д.с., напряжение и токи. Действующие и средние значения э.д.с., напряжение и токи.

1.2. При расчёте контурных токов сводится к системе уравнений в виде

$$\begin{cases} R_{11}I_{11} + R_{12}I_{22} = E_{11} \\ R_{21}I_{11} + R_{22}I_{22} = E_{22} \end{cases}$$

Задача-1. Сопротивление провода при температуре 20°C составляет 33 ом, при 60°C составляет -39 ом. Из какого материала изготовлен проводник?

Решение. Для этого найдём температурный коэффициент материала α .

Используем формулу зависимости сопротивления проводника от температуры $R_t = R_0(1 + \alpha t)$ и составляем систему уравнений $\begin{cases} R_{20} = R_0(1 + \alpha \cdot 20) \\ R_{60} = R_0(1 + \alpha \cdot 60) \end{cases}$

$$\text{Решая их совместно, найдём } \alpha = \frac{R_{60} - R_{20}}{60R_{20} - 20R_{60}} = 0,005 \cdot \text{grad}^{-1}.$$

По таблице определяем, что таким температурным коэффициентом сопротивления, имеет сталь.

В этой работе имеется дидактические интегративные материалы по следующим темам. Некоторые из них здесь приведены с решением.

II. Функциональные зависимости. Элементарные функции. III. Понятие производной. IV. Дифференциал функции. V. Определённый интеграл

Задача-2. Под действием электрического заряда величина которого равна q , электрон смещается прямолинейно от точка а до точка **b**.

Найти работу выполненную с взаимодействием этих зарядов.

Решение. У нас сила взаимодействия равна $F(x) = -\frac{\gamma q}{x^2}$, где γ — некоторая

постоянная. Поэтому $A = \int_a^b \left(-\frac{\gamma \cdot q}{x^2}\right) dx = \frac{\gamma \cdot q}{x} I_a^b = \gamma \cdot q \left(\frac{1}{b} - \frac{1}{a}\right)$

Задача-3. Сила тока I изменяется по закону $I = 4 + 2t$, где I — в амперах и t — в секундах. 1) Найти величину заряда проходящую через поперечного сечения

проводника в промежутке от $t_1 = 2 \text{сек}$ до $t_2 = 6 \text{сек}$. 2) В этом промежутке чтобы проходила через поперечного сечения столько заряда каким должно быть сила тока.

$$\text{Решение: а) } q = \int_{t_1}^{t_2} I dt = \int_2^6 (4 + 2t) dt = (4t + t^2)_2^6 = 48 \text{ cl. б) } I = \frac{\Delta q}{\Delta t} = \frac{48}{4} = 12 \text{ A.}$$

V.2. Имеет место следующая теорема (о среднем).

Определённый интеграл от непрерывной функции равен произведению длины промежутка интегрирования на значение под интегральной функции при некотором промежуточном значении аргумента, т.е. справедливо формула

$$\int_a^b f(x)dx = (b - a)f(c), \text{ где } c \in (a; b). \text{ Если } \mu = f(c), \text{ то носить название}$$

среднего значения функцию $f(x)$ на промежутке $[a; b]$. Из формулы получим

$$\mu = \frac{1}{b - a} \int_a^b f(x)dx.$$

Задача-4. Сила переменного тока равна $i = i_0 \sin \frac{2\pi.t}{T}$, где $t_0 > 0$ – максимального значения тока. T – период и t – время. Найти среднее значение квадрата силы тока за время период T .

Решение. На основании формулы для μ имеем

$$\mu = \bar{i^2} = \frac{1}{T} \int_0^T i^2 dt = \frac{i_0^2}{T} \int_0^T \sin^2 \frac{2\pi t}{T} dt,$$

где черта обозначает операцию усреднения. Так как $\sin^2 \alpha = (1 - \cos 2\alpha) / 2$, то

$$\mu = \bar{i^2} = \frac{i_0^2}{2T} \int_0^T (1 - \cos \frac{4\pi.t}{T}) dt = \frac{i_0^2}{2T} \left(1 - \frac{T}{4\pi} \sin \frac{4\pi.t}{T} \right)_0^T = \frac{i_0^2}{2}.$$

Корень квадратный из среднего значения квадрата сила тока носить название эффективной силы тока, т.е. значение $i_{eff} = \sqrt{\bar{i^2}}$. На основании последней формулы получаем важный для электротехники результат: $i_{eff} = i_0 / \sqrt{2}$.

Замечание. Кроме выше рассмотренных задач представляет большой практический интерес и экстремальные задачи с электротехническим содержанием, которые также обладают интегративным характером.

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ЎҚУВ МАШҒУЛОТЛАРИДА ТАЛАБАЛАР ФАОЛЛИГИНИ ОШИРИШ ЙЎЛЛАРИ

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***Аннотация:** Мақолада мустақил, эркин фикрловчи, фаол, изланувчан ва ижодкор талаба шахсини шакллантиришда интерфаол методларнинг ўрни ҳамда “Рақамлар сўзлаганда ёки атамалар билан ишлаш”, “Ким(нима)лигини топ!” методлари, улардан таълим жараёнида фойдаланиш йўллари ёритилади.*

Калит сузлар: талаба, мустақил-эркин фикрлаш, инновацион метод, “Рақамлар сўзлаганда ёки атамалар билан ишлаш”, “Ким(нима)лигини топ!” методлари.

Мустақил фикрлай оладиган, дунёқараши ва тафаккури кенг баркамол инсонлар юртимиз тақдирини ҳал қиладилар. Шунинг учун Президентимиз Ш.М. Мирзиёев бунга эътибор қаратиб: “Ёшларимизнинг мустақил фикрлайдиган, юксак интеллектуал ва маънавий салоҳиятга эга бўлиб, дунё миқёсида ўз тенгдошларига ҳеч қайси соҳада бўш келмайдиган инсонлар бўлиб камол топиши, бахтли бўлиши учун давлатимиз ва жамиятимизнинг бор куч ва имкониятларини сафарбар этамиз”, деб таъкидлайди.

Мустақил, эркин фикрловчи инсон шундай шахс турики, у доим изланувчи бўлади, ўз устида тинмай ишлайди, баҳс-мунозарани жуда ёктиради, турғунлик кайфияти, эскича яшаш, ўқиш ва фикрлаш тарзи унга мутлақо ёт. У ташаббускор, доим олдинга интилувчан бўлади.

Таълим-тарбия жараёнида инновацион технологияларни қўллаш ва келажақда ёш авлодни юқори касбий маданият, ижодий ва ижтимоий фаоллик, ижтимоий-сиёсий ҳаётда мустақил қатнаша олиш, эркин фикр юритиш қобилиятларини шакллантиришга йўналтирилган.

Олий таълим муассасаларида фанларини ўқитиш жараёнида талабаларнинг дарсга нисбатан қизиқишларини орттиришга, мустақиллиги ва фаоллигини ривожлантиришга, танқидий тафаккурини ўстиришга қаратилган интерактив таълим олишларига кўмак берувчи инновацион усуллардан кенг фойдаланиш мақсадга мувофиқдир. Маълумки, таълим жараёнининг самарадорлигини ошириш юзасидан дарсларда қўлланиладиган инновацион технологияларнинг кўплаб турлари ишлаб чиқилди ва амалиётга татбиқ этилмоқда.

Машғулотлар давомида талабаларни мустақил изланишига ёрдам берувчи бир неча методлар қўлланилса, уларда янги билим, кўникма ва малака ҳосил қилиш жараёнининг самарадорлигини ошишига олиб келади.

Куйида машгулотлар давомида “Рақамлар сўзлаганда ёки атамалар билан ишлаш”, “Ким(нима)лигини топ!” методларини қўллаш юзасидан ўз фикрларимизни билдирмоқчимиз.

“Рақамлар сўзлаганда ёки атамалар билан ишлаш” методи ўқув машгулотларида талабаларнинг гуруҳларда мустақил изланишларини назарда тутати ҳамда ўтилган мавзуларни такрорлаш жараёнида қулай. Шунингдек, ушбу усул талабаларда мавзулар юзасидан билим ва малака ҳосил қилиш имконини беради.

Масалан, “Умумий педагогика” фанидан “VII-XIV асрларда таълим-тарбия ва педагогик фикрлар тараққиёти” мавзусини ўқишда куйидаги рақамларни бериб, уларнинг нимани билдиришини ва унга шарҳ ёзишни талаб қилиш мумкин:

Рақамлар	Шарҳ
IX-XII va XIV-XVI асрлар	Шарҳ уйғониш даврининг биринчи ва иккинчи босқичлари
23 йил давомида	Муҳаммад с.а.в.га нозил бўлган Қуръон оятлари халифалар томонидан ёд олинди, ёзиб борилди
114 ва 6236	Қуръон 114 сура ва 6236 оятдан иборат
VIII-IX аср	Ҳадис илми учун “олтин давр”
879-950 йиллар	Машҳур аллома ва файласуф Абу Наср Форобий яшаган йиллар
1074-1144 йиллар	Йирик олим, адабиётшунос, шоир ва ёзувчи Абулқосим Маҳмуд ибн Умар Замахшарий яшаган давр
12 минг	Лутфийни Алишер Навоийнинг икки мисра шеърига алмашмоқчи бўлган 12 минг мисра шеъри

Шу билан бирга куйидаги атамаларга ҳам шарҳ ёзишлари сўралади:

Атамалар	Шарҳ
Ҳадис	(арабча –ривоят, нақл) ислом динида Қур’ондан кейинги муқаддас манба, Муҳаммад пайғамбарнинг фаолияти ва кўрсатмалари ҳақида ривоятлар мажмуи
Муснад, саҳиҳ, суннан	Ҳадис таълиф этиш йўналишлари
“Ал адаб ал-муфрад”	Йирик муҳаддис ал-Бухорий яратдан асар номи
Амир ул-мўминин	Имом Бухорийга берилган шарафли ном
Байтул ҳикма	Халифа Хорун ар Рашид ва унинг ўғли даврида ташкил этилиб, илм соҳибларини тўплаган донишмандлик уйи
Алжабр	Буюк олим ал-Хорозмий яратган ва математика фанига асос солган “Ал-жабр ва ал-муқобала” асари
Юсуф Хамадоний, Имом Ғаззолий, Аҳмад Яссавий, Боховуддин Нақшбанд	Тасаввуф таълимоти намояндалари

“Ким(нима)лигини топ!” методидан фойдаланганиш орқали ҳам талабаларни ижодий тафаккур, мустақил фикрлашга ўргатиш, уларда янги билим ва малакалар ҳосил қилиш мумкин. Ушбу методни яқка тартибда ёки гуруҳлар шаклида олиб

бориш мумкин. Талабалар икки гуруҳга ажратилиб, гуруҳларга дарслик ёки конспектдан фойдаланган ҳолда рақиб гуруҳга ўтилган мавзулар орасидан топишмоқлар тузиш вазифаси топширилади. Топишмоқ тузиш мобайнида эса талаба изланади, тақрорлайди ва унда маълум малака ҳосил бўлади.

Масалан, “Умумий педагогика” нинг “Педагогика тарихи” бўлимида ўрганиладиган барча алломалар, педагоглар, ахлоқий-дидактик асарларни шу метод асосида ўрганиш мумкин. Бир гуруҳ иккинчи гуруҳга қуйидагича топишмоқ-саволларни беради. Топишмоқ Ян Амос Коменский ҳақида тузилаётган бўлса:

У 1592 йил 28 март «Угорский Брод» деган жойда Моравияда тегирмончи оиласида дунёга келади.

16 ёшида «Чех қардошлари» жамоасининг ёрдами билан лотин мактабига ўқишга киради

У ўзининг қарийб 80 йиллик умри давомида педагогика, таълим-тарбия, фалсафа, илоҳиётга оид 250 дан ортиқ асарлар, дарсликлар яратди.

Логика, физика, лотин тили, грек тили каби китоблар ёзади

«Тиллар ва ҳамма фанларнинг очиқ эшиги» (1631), «Буюк дидактика» (1632), «Оналар мактаби» (1632) асарлари муаллифи.

. Дарсликлари ҳаётлик давридаёқ кўп тилларга таржима қилиниб, Унинг номини бутун дунёга танитади.

У табиийлик принципига амал қилиб, бола ёшени 4 даврга бўлади.

Синф – дарс тизими асосчиси

Бу ким?

Методларнинг афзаллиги шундан иборатки, машғулотда талабалар топшириқни бажаришлари мобайнида ҳамкорликда иш олиб боришади, изланишади, шунингдек, ўтилган мавзуларни мустаҳкамлайдилар. Олий ўқув юртлирида фанларини ўқитишда интерфаол усуллардан фойдаланиш талабалар фаоллигини ошириш билан бирга, бўлажак ўқитувчиларда ижодкорликни, педагогик маҳоратни шаклланишига ҳам ёрдам беради

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ЎЗБЕК ТИЛИДА ТАСВИРИЙ ВА ТАҚЛИДИЙ БИРЛИКЛАРНИНГ СЕМАНТИК-ГРАММАТИК ИМКОНИАТЛАРИ

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***Аннотация:** Тақлид ифода бирликларининг тилдаги бошқа лексемалардан фарқли жиҳати шундаки, улар тилнинг барча фонетик имкониятларини намойён қилади, бир қараида, биргалликда сўз таркибида учрамайдиган товушлар тақлид сўзлар мисолида сон-саноқсиз бўлиши мумкин. Ушбу мақолада биз тақлид сўзларнинг шаклланиши жараёнида инсон, аввало, атроф-муҳитни кузатиши ва ундаги маълум товушларни ифодалаида ўз тилининг фонетик имконияти доирасидан келиб чиқиб сўз хосил қилиши сабабини келтирамиз*

***Аннотация:** Разница между единицами имитации и другими лексемами в языке заключается в том, что они отражают все фонетические возможности языка, с первого взгляда, звуки, которые не встречаются вместе в структуре слова, могут быть бесчисленными в примере имитации слов. В этой статье мы приводим причину, по которой в процессе формирования слов-имитаций человек сначала наблюдает за окружающей средой и формирует слова на основе фонетического потенциала своего языка при выражении в нем определенных звуков.*

***Annotation:** The difference between imitation units and other lexemes in a language is that they reflect all the phonetic possibilities of the language, at a glance, sounds that do not occur together in the word structure may be innumerable in the example of imitation words. In this article, we give the reason why in the process of formation of imitation words, a person first observes the environment and forms words based on the phonetic potential of his language in the expression of certain sounds in it.*

Калит сўзлар: от, сифат, аниқловчи, феъл, тасвирий сўзлар, тақлидий сўзлар
Ключевые слова: существительное, прилагательное, определитель, глагол, об-
разные слова, имитация слов.

Keywords: noun, adjective, determiner, verb, descriptive words, imitation words

Бадий асарларда товушга тақлид ифодаларини учратиш мумкин ва улар аксар ҳолларда тарз маъносини ҳам ўз ичига қамраб олиб, “жадаллик” ва “лаҳзалилик” каби қўшимча маъноларни ҳам ўзида ташийдиган, кўп ҳолларда этмоқ, демоқ ёрдамчи феъллари билан бирикади. Шу билан бирга, товуш

тақлид сўзлари мустақил кесим ёки аниқловчи сифатида ҳам қўлланиши мумкин. Қуйида тақлидий сўзларнинг қўлланишига оид баъзи мисолларни келтириб ўтамиз:

Қочоқ тўпим тегди бориб

Айвондаги челақчага.

Челақчадан сакради сўнг

Қозиқдаги элакчага.

*Тўпим кулар **дикир, дикир,***

*Мен куламан **қиқир, қиқир.***

*Челак кулар **шақир-шуқур.***

*Элак кулар **тапир-тупур.***

(Анвар Обиджон, Тўполончи тўппонча)

*Тўп отасан **“қарса-қурс!”***

Сендан зўрроқ ваҳма йўқ.

Ўпкангни бос, дўқингдан

Кўрқадиган лақма йўқ.

(Анвар Обиджон, “Тугуртнинг чақмоққа ёзган хати”)

Шохга чиқиб қоқсанг ўрик,

Мен тагида турволсамчи?

Тушгунингча мевлаларни

***Ханпа-ханпа** урволсамчи?*

(Анвар Обиджон, “Хусаннинг пўписалари”)

*Тўр халтага пашиша, чивин жойла-
ниб,*

*Ўзи чизган **“ер шарни”**ни айланиб*

***“Зир”** югурар,*

***“Фир”** югурар, ўргимчак*

Тақлидий сўзларнинг ундов деб категорияланмаслигига яна бир асос уларнинг синтактик полифункционаллиги. Хусусан, тақлид ифода бирликлари гапда эга, аниқловчи, тўлдирувчи ва ҳол вазифасида келади. Шу ўринда агар тақлид ифодаси этди, деди кўмакчи феъллари билан бирга қўлланганда, тақлид ифода бирликлари ҳам кесим таркибида ҳисобланади.

Кўп ҳолларда ҳол вазифасидаги тақлид ифода бирликларини ўзбек халқ мақолларида учратиш мумкин. Масалан:

***Зув-зув** борар, **зув-зув** келар.*

*Достон ўқир, **галвир** тўқир (Ари).*

***Зув-зув** борагай, томдан қарагай.*

*Чўп, лой чўқиғай, сават тўқиғай
(Қалдирғоч).*

*Оққина кучук **ҳов-ҳов** этди,*

Қорни тўйиб ағнаб кетди (Урчуқ)

***Гув-гув** этади,*

Марғилон кетади (Урчуқ).

***Фув-фув** этар,*

Қорни тўйса юмалаб кетар

(Урчуқ).

***Тап-тап** этади,*

Тагидан карвон ўтади (Элак)

***Тап-тап** этар,*

Устидан карвон ўтар (Кўприк).

***Шилдир-шилдир** сув кечар,*

Оёғи сувга тегмас (Қўлун).

*Олисдан **жангир-жунгир,***

Яқиндан оддий темир (Кулф, калит).

Юқоридаги топишмоқларнинг барчасида тақлид ифода бирликлари жуфт ҳолатда гапнинг кесими олдидан келяпти, шу билан ҳол вазифасида ҳаракатнинг тарзига ишора қияпти. Такрор тақлидлар, шунингдек, жуфт тасвирий ифодалар болалар шеърятини кўп қўлланади, кўпинча улар қофия қуришда асос бўлиб ҳам хизмат қилади. Масалан:

***Чирт-чирт** ёнар шоҳу шабба,*

Қўшиқ баралла.

Эсиб ўтар шаббода,

Қўйнида ялла,

*Гулҳан **лов-лов** ёнади,*

Гўё ёнар тун.

(Тўлқин, Гулхан).

Ҳури ҳола жигибийрон,
 Нима қилсин бечора,
Ғув-ғув этиб турган чарҳи,
 Бирдан таноб таишлайди.

(Турсунбой Адашбоев, Ориятли хўроз)

Куйида тақлидий сўзларнинг аниқловчи вазифасида келишига гувоҳ бўламиз: 1. *Тушки овқатдан кейин бир муддат **гангир-гунгур** суҳбат; сўнг уйқу элитади* (Ш.Холмирзаев). 2. *Бирин-кетин тўрт кишининг отдан **тап-тап** тушигани эшитилди* (Ҳ.Ғулом). 3. ***Тақ-тақ** садо бериб турган деворнинг бир еридан «дўнг» этган товуш чиқди* (Ҳ.Ғулом).

Бошқа ҳолатлардан фаркли ўларок ушбу мисолларда этиб, қилиб сўзлари тақлид сўзга кўмакчи сифатида қўлланмаган ва шу билан тақлид гапда мустақил кела олган.

Куйидаги мисолларда эса тақлидий ифода бирликлари ҳосиласи тасвирий сўз сифатида бевосита кесим вазифасини бажаришига гувоҳ бўламиз:

Дарё **шоввуллаиди** тўлқин туфайли,
 Ёнбошида ариқ оқар **шилдираб**.
 Урним, дарё бўлгин, ариқ бўл, майли,
 Лекин кўз ёшидек оқма **милтираб**...

Қолаверса, шундай тақлид ифода бирликлари борки улар нафақат тақлид товушини балки ҳаракатни ҳам билдира олади. Масалан, *дук-дук, гир-гир, ғув-ғув, тақ-тақ, гарч-гурч, чарс-чурс, чуғур-чуғур, жаранг-журунг, қаҳ-қаҳ, гумбур-гумбур, шилт-шилт, гижир-гижир* каби жуфт бирликлар нафақат бирор жонзот ё ҳаракатнинг овозини балки ўша ҳаракатнинг ўзини ҳам англата олади. Айни шу нуқтада ҳаракат ва овоз тақлиди бир ифода шаклига жойлашади.

(Турсунбой Адашбоев, Турист)

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O'ZBEKISTONDA ARXELOGIYA RIVOJLANISHI

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Annotatsiya: *Ushbu maqolada O'zbekistonda Arxeologiya yo'nalishining tarixi hamda tarixiy yodgorliklarning arxeologlar tomonidan amaliy o'rganilish yoritilgan.*

Kalit so'zlar: ekofakt, artefakt, antiquitates, monumental, platforma

Аннотация: *Эта статья посвящена истории археологии и практическому изучению исторических памятников в нашей стране археологами.*

Ключевые слова: экофакт артефакт монументаль, платформ

Annotation: *This article covers the history of archeology and the practical studies of historical monuments in our country by archaeologists.*

Key words: ecofact, artefact, antiquitates, monumental, platform

”O'tmishga berilgan baho – albatta, xolisona eng muhimi turli mafuraviy qarashlardan xoli bo'lishi zarur”

Shavkat Mirziyoyev

O'tmish kelajakni belgilaydi – deydi dono xalqimiz. Haqiqatdan ham o'tmishda yuz bergan har bir voqea, hodi-sa bugungi kun uchun poydevor vazifasini o'taydi, Ayniqsa. Xalqlarning ma'naviyatini boyitishda o'tmish voqealarining o'рни beqiyosdir. Arxeologlar tomonidan topilgan moddiy ashyolar va tadqiqotlar natijasi eng qadimgi va o`rta asrlar tarixi haqidagi bilimlarni kengaytiradi. Mazkur manba va ashyolar O'zbekiston tarixining qadimgi davr siyosiy-iqtisodiy, ijtimoiy va madaniy jarayonlari haqida to'laroq tassavvurlar hosil qilish imkonini beradi.

Arxeologiya – tarix fanining mustaqil yo'nalishi bo'lib, o'zining tadqiqot obyekti, shuningdek, ularni ochib o'rganishda maxsus uslublardan foydalaniladi. Ya'ni zamonaviy tushunchada arxeologiya ibtidoiy, antik, o'rtasrlarga oid

yodgorliklarni o'rganish va qayta tiklash ishlarini olib borish tushuniladi. Arxeologiyada qadimgi davr tarixi tabiiy-geografik sharoit bilan bog'iq holda tadqiq qilinadi. Arxeologiyada bu “ekofakt” va “artefakt” tushunchalari bilan ishlatiladi.

“Ekofakt”- insonlarni qurshab turgan tabiiy-geografik muhit omillaridir. Inson hayot uchun zarur narsalarni tabiatdan oladi va yashash tarziga xos madaniy iz qoldiradi. Arxeologlar huddi shu madaniy izlar orqali insoniyatning izlarini tiklaydi. “Artefakt”- insoniyat tomonidan yaratilgan moddiy madaniyat obyektlari sanaladi, ularni izlab topish, yoshini aniqlash, tahlil qilish va ilmiy sistemalashtirish asosida tarixning umumiy tiklash arxeologlarning vazifasi hisoblanadi. [1,4-5b].

M.Ye. Massonning ta'rificha arxeologiya – tarixning bir sohasi bo'lib, kishilik jamiyati o'tmishi va faoliyatini

xilma xil izlariga, aksariyat hollarda moddiy yodgorliklarga, imkoniyat bo'lgan joyda esa yozma manbalarga, til, etnografiya, tuproqshunoslik, antropologiya, zoologiya, botanika va boshqa fanlar yutuqlariga tayanuvchi fandır.

“Arxeologiya” atamasi yozma manbalarda ilk marta yunon faylasufi Platonning “Katta Gippiy bilan suhbat” asarida tilga olinadi. “Arxeologiya” atamasini shuningek Strabon va boshqa yunon muarrixlari ham ishlatib, ularning nazarida bu atama nafaqat qadimgi, balki ibtidoiy davrni ham qamrab olgan. [2,13b] Rim imperiyasining lotin mualliflari “qadimiyat”-“antiquitates” atamasini qo'llaganlar, O`rta asrlarda “arxeologiya” atamasi “qadimiyat” atamasi tomonidan siqib chiqarilib, ancha vaqtgacha (XIX asrgacha) yodga olinmaydi.

1718 yilda Rossiyada Pyotr I boshchiligida ilk marta antikvar materiallarni izlash, to'plash va o'rganish boshlanadi. Barcha topilmalar Kunstkameraga joylashtirilgan. Shu davrda Sibirdagi mozor-qo'rg'onlarda qazuv ishlari olib borilib, juda ko'plab bronza va tilladan yasalgan buyumlar topiladi. XVIII asrning oxiridan arxeologiya yo'nalishi Rossiyada keng ko'lamda yoyila boshlanadi, arxeologik topimalarni saqlash uchun turli ilmiy jamiyat va muzeylar tashkil etiladi.

Turkiston o'lkasi Chor Rossiyasi tomonidan bosib olingach, rus arxeologlari tomonidan tadqiqotlar boshlandi, natijada bu yerda ham mazkur fanga qiziqish ortdi. 1895 yil 11- dekabrda Turkiston arxeologiya havaskorlar to'garagi tashkil etildi, u 1917yilgacha faoliyat ko'rsatdi. To'garak dastlab Ashxobotda tashkil qilin-

ib, keyinchalik Samarqandga ko'chirilgan. XIX asrning 80-90-yillarida mahalliy aholi orasidan ham qadimiyatga qiziquvchilar ko'payadi. Bu davrda Afrosiyob, Ulug'bek rasadxonasi va Poykand xarobalarida dastlabki qazuv ishlari olib borilgan. Keyinchalik V.L. Vyatkin Afrosiyob xarobasini, M.Ye. Masson Ohangaron vodiysini, A.Yu. Yakubovskiy Zarafshon vodiysini, V.A. Shishkin Tali Barzu Varaxshani, A.P. Okladnikov Teshiktosh va Machay g'orlarini, S.P. Tolstov va Ya.G'. G'ulomov qadimgi Xorazm vohasidagi sug'orilish kanallarini [3,108b], qazib o'rgandilar.

1940 yilda O`rta Osiyo Davlat universitetining Tarix fakulteti bazasida M.Ye. Massonning tashabbusi bilan O`rta Osiyo arxeologiyasi kafedrasini tashkil etiladi. Kafedra a'zolari tomonidan O`rta Osiyoning turli respublikalarida, ayniqsa Turkmaniston va O'zbekistonda keng ko'lamli qazuv ishlari olib borildi. 1970 yilda O`zR FA Arxeologiya institutining tashkil etilishi arxeologik tadqiqotlarning ko'lamini yanada kengaytirdi. [4,7-10b]

XX-asr davomida butun O'zbekiston hududida barcha davrlarga taalluqli arxeologik yodgorliklar, qadimgi kanallar, suv o'zanlari o'rganildi va bugungi kungacha qadar Respublikamizning barcha viloyatlarida o'rganish davom etmoqda, chunki o'z o'tmishning ochilmagan qirralari bisyordir. Respublikamizda arxeologlarning faoliyati 2009 yil 29-avgustda Senat tomonidan ta'sdiqlangan “Arxeologiya meros obyektlarini muhofaza qilish va ulardan foydalanish to'g'risidagi” qonun hujjat bilan yanada mustahkamlanib keng imkoniyatlar yaratildi.

Shular jumlasidan Andijon viloyati Mingtepa shahar xarobalari o'rnida, ko'plab mahalliy va chet ellik arxeologlar qazishma ishlarini olib bordi. Ayniqasa, 2012 yildan buyon tarix fanlari doktori, professor Boqijon Matboboev rahbarligida O'zbekiston Respublikasi Fanlar akademiyasi Arxeologik tadqiqotlar instituti hamda Xitoy Xalq Respublikasi ijtimoiy Fanlar akademiyasi Arxeologiya instituti olimlari hamkorlikda olib borilayotgan ilmiy izlanishlari natijasida qadimgi poytaxt shahardan qimmatli topilmalar, moddiy ashyolar topildi, bu noyob topilmalar tarixga o'zgartirishlar kiritdi. Manbalarga ko'ra, 2000 yildan ziyod vaqt avval Mingtepa Farg'ona vodiysidagi eng yirik to'laqonli qasr-shahar bo'lgan.

Qasr – shahar deb atashimiz uchun jahon ilmiy ishlanmasiga ko'ra, dastlab hududi 5-6 ga kam bo'lmagan va unda aholisi zich joylashgan bo'lishi, chor atrofi mudofaa devor bilan o'ralgan bo'lishi, shaharning yuqori tabaqa hokimlarining turar joyi oddiy fuqorolarinikidan ajralib turishi, shahar hokimining baland poydevori (platform) ustiga qurilgan monumental qasri, shahar ramzi va belgisi hisoblamish shahar muhrining mavjud bo'lishi lozim. [5,6b]. Demak, yuqorida keltirilgan belgilar tadqiqotlar natijasida aniqlanib, Davon davlatining poytaxti Ershi, keyinchalik Mingtepa deb qayta nomlanganligi aniqlandi va bu joydagi tadqiqot ishlari yakunida ya'ni, 2017 yil dekabrda Mengtepa turizm shaharga aylandi, 2018 yil fevral oyida “Mingtepa – madaniy merosi” jamoat fondi tashkil etildi. Bugungi kunda ushbu markaz tomonidan Mingtepa yodgorligi va tumanda mavjud bo'lgan tarix-

iy ziyoratgohlarning ahamiyatini keng om-moga tushuntirish borasida targ'ibot-tashviqot ishlari olib borilmoqda. Bu harakatlarning zamini shuki, yosh avlodni yurtga sadoqat, bebaho merosni asrab-avaylash hamda kelajak avlodlarga ham bus-butunligicha yetkazish imkonini beradi.

Yana bir noyob yodgorliklardan bir, bugungi kunda ilmiy va amaliy jihatdan o'rganilmoqda ya'ni, 2018- yildan boshlab O'zbekiston Fanlar akademiyasi Samarqand arxeologik tadqiqotlar instituti olimlari hamda Yaponiyaning Tokio san'at universiteti bilan hamkorlikda Andijon viloyati Jalaquduq tumani Oyim qishlog'i yaqinida joylashgan Dalvarzin yodgorligida professor arxeolog Boqijon Matboboev, B.M. Abdullaev va yaponiyalik arxeologlar Shogo Kume, Yuki Tatsumilar tadqiqot ishlari olib bormoqda. Yodgorlik miloddan avvalgi XII-VII asrlarga oid bo'lishi mumkin, ikkita madaniy qatlam aniqlangan bo'lib sopol siniqlari, urchuqlar hamda butun holatidagi sopol idishlar ya'ni qozonchalar topilgan tadqiqotlar ishlari bugungi kungacha davom etmoqda, yakuniy xulosa arxeologlar tomomnidan tadqiqotlar yakunida bayon etiladi.

Xulosa qilib ta'kidlash mumkinki, yuqoridagi kabi tarixiy manzilgohlar o'lkamizda ko'p topilmoqda bularni o'rganish orqali davlatning qadimgi tarixi yanada boyitiladi. Zero O'zbekiston Respublikasi Konstitutsiyaning 49–moddasida “Madaniy yodgorliklar davlat muhofazasidadir” deb ta'kidlangan. Shu kabi manzilgohlarda talabalar bilan jonli misollar orqali darslar tashkil etish natijasida, yoshlarning tarixiy qadamjoylarga hurmat va muhabbat ruhida tarbi-

yalanishga hamda ilmiy-amalliy bilimlarini rivojlantirishi orqali tarixning sirli jumboqlari o'rganiladi.

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PSIXOANALIZ TA'LIMOTI PSIXOLOGIK XIZMATNING NAZARIY ASOSI SIFATIDAGI TALQINI

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***Annotatsiya:** Eng avvalo, psixoanaliz nimani o'rganadi degan savolga javob berishimiz kerak.. Ushbu ta'limotning asosi xulq-atvor modeli insonning tubida yashirinish bo'lmaydigan ongsiz sabablarga ega degan taxminga asoslanadi. O'tgan asrning o'rtalarini psixologik fandagi inqilob deb ta'riflash mumkin, chunki dunyoga ichki psixologik stressga yangi nuqtai nazardan qarashga imkon beradigan usullar taqdim etildi. Mazkur ta'limotning asoschisi Freyding so'zlariga ko'ra, inson uch komponentdan iborat. Ular "Superego", "Men" va "Bu" nomlarini oldilar. "Bu" shaxsiyatning ongsiz qismi bo'lib, unda turli tortishish obektlari yashiringan. "Men" bu "Bu" ning davomi bo'lib, tashqi kuchlar ta'siri ostida vujudga keladi. "Men" bu eng murakkab mexanizmlardan biri bo'lib, uning faoliyati ongli ham, ongsiz ham darajalarni qamrab oladi. Shunga asoslanib, "Men" psixikani tashqi ta'sirlardan himoya qilish vositalaridan biri ekanligi kelib chiqadi. Tug'ilganda ruhiyatni shikastlanishdan himoya qiladigan ko'plab mexanizmlar tashqi ogohlantirishlarning ta'siriga tayyor. Biroq, shaxsiyatni shakllantirish jarayonining buzilishi va oilada hukmronlik qilayotgan salbiy mikroiklim turli xil patologiyalar manbai bo'lishi mumkin. Bunday holda, obektiv voqelikning ta'siri himoya mexanizmlarining zaiflashishiga olib keladi va egrilikning sababi bo'ladi. Bu ruhiy kasalliklar paydo bo'lishiga olib keladigan adaptiv mudofaa mexanizmlarining egri kuchidir.*

Psixoanaliz – bu ilmiy kuzatish, shaxsni o'rganish usuli: uning xohish-istaklari, harakatlantiruvchi kuchlari, xayolotlari, erta rivojlanishi va hissiy kasalliklar Freyd tomonidan ilgari surilgan inson psixikasining tavsiflari psixologiyada keng qo'llaniladi. Bugungi kunga kelib, ushbu nazariya asosida ko'plab zamonaviy psixoterapevtik tuza-tish usullari qurilgan. Jungning analitik psixoanalizi va Adlarning individual psixo-analizi patologik idrokning manbasi bo'lgan ichki nizolarni aniqlash uchun asosiy "vositalar" dir. Yuqorida aytib o'tilgan olimlarning nazariyalari Zigmund Freyding izlanishlariga asoslanadi. Ushbu usullarning asosiy farqi – jinsiy motivlarning cheklangan ahamiyati. Freyding izdoshlari tufayli shaxsning ongsiz qismi yangi xususiyat-larga ega bo'ldi. Psixoanaliz usuli ushbu ta'limotning butun tushunchasini to'liq ochib beradigan uchta asosiy elementga asoslanadi. Birinchi element – bu o'qish uchun mate-rial to'planadigan bosqichning bir turi. Ikkinchi element ma'lumotlarni sinchkovlik bilan o'rganish va tahlil qilishni o'z ichiga oladi. Uchinchi element – tahlildan olingan ma'lumotlardan foydalangan holda o'zaro ta'sir qilish. Ma'lumot to'plash uchun turli xil usullar, jumladan, muxolifat, uyushma va uzatishda foydalaniladi.

Kalit so'zlar: Psixoanaliz, xulq-atvor, Zigmund Freyd, psixokorreksion ishlar, analitik individual psixokorreksiya, psixologik maslahat, psixoanalitik terapiya.

Kirish qismi: Psixologik xizmatda psixoanaliz ta'limoti nazariyalaridan foydalanish.

Psixologik xizmatni ko'pgina yo'nalishlarida psixoanaliz ta'limotidan foydalanishga asoslangan yondashuv psixikaning ongsiz darajasida yuzaga keladigan ma'lum jarayonlarni aniqlashga imkon beradi. Ushbu usuldan foydalanish ruhiy kasalliklarni keyinchalik tuzatish maqsadida patologik jarayonlar to'g'risida ma'lumot olish imkonini beradi. Tuzatish ichki nizolarni va ularning paydo bo'lish sabablarini tan olish yo'li bilan amalga oshiriladi. Ushbu usulni qo'llashning muhim shartlaridan biri psixolog va bemor o'rtasida psixologik noqulaylikni bartaraf etishga qaratilgan kuchli kommunikativ aloqani yaratishdir. Psixoanaliz ichki ongdan kelib chiqqan holda, instinktlar va zavq printsipi, odam zo'riqishi asosida boshqariladi. Buning uchun bemor boshida paydo bo'lgan har bir fikrni aytishi kerak. Bu fikrlar odobsiz yoki bema'nilik yoqasida bo'lishi mumkin. Yuqori natijaga erishish uchun konsultatnt va mijoz o'rtasida to'g'ri aloqa o'rnatish kerak. O'tkazish texnikasi bemorning ota-onasining xarakterli shaxsiy xususiyatlarini konsultantga ongsiz ravishda topshirishni anglatadi. Shunday qilib, mijoz konsultantga xuddi bolalik davrida yaqin qarindoshlariga qanday muomala qilgan bo'lsa, xuddi shunday munosabatda bo'ladi. Shu bilan birga, uning o'rnini bosuvchi shaxs shaxsiyatni shakllantirish jarayonida olingan bolalarning xohish-istaklarini, shikoyatlari va psixologik shikastlarini aniqlash imkoniyatiga ega. Psixoterapevtik aralashuv ko'pincha mijoz tomonidan kelib chiqadigan ichki qarshilik fenomeniga duch kelishga e'tibor berish kerak. Bu o'zini sa-

bablar munosabatlarini tushunishdan bosh tortish va xatti-harakatlarning yangi modelini yaratish jarayonini buzish shaklida namoyon bo'ladi. Qarshilik sababi ruhiy buzilishlarning sabablarini aniqlashda to'siqlar paydo bo'lishi bilan birga keladigan ichki nizolarga tegmasdan ongsiz ravishda rad etishdir. Shaxsni tahlil qilishning asosiy vazifasi to'rtta ketma-ket harakatlarni bajarishdir:

- talqin qilish;
- qazib olish;
- aniqlashtirish;
- qarama-qarshi.

Bundan tashqari, mijoz va konsultantning birgalikdagi harakatlari tahlil natijasida aniqlangan aniq maqsadga erishishga qaratilgan. Tushlarning talqini behush sabablarning deformatsiyalangan shakli bo'lgan tushlarning ta'birini o'z ichiga oladi.

1. Psixokorreksion yo'nalishda psixoanalizning asosiy tushunchalarini o'rganish tamoyili

Ma'lumki, psixoanalizning asosini inson psixikasining tabiati va faoliyati to'g'risida bir nechta fikr va tushunchalar tashkil etishini bilib oldik. Ular orasida qatag'on g'oyasi muhim o'rin tutgan. Psixoanalizning paydo bo'lishining falsafiy kelib chiqish sabablarini ko'rib chiqishga bag'ishlangan bo'limda "Psixoanalitik harakatlar tarixi to'g'risida" asarida ta'kidlanganidek, Freyd qatag'on nazariyasiga mustaqil ravishda kelgan va ko'p yillar davomida uni o'ziga xos deb hisoblagan. Ammo bir marta O.Rank Freyding e'tiborini nemis faylasufi A. Shopenxauerning "Dunyo iroda va vakillik sifatida" asariga qaratadi, unda og'riqli hol-

atni idrok etishiga qarshi turish g'oyasi mavjud edi va shu narsa qatag'onlarning psixoanalitik tushunchasiga to'g'ri kelganligi ma'lum bo'ldi. Freydning "Tushlarning talqini" asarida aytib o'tgan A. Shopenhauerning ijodi bilan tanishishi uning qatag'on tushunchasini ilgari surishiga turtki bo'lgan. Shuningdek, u repressiya g'oyasini G. Linderning empirik psixologiya bo'yicha darsligidan olgan bo'lishi mumkin. Ushbu darslik I. Herbartning asosiy g'oyalarning umumlashtirilgan taqdimoti bo'lib, unga ko'ra ongdagi narsalarning aksariyati "undan siqilgan" bo'ladi deb aytib o'tgan.

Bundan tashqari, Freydning parchalanish haqidagi g'oyalari haqiqatan ham psixoanalizning asosini tashkil etdi. Shunday qilib, J. Breyer bilan hamkorlikda nashr etilgan "Isteriya bo'yicha tadqiqotlar" asarida u o'zini ruh tomonida bo'lmagan ba'zi ruhiy kuchlar dastlab patogen g'oyani birlashmadan chiqarib tashlaydi va keyinchalik uning xotiraga qaytishiga to'sqinlik qiladi. "Tushlarning talqini" da u bu g'oyani ishlab chiqardi: siqilishning asosiy sharti bolalar majmuasining mavjudligi. To'plash jarayoni insonning bolalikdan jinsiy istaklariga tegishli; qatag'onni sezishdan ko'ra eslab qolish osonroq. Avvaliga qatag'on o'rinli bo'ladi, lekin oxir oqibat u ruhiy hukmronlikning buzuq rad etishiga aylanadi. Freyd qatag'onning aniq ta'rifiga ega emas edi. Qanday bo'lmasin, u o'zining turli asarlarida qatag'onni tushungan: bu ongli ravishda amalga oshiriladigan aqliy harakat ongsiz ravishda amalga oshiriladigan jarayondir.

Shuningdek, nevrotik kasalliklarni o'rganish va davolash Freydni nevrotiklar

nomuvofiq istaklar bilan bog'liq g'oyalarni mutlaqo rad etolmaydi degan fikrga olib keldi. Bu g'oya ong va xotiradan yo'q qilinadi, lekin u behush holda yashashni davom ettiradi, birinchi imkoniyatda u o'zidan ongga buzilgan almashtirishni faollashtiradi va yuboradi. Ko'rinib turganidek, ko'pgina sabablar tufayli qutulgan yoqimsiz his-tuyg'ular o'rnini almashtirish g'oyasiga qo'shiladi. Bunday almashtirish g'oyasi nevrotik alomatdir, buning natijasida oldingi qisqa muddatli mojarolar o'rniga uzoq davom etadigan azob-uqubatlar paydo bo'ladi. Freyd o'zining "Musoning odami va yakka dinning odami" asarida ta'kidlaganidek, ilgari qatag'on qilingan g'oya yangi sabab ta'siri ostida uyg'ongan, odamning qatag'on qilingan jozibasini kuchaytirishga yordam beradi. Va odatdagi qoniqish uchun yo'l uni "jo'shqin chandiq" deb atash mumkin bo'lganligi sababli yopilganligi sababli, u zaif joyda biron bir joyga boshqacha yo'l ochib beradi. Erzats-qoniqish deb ataladigan yo'l, hozir o'zini "roziliksiz", balki ong tomondan tushunmasdan paydo bo'ladigan simptom shaklida his qiladi. Nevrotik kasallikdan xalos bo'lish uchun simptomni ongdan ongga qadar bo'lgan qatag'on bilan bir xil yo'llar bo'ylab qatag'on qilingan vakillikka tarjima qilish kerak. Agar qarshiliklarni bartaraf etish tufayli qatag'on qilinganlarni ongga qaytarish mumkin bo'lsa, bemor tahlil qiluvchining rahbarligida qatag'on yordamida emas, balki oldini olishni istagan intrapixik to'qnashuvdan qutulishi mumkin. Shu munosabat bilan, Freyd tomonidan qatag'onni odamning "kasallikdan qochish" urinishi, psixoanalitik tera-

piya esa muvaffaqiyatsiz qatag'onlarning o'rnini bosuvchi vosita sifatida ko'rilgan.

2. Psixologik maslahat berishda psixoanalizning nazariy usullarini qo'llash.

Psixologik maslahat berishda psixoanalizning nazariy usullarini qo'llash uchun psixotahlil ta'limotini bilib olsak foydadan holi bo'lmaydi. Psixotahlil ta'limoti bu ongdan siqib chiqarilgan istak-mayllar yana ong sohasiga o'tkazilib, katarsis yo'li bilan ruhiy jarohat yetkazuvchi kechinmalarni anglatish orqali yordam berishga asoslanadi. Bunda erkin assotsiatsiyalar, tushlar talqini, qarshiliklar, transferlar, yanglish harakatlar tahlili usullaridan foydalaniladi. Quyida ushbu usullarga qisqacha izoh berib o'tamiz:

- Erkin assotsiatsiyalar metodi. Psixolog mijozga o'z kechinmalari bilan bog'liq xohlagan assotsiativ fikrlarini aytishni taklif etadi. O'zi esa faqatgina aytilayotgan fikrlar mazmuniga emas, balki voqealar ketma-ketligi hamda mijoz tahlil qilishdan qochayotgan jihatlarga e'tiborini qaratadi.

- Tushlar talqini. Z.Freydning fikricha, tush ongsizlik sohasiga boruvchi eng qisqa yo'ldir. Aynan tush vaqtida "Men"ning himoya mexanizmlari susayib, ongdagi yashirin xohish va kechinmalar namoyon bo'ladi. Amaliy psixologning vazifasi – tushning mazmunini ochish va mijozga aynan shu tush vujudga kelishiga sabab bo'lgan holatni o'rganishga yordam berishdan iborat;

- Qarshiliklar tahlili. Bu usulni qo'llashdan maqsad – muammoni real idrok etish uchun aynan qanday psixologik himoya mexanizmi to'sqinlik

qilayotganini va qanday vaziyatda himoya funksiyasiga ehtiyoj sezilmasa-da, ushbu mexanizmning ishtirok etayotganini aniqlashdan iborat;

- Ko'chirish tahlili. Klassik psixotahlil-da mijozning avval boshdan kechirgan psixologik jarohatlari bilan bog'liq emotsiyalarini psixologga ko'chirishining tahlili ham muhim ahamiyat kasb etadi. Bu psixologga mijozning psixologik muammolari sababini kuzatish va tahlil qilish hamda mijoz xulqining aynan bu shakli vujudga kelishini yuzaga keltirgan omillarni aniqlashga yordam beradi.

- Interpretatsiya. Maslahat jarayonida interpretatsiyaning o'rnini baholash qiyin. Bu metod mijozga o'z kechinma va xulq-atvorining yashirin hamda noaniq sabablarini aniqlashga yordam beradi. Ammo bu jarayonni amalga oshirish psixologdan ehtiyotkorlikni talab etadi. Interpretatsiya jarayonida psixolog mijoz qabul qilishi mumkin bo'lgan jihatlarnigina tushuntirishi, unga tushunarli bo'lgan tilda suhbatlashishi lozim. Yuqorida keltirib o'tilgan tavsif klassik psixotahlilga xos, ammo psixoanalitik terapiyaning boshqa shakllari ham mavjuddir.

Psixoanalitik terapiyaning haqiqiy psixotahlilga aloqasi doirasida ikkita nuqtai nazar mavjud: a) psixoanalitik psixoterapiya psixotahlildan sifat mazmuniga ko'ra farq qiladi; b) psixoanalitik psixoterapiya psixotahlildan miqdor mazmuniga ko'ra farq qiladi. Birinchi fikrga muvofiq, analitik bilan mijozning faol ishtiroki ko'zda tutiladigan psixotahlildan farqli o'laroq psixoanalitik psixoterapiyada mijoz uchun davolanish-

ga muhtoj bemor roli ajratiladi. Ikkinchi nuqtai nazarga ko`ra, psixoanalitik psixoterapiya ruhiy kasalliklarni davolash metodi sifatida psixotahlildan seanslarning davomiyligi va soni bilan farq qiladi. Terapevtik seanslar psixoanalitik seanslarga nisbatan soni va kam davom etish jihati bilan farqlanadi. Har ikkala fikrni solishtirib shunday xulosaga kelish mumkin: birinchidan, analitik psixoterapiya mijozda namoyon bo`ladigan u yoki bu belgilarning ongsizlik mazmunini ochishga ko`proq e`tibor berib, klassik psixotahlilga o`xshab ketadi; ikkinchidan, terapiyaning ushbu turi psixoanalitik usullar yordamida shaxsni yoppasiga taftish qilmasligi bilan psixotahlildan farqlanadi. Terapevt ruhiy buzilishning paydo bo`lishi va surunkali kechishida hal qiluvchi ahamiyatga ega bo`lgan mijoz psixikasining qirralariningina tekshiradi. Qisqa psixoanalitik terapiyada esa terapevtik faollik darajasi oddiy psixoanalitik terapiyadan, xatto, psixotahlilning o`zidan ham yuqoridir. Qisqa psixoanalitik terapiya diqqatni mijozning qator ziddiyatlariga emas, balki markaziy ziddiyatlarga jamlaydi, fokuslashtiradi. Shuning uchun bu terapiyani ko`p hollarda fokusli terapiya deb atashadi. Qisqa terapiya seanslari 10 tadan 30 tagacha bo`lishi mumkin. Ko`rib chiqilayotgan kasallik genezisida hal qiluvchi ahamiyatga ega bo`lmagan va tahlil jarayonida aniqlanmagan zararli ziddiyatlar hisobga olinmasligi mumkin bo`ladi.

3. Psixokorreksiyada psixodinamik yo`nalish asoslari va ularni o`rganish.

Psixodinamik yo`nalish ta`limoticha, determenizm ongsiz psixik jarayonlar bi-

lan ta`riflanadi. Shunga binoan shaxsda anglanmagan qarama-qarshi motivlarni, intrapsixik mojarolarni asl sabablarini hamda mijoz muammolarini hal qiluvchi muhim yechimlarni mijoz tomonidan anglanilishi muhimligiga e`tibor beriladi. Z.Freyd o`z asarlarida instinktiv hayot talabi va unga qarshilik ko`rsatish natijasida yuzaga keladigan intrapsixik mojarolar oqibatida insonda turli kasalliklar namoyon bo`la boshlashini ma`lum qiladi. Psixodinamik yo`nalishning asosiy maqsadi anglanmagan holatlarni anglanilishidir. Psixodinamik yo`nalish asosida faoliyat ko`rsatayotgan psixolog shaxsni chegaralangan, bosilgan impulslari ularga ko`rsatilgan qarshiliklarini topishga qaratilgan. Ularning fikricha, anglanish hosil bo`lishi bilan shaxsda o`zgarishlar yuz bera boshlaydi. Psixodinamik yo`nalishning asosiy jarayonlari:

- Konfrontatsiya
- Aniqlik kiritish
- Interpretatsiya
- Qayta ishlash

hisoblanadi va bularning har birini yana ham atroflicha o`rgansak mukammal tushunib olgan bo`lamiz desak to`g`ri bo`ladi.

4.Xulosa

Shunday qilib, nafaqat psixologik xizmat sohasida va psixoanalizda Freyding nazariyalari keng tanqid qilingan bo`lsa-da, uning ishi psixologiyaga muhim hissa qo`shganligini unutmashimiz kerak. Uning faoliyati psixologik muammolarning barchasiga emas, balki fiziologik sabablarga ega emasligini ta`kidlab, aqliy kasalikka qanday qarashimizdagi muhim o`zgarishlarni

keltirib chiqardi. Uning fikriga ko'ra, aqliy muammolarni hal qilish orqali ular psixoterapiya inqilobini kuchaytirishi mumkin. Ko'pgina zamonaviy psixologlar Freydning g'oyalariga ko'p ishonishmas ekanligini aytishadi. Balki bunga ehtimol, bugungi kunda psixologiyaning qayerdaligini tushunish uchun biz qayerga kelganimiz va bu yerga qanday yetib kelganimiz haqida o'ylashimiz kerakmi deb oylab qolaman. Freydning ishini o'rganish psixologik xizmatda muhim bir harakatni anglash imkonini beradi, bu albatta ruhiy salomatligimiz haqida qanday fikr

yuritishimizga va turli psixologik kasalliklarga qanday munosabatda bo'lishimizga yordam beradi. Ushbu nazariyalarni va bundan keyin kelganlarni o'rganish orqali psixologik xizmatning boy va qiziqarli tarixini yaxshiroq tushunishimiz mumkin mumkin bo'ladi.

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JURNALISTIK TANQIDLARNING HUKUMAT POZITSIYASIGA TA'SIRI

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***Annotatsiya:** Yaqin yillar ichida ommaviy axborot vositalarida jurnalistik tanqidlar ko'plab uchramoqda. Jurnalistik tanqidlar amaldagi hukumat pozitsiyasini ifoda etishi yoki ifoda etmasligi mumkin. Bunday sharoitda hukumat so'z erkinligini bug'ishga intilishi yoki information oqimni boshqa tomonga burishga intilishini kuzatamiz. Jurnalistik tanqidning muhimligi ushbu maqolada ko'rib chiqiladi.*

Kalit so'zlar: jurnalistik tanqid, hukumat pozitsiyasi, soxta yangiliklar, bloglar, media tarmoqlar, avtoritar hukumatlar.

Kirish. So'nggi o'n yil ichida "asosiy ommaviy axborot vositalari" deb ataladigan hukumat pozitsiyasini tanqid qiluvchi alternativ onlayn ommaviy axborot vositalari (saytlar, bloglar) paydo bo'ldi (1). Bu esa ayni davrda davlat va hukumatga qarashli yangiliklar media tashkilotlari ishonch, daromad va auditoriya nuqtai nazarini ifoda etishda qiyinchiliklarga duch kelishdi. Bu haqida media-tadqiqotchilar Nyuman va boshqalar fikr bildirar ekan, "asosiy ommaviy axborot vositalari" yirik axborot oqimini hosil qilayotganini qayd etishgan (2). Amaldagi hukumat tashkil etgan OAV tarmoqlari va yangi davr jurnalistik tarmoqlar yangiliklarni yetkazib berishda keng doir va fikrlarning xilma-xilligini ta'minlansa ham, ikki yo'nalish aksar hollarda ikki xil pozitsiyani himoya qiladi. Bunday vaziyatda esa turli partiyaviy oqimlarning manfaatlarini himoya qiluvchi, muholifdagi opazitsiyani qo'llab-quvvatlash yaratilgan turli blog va saytlar orqali amalga

oshirilishi mumkin. Bu holatda amaldagi hukumat tutgan pozitsiya uyushtirilgan yoki uyushtirilmagan holda jurnalistik tanqid orqali zarbaga uchrashi mumkin. Maqolada jurnalistik tanqidning hukumat tutgan pozitsiyada o'ynagan roli, ijobiy va salbiy jihatlari o'rganiladi.

Materials and Methods. Ko'plab xususiy saytlar o'zlarining mafkuraviy pozitsiyalari bilan hukumat sayt va OAVlaridan ajralib turadi. Ularni shartli ravishda "hukumatga yon bosuvchi", "hukumatga qarshi" va "betaraf"ga bo'lishimiz mumkin. Avtoritar va shunga yaqin boshqaruv ma'muriyatiga ega bo'lgan hukumatlar o'z pozitsiyalariga tashvishli tanqidlarni muayyan holatda OAVdan chetlatishni qonuniylashtiriladi.

Tine Ustad Figenschou and Karoline Andrea Ihlebæklar "CHALLENGING JOURNALISTIC AUTHORITY – Media Criticism in Far-Right Alternative Media" nomli maqolasida hukumat pozitsiyasiga ta'sir qiluvchi holatlarni o'rganar

ekanlar o'zlarining bir qancha fikrlarini bildirib o'tgan.

“Birinchidan, ushbu salbiy qarashlarni baham ko'rish bilan birga, o'ngdagi ommaviy axborot vositalarini katta siyosiy fitnaning bir qismi sifatida ko'rish-ko'rmasliklari va hozirgi media tizimlarini o'zgartirish takliflari nuqtai nazaridan, ularning buzuvchi darajasini aks ettiradigan darajalarida farq qiladi.

Ikkinchidan, ushbu saytlarning jozibadorligini va ular qanday qilib ommaviy axborot vositalarining tanqidchisi sifatida o'z vakolatlarini o'rnatganliklarini aniqlash uchun, biz ma'lum bilim shakllari atrofida tashkil etilgan beshta takrorlanadigan pozitsiyani aniqlaganliklarini aytdilar:

- I. ichki pozitsiya (professional jurnalistika sohasidagi bilimlar);
- II. ekspert pozitsiyasi (statistika va faktlarga asoslangan haqiqiy qonuniylik);
- III. qurbonlarning pozitsiyasi (ommaviy axborot vositalari qurbonlari sifatida eksperimental qonuniylik);
- IV. fuqarolik pozitsiyasi (xalqni ifodalovchi demokratik qonuniylik)
- V. faol pozitsiya (qarama-qarshilik va faol qarshilik orqali ko'cha qonuniyligi).

Birgalikda, ular alternativ ommaviy axborot vositalarida obro'-e'tiborni oshirish va ommaviy axborot vositalarining tanqidini qonuniylashtirish uchun ishlatiladigan tahliliy doirani tashkil qiladi”, deydi professorlar Tine Ustad Figenschou and Karoline Andrea Ihlebæk (3).

Tadqiqotlar shuni ko'rsatadiki, jurnalistlar amalda avtoritar hukumatlarga sa-

marali qarshi strategiyalarni topish uchun kurashmoqdalar (4). Shunga qaramasdan demokratik davlatlarda ham tanqidlarning ko'pligi nafaqat mahalliy, balki xorijiy tahlilchilar tomonidan ham qayd etiladi.

Ko'plab hukumatlar jurnalistlar tanqid qilganlarda jurnalistlarga “hukumatni obro'sizlantirishga urinish” sifatida ma'muriy va axloqiy jazo turlariga tortadilar. Hukumat rasmiylari ko'p holatlarda jurnalistlar “jurnalistik chegara”ni buzganliklarini va “professional jurnalistik” pozitsiyasidan chekinganliklarini jazo uchun asosiy sabab qilib ko'rsatadilar. Media-nazariyotchi Mark Deuze bir qator tadqiqotlar jurnalistik mafkuraning elementlari sifatida umumiy g'oyalar, axloq va amaliyotlarning markazlilikini ta'kidlaydi va professionalni havaskor jurnalistikadan ajratib turadigan institutsional, tashkiliy va madaniy jihatlar mavjudligi qayd etadi (5). Avtoritar hukumatlarda amalda ommaviy axborot vositalaridagi bosim hisobiga norasmiy va g'iybat yangiliklar ko'payib ketadi. Bu esa o'z navbatida amaldagi hukumat pozitsiyasiga mutlaqo ziddir.

Jurnalistik tanqidlar ham ikki yo'nalishdan bo'lishi mumkin. Masalan, ichki kuchlar orqali hukumat pozitsiyasiga qarama-qarshilik yoki tashqi kuchlar orqali muholiflik. Bu ikkiholatda ham jurnalistik tanqidlar mahoratli jurnalistik tanqid bo'lishi lozim. Aks holda, bu tanqidlar hukumatga qarshi emas, balki jurnalistika va media olam uchun “asossiz jurnalistika”ga aylanib qoladi. Shu nuqtai nazardan ham jurnalistik tanqidlar jamiyatning ommaviy tarzda o'sishiga asosiy sabab bolishi mumkin.

Xulosa. Pozitsiyalar xilma-xilligini saqlash demokratiya va soʻz erkinligining birlamchi omillaridandir. Koʻplab demokratik va soʻz erkinligiga erishgan mamlakatlarda tanqidlar va turli pozitsiyalar qoʻllab quvvatlanadi va ularga qarshilik qilinmaydi. “Jurnalistik tanqidlarning oshib borishi” atamasi “soʻz erkinligiga xavfning oshib borishi” bilan bogʻliq boʻladi. Chunki tanqidlar media erkinligiga erishgan mamlakatlarda odatiy holdir. Agarda hukumat bu haqida ortiqcha izohlar berishni boshlasa bu jurnalistik tanqidlar hukumat nuqtai nazaridan kelib chiqmagani bilan bogʻliq boʻladi.

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LEFT-HANDEDNESS AND THE REASONS FOR ITS OCCURRENCE

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Psychologists define left-handedness as congenital and forced use of the left hand. However, the term itself is not often used. More often, scientists use the concept of “hemisphere”, denoting their preference for the right, left hand or their equality.

In the definitions given by doctors, left-handedness does not include its forced cases due to the transferred brain and other diseases. Teachers define left-handedness as a preference in the actions of the left hand, which in this case does not reveal the reasons for left-handedness and may indicate both its innate nature and the fact that left-handedness could have formed under the influence of the environment. However, in the Pedagogical Encyclopedic Dictionary, ed. Boris Mikhailovich Bim-Bad emphasizes that left-handedness is, as a rule, an innate character.

The common thing that is noted in all the definitions given by doctors, psychologists, teachers is the possession of the left hand. And only in the definition of M.M. Bezrukikh it is emphasized that “left-handedness is not just a predominant possession of the left hand, but a reflection of interhemispheric asymmetry, a distribution of functions between the right and left hemispheres of the brain different from right-handed ones.”

Taking as a basis the definition of

M.M. Bezrukikh, we formulated the following definition: *left-handedness is the congenital preferred dominant functional actions of the left hand, due to the interhemispheric asymmetry of the brain.*

The first written evidence of the frequency of left-handedness is found in the Bible, in the Book of Judges of Israel: Benjamin's army numbered 264,000 people, seven hundred of them (24%) were left-handed. This figure is significantly lower than modern data on the prevalence of left-handedness, but it must be taken into account that the left-handed troops of Veniaminov were selected according to a very strict criterion- accuracy.

In the history of science, there are numerous hypotheses of the origin of left-handedness, one way or another explaining this phenomenon. It is widely believed that in ancient times mankind was overwhelmingly left-handed. The predominance of the right hand appeared later, as a result of evolution. Among the interpretations linking the emergence of right-handedness with the social evolution of man, which were very popular at the turn of the 19th and 20th centuries, was the so-called theory of “shield and sword”. According to this theory, a soldier covering himself with a shield, which he holds in his left hand, will more reliably protect the heart from the blows of the enemy's

sword, which means that he has a better chance of surviving. The right hand, wielding a sword, becomes more skillful in manipulating any objects. However, this explanation is contradictory: most women are right-handed, although according to this concept they should be left-handed, since they have never used either a shield or a sword.

The origin of the left-handedness of women is explained by the version according to which a woman, as a rule, carries a baby on her left hand, provides the child with greater proximity to the mother's heart, allows better hearing of the mother's heartbeat, and creates a feeling of comfort and safety in the baby. Consequently, most children, including females, should be left-handed, since if the mother holds him on her left hand, then the child's right hand is pressed against the mother's body, and the left hand has the ability to move freely, which will eventually give her an advantage in mastering everyday skills. Thus, right-handed mothers should have left-handed children. But since the mother-child collision has a fairly long history, the majority of the population must be left-handed, and this is contrary to reality. Thus, the ease of constructing a version does not add credibility to them and necessitates a critical understanding of a variety of facts and hypotheses. One of the first serious reviews of work on the left-handed, published in London in 1905, was by Jackson. He held social theory, considering handedness result of habit.

Despite the inconsistency of social interpretations, it would be a mistake to

completely reject the influence of society, since a number of data indicate that living conditions, social traditions and the educational system determine the predominant choice of the leading hand.

There are situations when right-handed people, under the influence of tragic circumstances, and not for biological reasons, become left-handed. The most common causes of forced left-handedness are injuries to the right hand: fractures, dislocations, sprains, suffered in early childhood. If the recovery period does not last long, then the injury will not affect the change of the leading hand in any way. But if several injuries occur in a row, then forced left-handedness occurs. It should be noted that cases of a forced hand change, as a rule, are accompanied by neurotic and emotional disorders, as well as coordination discomfort, difficulties in mastering conditioned motor skills. Since the hand is not the only example of the asymmetry of the human body, this led to the birth of a theory whose representatives tried to explain the asymmetry of the hands through the asymmetry of other organs. So, Aristotle believed that the organs on the right are more powerful than those on the left. Francis Bacon suggested that there is a connection between right-handedness and the location of the liver on the right. However, later, scientists found that total transposition of internal organs, when the heart is located on the right, the liver on the left, etc. and even local dextrocardia (right-handedness), with which they initially tried to link the manifestations of left-handedness, are extremely

rare phenomena, much rarer than left-handedness itself. Moreover, the relationship between these states is not clear. So, for example, among 12 surveyed people with total transposition of internal organs, there was not a single left-hander. The observations accumulated to date make us consider a specific quality of left-handers not so much a certain type of asymmetry as a greater symmetry of the organization in comparison with right-handers.

Despite the fact that until now there is no consensus about the genesis of "right-handedness-left-handedness", the most convincing are genetic concepts. According to some authors (B.V. Ognev, S. Springer, G. Deutsch), left-handedness is largely due to a hereditary factor. Familial left-handedness was noted in 72% of left-handed men and 78% of left-handed women. Left-handed parents are more likely to have a left-handed child if only one of the parents is left-handed; when both parents are right-handed, the likelihood of having a left-hander is lowest. In accordance with this point of view, the external environment only promotes (or hinders) the development of left-handedness.

Genetical Theory origin handedness proposed D. Levi and T. Nagilaki binds handedness and laterizatsiyu speech functions and involves dependence handedness of the two genes, one of which defines the materialization of a speech, and the other-the control of motor function.

The American researchers N. Geshvind and A. Galaburda also adhere to the

genetic concept: they make the role of hereditary factors in the formation of lateralization dependent on a person's sex. They believe that in the origin of left-handedness, prenatal development factors are of decisive importance, including the endocrine status of the mother, which has a direct impact on the development of the right and left hemispheres of the child's brain during its intrauterine development.

Particularly in this row is the concept of Marion Annette, which claims that in the human population left-handers, ambidexters and right-handed people are distributed in accordance with 4%, 30%, 66%, which is explained by the presence or absence of a gene that contains the factor of the right shift. If there is a genetic factor right shift in the course of development of the child, as a rule, in the left hemisphere dominated by the speech centers and the predominance of the right hand, which is also controlled by the left hemisphere.

It should be emphasized that since the factor of the right shift determines only the likelihood of dominance of the left hemisphere and right hand, M. Annette's theory admits the influence of environmental factors on a child with any possible genotype.

However, some authors believe that left-handedness is a consequence of birth trauma associated with damage to the left hemisphere, which can lead to a complex of disorders or delays in the development of speech, perception, and motor functions. In this case, it is necessary to distinguish between left-handed-

ness and these disorders, highlighting the pathological factors associated with the course of pregnancy and childbirth as a single cause of the occurrence of both left-handedness and disorders in the development of the child.

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SEVEN SACRED SUFIS OF BUKHARA

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Annotation: *This article is dedicated to the ancient shrines of Bukhara. It envisages a special role for tourism. The article deals with some outstanding religious figures, thinkers, scientists and poets of Bukhara, who helped spread the Naqshbandi order, which is a major Sunni spiritual order of Sufism.*

Keywords: Culture, Bukhara, buildings and structures, historical monuments, Islam religion, Naqshbandi order, sufis, tourism.

In recent years, special attention has been paid to the development of tourism. As a result, the beautification of cities and villages is given a new look, modernization is being carried out, roads, markets, shopping centers, cemeteries, our relics have been polished without losing their national identity.

Modern beautiful hotels are being built. Every city, village and aul is getting a new look. Sky-scraping buildings, modern homes, factories and mills are being built. The interest of foreigners in our country is growing day by day. Today, every visitor and tourist visiting our country is amazed and impressed by our customs, traditions, culture and art.

Where else is such a paradise? They are amazed by the variety of national songs, national dishes, and traditions when we travel to every region, city, village or aul, our immaculate nature, beautiful places. Especially the ancient cities of our country, such as Tashkent, Samarkand, Bukhara and Khiva, are attracting more and more tourists. Take the Bukhara region as an example. It is known from Mazi that it is not for nothing that Samarkand is ruined; Islam is a religion of Bukhara.

According to the program adopted by the Organization of Islamic Cooperation (ISESCO) "Science, Education and Culture" to determine the capital of Islamic culture in 2005-2025, the city of Bukhara was declared the capital of Islamic culture in 2020. Every year, the Islamic Organization declares 3 cities in the Muslim country as the capitals of Islamic culture. At the IX Islamic Conference in 2020, in addition to Bukhara, the organization's ministers of culture approved the cities of Cairo (Egypt) and Bamako (Mali) as capitals of Islamic culture.

Bukhara Sharif, one of the Sharif cities, is famous not only for its monuments, but also for its seven monuments. There are 41 holy places for Muslims in the world. 7 of them are located in the Bukhara. The great title "Buhoro-i-Shariff" was attributed to Bukhara for 7 having graves of great Sufi teachers:

1. Khodja Abdul Khalik Gijduvani (the founder of "khodjagon" sufi branch)
2. Khodja Mukhammad Orif Rigvari;
3. Khodja Makhmud Anjir Fagnavi;
4. Khodja Azizan Ali ar Romitani;
5. Khodja Mukhammad Baba as-Sammasi;

6. Khodja Said Amir al Kulal;

7. Imamu Tarikatti Shakh Mukhammad Bahau-d Din An Nakshbandi al-Uvaysi al Bukhari (the founder of “nakshbandiya” branch)

You will visit graves of this people and talk with their followers, listen to mystic stories about them.

The first Piri Murshid – Abdukholiq Gijduvani quddisa sirrihu – Khojai Jahon. Khoja Abdukhaliq ibn Abdulkamil Gijduvani is a great representative of mysticism, a famous saint, known as Khojagan. The founder and leader of the Central Asian sect was born in 1103 in the village of Gijduvan near Bukhara in an enlightened family. Abdukholiq Gijduvani died in 1179 in his native city of Gijduvan.

Gijduvani developed eight basic laws of his teaching – guidelines. B. Naqshband fully accepted these eight guidelines and added three more to them and laid the foundation of the world-famous Naqshbandi sect. 1. Hush dar dam. Step 2. 3. Safar dar vatan. 4. Private meeting. 5. Yodi kard. 6. Bozgasht. 7. Caregiver. 8. Memory 9. The time of Wuqufi. 10. Wuqufi number. 11. Wuqufi heart.

The second Piri Murshid – Khoja Muhammad Arif ar-Revgar qirdusu sirrihu Khoja Arif Mohi – is also known as tobon. Khoja Arif was born in Revgar village of Shafirkan district of Bukhara region. They lived more than a hundred years and died in 1259. Khoja Arif is the fourth caliph of Hazrat Abdukhaliq Gijduvani. From the blessings of the breaths of Hodja Hizr, they became known to the world as Hodja Arif.

The third Piri Murshid – Khoja Mahmud was born in the village of Anjir Fagni in Vobkent district. Hoja Mahmud Anjir learned the science of Fagnavi from Hazrat Hoja Arif Revgari. Hodja Ali ar-Romitani asked Hizr, “Whose foot can be held as a pir in this century?” Hizr said, “The murshid of this age is Hoja Mahmud Anjir Fagnavi.” they said. According to the advice of Hizr, Hoja Ali ar-Romitani became a murid of Hoja Mahmud.

The fourth Piri Murshid is known as Khoja Ali Rometoni quddisu sirrihu Khoja Azizon. Hoja Ali Rometani was born in the village of Qurghon in the noble Romitan. His status was very high, his fortune was great, and his profession was a weaver. According to Rashohat, he died in 1321. His grave is in ancient Urgench. Hodja Ali Rometani had four famous caliphs: Hodja Muhammad Kulohdoz, Hodja Muhammad Halloj, Hodja Muhammad Bovardi, Hodja Muhammad Babayi Samosi.

The Fifth Piri Murshid is the mystery of Khoja Muhammad Boboi Samosi quddisa. Khoja Muhammad Baba’i Samosi was one of the most mature disciples of the great Pir Khoja Ali Rometani (Khoja Azizon). His grandfather Samosi was born in the village of Samos (Simos), Rometan district, Bukhara region. His grandfather Samasi also knew in advance that Bahauddin would be born by the prophecy of Allah and told his disciples.

The sixth Piri Murshid – Sayyid Amir Kulol quddisu sirruhu’s real name is Sayyid Amir Kalon, he was born in the village of Sukhor near Bukhara. He was born about 1287. He was known as Mir Kulol

because of his pottery. Mir Kulol had a caliph with 114 saints. The most mature are: B. Naqshband, Mavlono Arif Degar-goniy, Sheikh Yodgor Vali, Sheikh Jamoliddin Dehai Asiyon, Sheikh Shamsiddin Kulol, Khoja Darzuni.

The Seventh Piri Murshid – Hazrat Bahouddin Naqshband. Hazrat Sayyid Muhammad Bahoul – Haqq val-millat vad dunyo ud-din Naqshband ibn Sayyid Jalaliddin. Hazrat Bahauddin Naqshband was born in 1318 in the village of Qasri Hinduvan near the city of Bukhara. Thanks to him, the name of the village became Qasri Orifon. Hazrat Bahauddin Naqshband was directly supervised by Sayyid Mir Kulol. He is Siddiqi by his mother, that is, his lineage goes back to Abu Bakr Siddiq. Hazrat Bahauddin Naqshband died in 1389 at the Orifon Palace.

One of the prominent cities in Uzbekistan, Bukhara was and a place of residence for many remarkable scholars, scientists, thinkers, poets, and other religious figures. It is also among the oldest cities in Central Asia. In the Middle Ages,

there were reportedly a total of around 360 mosques and 80 madrasahs serving Bukhara. The Seven saints or Khwajagan of Bukhara profoundly helped spread the Naqshbandi order, which is a major Sunni spiritual order of Sufism. The number of visitors to this shrine is growing day by day. The guests openly expressed their admiration and acknowledged that Uzbekistan has a great future.

It is obvious that through tourism we can easily show our culture and art to them, whether it is a delegation visiting our country, a guest or a tourist.

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О РОЛИ ВОСПИТАНИЯ МОЛОДЕЖИ В ПРОИЗВЕДЕНИЯХ ПОЭТА АЖИНИЯЗА КОСЫБАЙ УЛЫ

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***Аннотация:** В этой статье рассказывается о религиозном направлении суфизм. В статье говорится, что Бог является создателем всего и дарующим жизнь и дух человеку. Мыслитель Ажинияз в своем мировоззрении придаёт огромное значение вопросу о душе и теле человека. Мыслитель считал, что при жизни люди должны совершать благородные дела и должны обладать полезной профессией, наукой и разными навыками.*

Ключевые слова: суфизм, Бог, мусульманин, могущество, тело и душа, мыслитель, стремление, религиозные мероприятия, создатель.

По мнению Ажинияза, религиозное направление тасавуф – суфизм учит, что все бесчисленные предметы и явления существуют во взаимосвязи и взаимодействии согласно священному закону определенному Богом. По велению Бога люди имеют разные судьбы и пути в жизни («Не все были равны»). Сам Бог упорядочивает все явления в мире. Надо чистосердечно верить в него и молиться. Неправильно обижаться и сердиться на Бога. Такое поведение считается богохульством. Сам Бог благословляет или наказывает простого смертника по своему усмотрению.

Бог создал путь,

Ни с кем не поступай хитро,

Бедный Зийуар не горюй,

Пусть, сам Бог будет милостив [1:43]

Писал он, утверждая, что всесильный Бог наблюдает за вселенной и упорядочивает ее.

По мнению поэта люди только могут обратиться к Создателю с молит-

вой и просить его улучшить их трудное положение.

Однако, раб Божий не имеет права приказывать Богу и требовать от него выполнения некоего задания кроме как умолять его:

«Меня зовут Ажинияз, Мои крик не доходит до Бога» трудно добиться этого. [1:41] Он предупреждал, о том что Бог воспринимает желания своего раба Божьего, учитывая уровень его благотворения другим послушным мусульманам или же по своему усмотрению.

Ажинияз думал, что человек состоит из духа и тела, поэтому есть законы по которым эти две субстанции, дух и тело сохраняют туловище человека в единстве, и человек старается их соблюдать. Тело принимает пищу, пьет напитки, получает плотское наслаждение, тогда как духу присущи: ум, мышление, знание, чувство, воля, положительные или отрицательные поведения, и все другие душевные процессы происходящие в человеке.

Анализируя вопрос о жизни даруемый богом, поэт признаёт, что смерть реальное явление и утверждает что нужно жить. Предупреждая о том, что человек не знает когда наступает смерть, об этом знает только Бог, поэт в стихотворении «Не все равны» сказал: «Невозможно увидеть смерть, предупредить о ней»[1:98]. А в стихотворении «Смогу ли увидеть родину?» поэт обращаясь к Богу выразил свои пожелания в поддержку бытия: «Спаси Создатель нас, простых смертных, Не знаю как долго Вы позволите нам жить»[1:45]- так как считал, что Бог охраняет человека от смерти, бед, опасностей и бережет от подлостей.

Поэт, веривший в учение суфизма, утверждал, что Бог возвращает человеку вред, причиненный им другим людям или оказанную помощь. Поэтому человек должен жить честно, поступать правильно и говорить всегда правду. Всевышний будет наказывать за все неправильные шаги согласно его поступкам. Предупреждая о том, что будешь нести наказание за каждый совершенный грех, мыслитель обратился к некоторым людям совершающим проступки, взывая их к совести: «Это дело рук Бога, Иди по честному пути» [2:156]. Он искренне подчеркивал, что каждый человек должен жить честно, поддерживать справедливость и честно работать.

Хотя поэт говорил о том, что плохие и хорошие дела в жизни осуществляются с согласия и приказания Бога, он допускал, что на любой поступок человека влиять он сам или кто-то другой. В стихотворении «Смотрите» он описывает как оклеветали Мадамин муллу, и, хотя, поэт говорит ему в лицо, что это из-за его личного проступка, он взял назад свои слова и добавил, что так произошло не из-за Мадамина, сказав, что это «наверно божественное деяние», и считал правильным переложить вину на Всевышнего. Этот инцидент он описал так: «Смотрите на могущество Бога, друзья» [1:50]. Такое его отступление от сказанного, и конформистский взгляд на недостойные поступки, считающий, что не человек виноват, что совершил проступок, а Божественная сила и перекладывающий грех на самого себя, означало, что он хотел отмыться от грехов совершенных ненамеренно самим собой. Таким образом, хотя Ажинияз понимал клевету на человека как результат Божественной силы, он не исключал, что в этом есть и влияние отдельных людей.

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PRAISE AND PROMOTION OF SCIENCE ON THE CITATIONS OF X-XII CENTURY POETS

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Praising and propagating science is one of the most important and topical themes of tenth-century poetry, and stands close to the alyor.

Therefore, certain ceremonial events and historical events have been reported on the same subject.

For example, in Firdavsi's "Shahname" and AbushakuriBalkhi's introduction to "Ofarinname" there is praise and scientific propaganda for those who propagate science.

Perhaps the beginning of Rudaki's work "Kalila and Dimna" with both eloquent words of wisdom and knowledge is an example of this tradition.

Unfortunately, much of this work has not survived to our day, only its preface.

It is clear from remained passages that the Wise Poet generally addressed the subject of knowledge in terms of his attitude to life and its benefits in human life.

Rudaki's view of basic wisdom can be seen in the first pages of this work.

Ҳар кӣ н-омӯхт аз гузашти рӯзгор,
Ҳеч н-омузад зи ҳеч омӯзгор.

This work is about a life-saving perspective, the basic knowledge of a life master, and the need to use his experience.

It is clear that in this work the poet raised the banner of science and wisdom higher than the achievements of all kings.

Дониш дар дил чароғи равшан аст

В-аз ҳама бад бар тани ту лъавшан аст,¹

In general, the book "Kalila and Dimna" shows the accumulation of knowledge according to the needs and lives of people of all ages.

As the wise poet looked at the history of mankind, primitive people found the inscriptions of their ancestors on stones and other things that contained the knowledge of "sages" of different ages, depending on their needs for life.

То чаҳон буд аз сари одам фароз,

Кас набуд аз рози дониш бениёз.

Мардумони бихрад андар ҳар замон

Рози донишро ба ҳар гуна забон

Гирд карданду гиромӣ дош-анд,

То ба санг-андар ҳаме бингошанд.²

Abushakuri's "Ofarinname" pays more attention to the science of speech and its content.

We will therefore consider it separately and explain its main points.

Хирадманд гӯяд, ки таъйиду фар

Ба дониш ба мардум расад, на ба зар,

Чу доно шавад марди бахшандакаф.

Мар ўро расад бар ҳақиқат шараф,

Гуҳар гарчи воло, на беш аз хунар.

Зи баҳри хунар шуд гиромӣ гуҳар,

Касе к-ӯ ба дониш барад рӯзгор.

На ӯ ёфа монад, на омӯзгор,

Чаҳонро ба дониш тавон ёфтан,

Ба дониш тавон риштану тофтан,

1 Abdullah Rudaki. NasimiMulyon, p.

2 AbuabduallahRudaki. NasimiMulyon, p.114

Агар илмро нестї фазл пур.
 Ба сахтї бихастї хирадманд хур.
 Бад-он кӯш, то зуд доно шавї,
 Чу доно шавї, зуд воло шавї.
 На донотар он кас, ки волотар аст,
 Ки волотар он кас, ки донотар аст.
 Набинї зи шоҳон абар тахту гоҳ,
 Зи донандагон бозҷӯянд роҳ.
 Агарчи бимонанд деру дароз,
 Ба доно бувадшон ҳамеша ниёз³

According to Abushakuri, the importance of science and knowledge and the respect of its owners is very high.

This indicates that the level of knowledge, knowledge and prestige of the teacher increased during those times.

The ideal point of the poet's speech on the expansion of knowledge and the position of a scientist is that man can attain glory and honor only through this moral virtue.

The path of knowledge and learning is the path that leads to genuine greatness and perfection.

Neither wealth nor gold can take this high position.

In addition to forgiveness and generosity, it is only the honor of the owner of wealth.

One can gain prestige only through wisdom and science.

So, he is not indeed rich or ignorant, but wise and knowledgeable person.

Even kings, despite their secular superiority, require scholars to seek advice in their fields.

In his works, Abushakuri also points out the practical and vital benefits of knowledge.

In his view, knowledge directs him to the realization of his dreams, hopes and aspirations and worldly goals, or to comprehend the world.

Another great example of the glory of science and knowledge is the famous 80-byte work by the Iranian literary poet Aboulhaysam Gurgoni. It was evaluated by Mirzoev as "An educational discussion of the poetry of the X century."

In the period of Abu Qaida's opposition, the resistance of science to ignorance and wealth continues through the contradiction of science and ignorance.

But this poet did a lot to oppose the ignorant and the ignorant.

According to him, a scientist passes away and goes to the grave, but his memory is eternal. However, an ignorant person cannot even be called dead.

For this reason, a person who dies in the pursuit of prestige after science has remained in society's mind as a noble memory, rather than an ignorant person.

Шикори шер гавазн асту они юз оху,
 Ва марди хирадро илму хикмат аст шикор.

Ки марди илм ба гӯр-андарун намурда бувад,

Ва марди ҷаҳл абар тахт-бар бувад мурдор⁴

This field is the best example of the story of wisdom in the intense propagation of science and knowledge, which demonstrates the passion and thirst of the people of the IX-X centuries to study and compile it.

While the great philosopher and poet Shahidi Balkhi was glorified in glorious

3 Ash'ori hasroni Rudaki, p.150-151

4 Ashori hamasroni Rudaki. p.

forms of poetry, his devotion to science and knowledge and his place in man's spiritual life reflected it in small poetic forms with the plot of some details and aspects. Moreover, many of his scientific ideas spread across three continents.

But in these continents, in addition to the great knowledge of the poet, his dissatisfaction, the mood of struggle with the aspects of the world dominated by prevailed ignorance.

Шоир дар як китъааш мегӯяд
Донишо, чун дареғам ойи аз он-к
Бебаҳой, валекин аз ту баҳост.
Бе ту аз хоста мабодам ганҷ,
Ҳамчунин зорвор бо ту равост⁵.

A clear understanding of the meaning of the first and most basic poems in this poem needs a separate explanation. The point is that the poet's invaluable knowledge is devoid of his dignity.

In ancient Tajik literature, the word "priceless" meant both of these concepts.

The idea that if you are invaluable to science, it is worth to die which is understood in the words of the poet.

According to the knowledge of the martyr, the knowledge of his time seemed insignificant.

That is why the poet expresses his regret.

However, when knowledge is discriminated against, a knowledgeable speaker does not require pride in his moral privileges, a knowledgeable person does not need reluctance or treasures, and that is why he does not allow himself to be discriminated against.

The motto for scholars about the supe-

riority of knowledge over wealth is given in the following verses:

Донишу хоста-ст наргису гул,
Ки ба як ҷой нашкуфанд ба ҳам.
Ҳар киро дониш аст, хоста нест,
Ҳаркиро хоста-ст, дониш кам⁶

The ideas about poverty quoted in the first verses are generalized in the remaining verses of the poem, and the phrase poverty is applied to all wise men.

The rich and poor example given in the first verses of the continent continues in the following verses with the example of the confrontation between the educated and the ignorant.

Here, the poet summarizes the image of the oppressed, quoting the following verses.

Агар ғамро чу оташ дуд будӣ,
Чаҳон торик будӣ ҷовидона.
Дар ин дунё соросар гар бигардӣ,
Хираманде наёбӣ шодмона⁷.

The poet might have been exaggerated poetically in describing the hardships of martyrdom, as well as in expressing the sorrows of his own life and that of all scholars.

But, if grief is not mentioned under the phrase martyr, then what can it mean?

Aren't ignorant people dissatisfied with their daily lives?

As we can see, the subject of knowledge and wisdom lies beneath the subject of the Martyr, and other informal aspects of the natural demands of this genre have been reported.

This is why Abushakuri's "Ofariname" is radically different from the of-

6 Ash'ori hamasroni Rudaki, p. 54.

7 Ash'ori hamasroni Rudaki, p.80

5 Ashori hamasroni Rudaki, p.41

ficial praises in Rudaki's "Kalila and Dimna" and other great literary works.

That is, the poet describes the sad life of the scholars in poverty, instead of adding another point of view to the subject.

At the same time, we can see the distorted image of the intelligent and wise people in the image of other heroes of Abushukur's "Creation".

At the same time, we see that the real lives of educated people do not correspond to their social status and prestige.

In considering this view, we would like to point out that in the Middle Ages, science and knowledge, unlike poetry, did not have clear representatives.

He was an honorary person, but was not able to sell or defend his knowledge.

Unlike many, the work of our poet has gained widespread popularity among the representatives of the X century and was protected by the world's powers.

To clarify this idea, we turn to the work of the famous poet of the XII century Hakim Anwar, because according to his memoirs, the poet was able to attract the attention of the rulers not because he was a scientist, but because of his poetry.

Martyr was also a sage and he was known as a philosopher and achieved much success.

However, due to the abovementioned, he was also included in the field of poetry and achieved the level of a master of speech.

He was immersed and enriched in the poetry of the period with his wisdom.

Apart from these three examples, we cannot, unfortunately, cite any other evidence related to the life of the martyr.

But this does not mean that he has no other works besides these three.

It is not unlikely that among the many scattered fragments of the poets of this period some poems on the propagation and propagation of science are connected.

The following verse may belong to this type of poem, or to another poetic story in terms of rhyme.

Дурустии амал гар хоҳӣ, эй ёр,
Зи алфанчидани илм аст ночор
(136).

It is also true that this poem belongs to Abu Bakr:

То бад-он чо расид дониши ман,
Ки бидонам ҳаме, ки нодонам (142).

We also cannot ignore the fact that the author of this poem belongs to another poem:

Дониш ба хонаи дар баста,
На рахна ёбаму на калид астам
(141).

These three separate verses of various rhymes, in addition to "Ofarinname," represent several other great and small works of Abushakuri.

The poetry of this period suggests that these works may have belonged to other poets as well.

From the point of view of the general meaning of the poets of this covenant, words such as science, knowledge, wisdom, etc. are not included, but there may be other verses related to science. The following conclusions can be drawn from the revision of existing works and the destruction of tenth-century poetry in science and knowledge.

(1) Praising science and the wisdom of its people, along with praising wisdom,

is one of the main and broad themes of the wisdom of this period.

(2) The poets of this Covenant praised science and knowledge in terms of practical interests in life, their role and importance in improving human life, as an important part of wisdom.

3) The revelation of science and knowledge in the poetry of the tenth century is a brilliant phenomenon of the Islamic Renaissance thought movement, demonstrating the effective and clear influence of the development of science and science on literature.

Finally, in addition to the final conclusion, it should be added that the essence of science and knowledge about its inhabitants in the poetry of the tenth century can only be explained by the development and science of the Renaissance.

The Islamic awakening paved the way for the rapid development of science, not only stimulated the rapid development of literature, but also determined the path of development, the direction of ideological content, and the specific themes of the period.

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FITRAT'S "SATAN'S REBELLION AGAINST GOD" IS THE FIRST EXAMPLE OF A POETIC DRAMA

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Abstract: *At the beginning of the last century, a tradition of European writing emerged in Uzbek literature. In this regard, the first examples of the epic and dramatic genre were created in our literature. Especially during this period the formation of dramatic genres was accelerated. The first Uzbek drama, comedy and tragedy were founded.*

Key words: epic and dramatic genre, drama, comedy, tragedy, poetic drama, literary traditions.

I. Introduction

Fitrat's "Satan's Rebellion against God" is the first example of a poetic drama in Uzbek literature. This work is a product of a synthesis of Eastern and Western literary traditions. The reason is that the elements of poetic drama, as well as epics in Eastern literature, are reflected in dialogues and monologues. In Western literature, there were dramatic works written in verse. Thus, the genesis of the first poetic drama in Uzbek literature was based on the traditions of Western and Eastern literature.

II. Main part

This work was written during Fitrat's stay in Moscow (1924) and published in Tashkent. Although the volume of the work is small, that is, it is a one-act drama, it has several ideological and artistic layers. It is known that at that time Fitrat was a nightingale who lived in a cage like Cholpon.

He did not aim to enrich the history of Uzbek drama, but to create works that instill in the audience a hatred of the ty-

rannical regime, a love of freedom and liberty, a sense of struggle for the enlightened future of the country and the nation. During the time of Fitrat, the real landscapes of different historical periods of the people's life did not find their true expression in classical Uzbek literature. Poetry, the main form of our literature, has tried to approach and reflect this reality with the help of symbols. The drama "Satan's Rebellion Against God" is thus written in poetic form. Those who oppose development and stability are always the enemies of free-thinking people. But the creator turns this beast into a "teacher". Satan's Rebellion Against God is also a work written against national oppression and backwardness. In the play, the author veils his thoughts with the concept of supernatural pain. He explains to the Turkestans in a bitter language the reality of the political situation in their homeland.

In the play, some external aspects of Russification policy, which were initially considered positive in the early 1920s, have been sharply criticized and pitched. In terms of spirit and style, the work is

close to the “Divine Comedy” (N. Turakulov). Both works are deeply satirical, based on the reworking of the religious-mythological plot, directed against the injustices of their time.

The work is based on the narration in Surat al-A'raf (verses 11-12) about the creation of Satan and the creation of Adam. Nevertheless, some experts consider this work to be on an atheistic theme.

At first glance, Satan's Rebellion against God does not seem to be in tune with the times, and the image of Satan in it seems to be in harmony with Islamic literature, especially the Qur'an, the hadiths, and the interpretation of folklore.

If we pay more attention, we can feel that it is closely connected with the times and has reinterpreted the image of the devil, without going the traditional way. In “Satan's Rebellion against God,” Fitrat gives a positive connotation to the image of Satan, who always carries a negative meaning because of that difficult situation. Satan looks at the man and says, “Sen eslik bo'l, tusha qolma tuzoqqa(Remember, do not fall into the trap)”

Looking to God:

Uzoq bo'lsin, men yuraman bu kun shod,
(Long live the day I walk, happy)

Tutqunlikdan, qullikdan-da ozod.

(Free from captivity and slavery)

Rahbarim fan, payg'ambarim bilimdir,
(My leader is science, my prophet is knowledge)

Toping'umdir yolg'izgina o'ziga.

(I find myself alone)

Yolg'iz o'zim qutildim deb yurmayman
(I'm not walking alone saying I'm saved)

Boshqalardan xabar olmay yurmayman
(I don't go unnoticed by others)

Odamni ko'rsatib

(Pointing to the man)

Buni dag'i qurtarg'umdir qo'lingdan,
(I will save you from the mountain)

Chiqarg'umdir sening yanglish yo'lingdan.
(Get me out of your wrong way)

III. Conclusion

Satan's call for freedom, for science, for open-mindedness, for self-reliance, is, of course, Fitrat's indirect, sarcastic, evasive thought. Apparently, Fitrat was able to express his views poetically in a poetic way, using a drama-like dialogue in his work.

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DIFFERENTIATION OF PERIPHRASES BY GENDER CLASSIFICATION

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Abstract: *The term gender was introduced to science in 1955 by sexologist John Mani as a term with a medical meaning. Gender differentiation (the study of biological sex in a social environment) is studied by the science of genealogy. This means that the field of genealogy, which originally belonged only to the medical field, now operates as a social science.*

Key words: gender differentiation, social environment, science of genealogy, gender encompasses, social and cultural norms.

I. Introduction

John Mani explains that the concept of gender encompasses a process ranging from physical traits to social roles, defining many characteristics that are specific to women and men (as opposed to simple comparisons) [6]. In other words, in the words of psychologist Sean Bern, gender is a socio-biological name given to the concepts of “man” and “woman”, and it is not a biological category of ordinary sex, but a biologically based social concept [2].

Today, the gender criterion is one of the most important factors in human society, and the study of the similarities and differences between the beautification of women’s and men’s speech (attention in speech through imagery, eloquence, imagery, avoidance of repetition) is the focus of many experts N.I. Bazarskaya, I.Y. Kobylyansky, L.V. Shubina, etc. [1, 3,5]. In our observations we have seen that periphrases are mostly used by women. As Siddiq Mu’min points out, there is nothing wrong with a woman in eloquence and the use of beautiful expressions[4].

II. Main part

Gender specificity of Uzbek language paraphrases is a unique phenomenon. In our language, too, periphrases appear mainly on the principle of imagery. Periphrases are a multifaceted and comprehensive phenomenon, it is used not only in place of simple words, but also to express more deeply the meaning of commendable units. It is well known that beautiful, uplifting, attention-grabbing speech is a very important factor not only for female but also for cultured male speech. Indeed, the proper use of language units in their place is important for every language owner. In addition, the periphrasis also serves to express the conditions (physiological, psychological) belonging to these two sexes. In terms of the principle of imagery in the Uzbek language, gender periphrases can be grouped as follows:

1. ***Gender periphrasis based on logic*** (in female and male speech). For example, ***for women:***

The woman, who is considered a symbol of beauty and goodness, with her inge-

nunity and entrepreneurship, adorns the lives of herself and her loved ones with good deeds (Huquq, 2015. № 50); *The pain of a woman living in poverty with a landlord who was considered rich by others was similar, and the cure was the same* (T. Malik. Shaytanat, vol. 2, p. 471).

Regarding men: *Hazrat Alisher Navoi, the Sultan of Poetry and the founder of the Uzbek language, and the great patriot, king and poet Zahiriddin Muhammad Babur, a great statesman who made a worthy contribution to the development of not only the Uzbek people but also world culture, are such geniuses of our nation.* ("Buxoro muallimi" 2014. № 5).

In society, both self-aware and self-seeking men and women tend to speak culturally. Because from time immemorial, the Uzbek nation has inherited a beautiful expression of opinion in the context of etiquette. From this point of view, it is incorrect to understand only female or only male speech in the Uzbek language on the basis of the concept of gender periphrasis. Indeed, as we have seen, in many cases periphrases are equally active in the language of these two sexes.

2. Gender periphrases based on imagery. This group of gender periphrases includes figurative expressions that refer to or are used in speech by men and women: **In relation to women:** *When Jamshid loved like Otabek, our Zaynab agreed a thousand times to die like Kumush. Yes, our Zaynab was such a mad love maid* (T. Malik. Satan. Vol. 1, p. 162); *It is natural for a man to oppress a man, but the evils of a woman created as a goddess of sophistication... it is horrible to imagine that a*

woman can teach ten men in the chapter on oppression (T. Malik. Satan, vol. 2, p. 596).

For men: *When thinking about the spiritual world of our great ancestors, it is natural to pay special attention to Sahibkiran Amir Temur, because this classic figure, a symbol of unparalleled courage, bravery and wisdom, built a great empire and left a practical and theoretical legacy of statehood* (I. Karimov. Yuksak spirituality is an invincible force, p. 173); *On the fourteenth of July, the British green field hosts the players* (Sports News).

There are many periphrases specific to women's speech in this group. Because women are more emotional than men. In our opinion, the love of beauty, the hunger for rhetoric, the tendency to express concepts figuratively led to the emergence of these periphrases.

There are also periphrases that express the moral, emotional, and intellectual qualities of a woman and a man in the process of communication. Such periphrasis is also common in our language. For example, *the martyrs of beauty, the angel of the family, the spiritual mother of the student, the veil of modesty, the ruler of the land of shame, the one who does not suppress unattached, the dialect of love is true, etc. the yellow of the boys, the head of the family, the sultan of the family fortress, etc.* are the periphrases of male speech.

It is well known that every human being, whether male or female, has unique physical, emotional and moral qualities. It is not enough to express many of these features in simple words in the process of communication, a simple expression may not adorn a

speech etiquette. For this reason, as discussed above, it is necessary to replace some words with periphrastic units.

III. Conclusion

The use of periphrastic expressions in the speech of communicators leads to a positive emotional outcome of interpersonal relationships, mutual exchange of information, feeling and understanding of each other. With the help of periphrases (figurative expressions), people's speech etiquette and culture of behavior will increase, and society will continue to serve to make the speech beautiful and fluent. At this point, it is enough to remember that the periphrasis is a methodological tool that provides the diversity and art of speech, and it is not a product of the need to name the language, but a product of the need for expression.

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THE ROLE OF ONLINE WORD OF MOUTH ON BRAND LOYALTY

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***Abstract:** Creating and maintaining brand loyalty are the vital topic of research for marketers for a long time. Marketers have applied several techniques in order to maintain the brand loyalty among customers. The aim of the thesis that to analysis and determine the effects of online word of mouth in order to maintain the brand loyalty of the company. The scope of the study involves customers and potential consumers who are following currently on social media in Uzbekistan, Tashkent city. The data were collected via telegram boat a structured questionnaire with 500 people.*

Key words: Online Word of Mouth, Brand loyalty, Social Networking Site.

Creating and maintaining brand loyalty of the brand in the mind of customers are main themes for marketers all over the world since last decades. Brand loyalty can be utilized as a final dimension of customer brand resonance symbolizing the consumer's ultimate relationship and level of identification with a brand. Company brands obtain positive, excellent and permanent meaning in the minds of massive number of customers. As a result, brand become irreplaceable, irresistible and it can be reason to gain customer loyalty. Brand loyalty gives a chance to a company to increase sales revenues, market share, profitability to the companies as well as assist to them maintain in the marketplace.

Methodology: The data was collected with the help of structuring telegram boat which is main Social Networking Site (SNS) in Uzbekistan. The telegram boat questionnaire was structured with several filter questions which are: asked demographic site of the respondents, what type

of SNS is respondent using recently, if the respondent is following any brand on social media sites such as Facebook, Instagram or Twitter at least one brand, because of what kind of impact she or he became a follower of any brand on social media sites.

Result: The results of this study illustrates that advantageous campaigns on social media are the most significant drivers of brand loyalty followed by eWOM which relevancy of the content, popularity of the content among friends and appearing on different social media platforms and providing application. As a result of analysis which has done through telegram boat that there are several themes have arisen which are related to eWOM they are: popular Instagrammers, we call them bloggers. According to the last question which was given in Telegram boat that almost 40% respondents answered due to influence of Bloggers which they became followers of the specific brand page.

Conclusion: The aim of this thesis was to understand the effects of eWOM on brand loyalty. The results of the study are showed to put important contribution to practice and literature since social media marketing can be defined as a new, drastic development platform for building relationships with customers and forming positive image of the brands in the minds of customer. It's true that nontraditional marketing tools, social media is eagerly explored and usage by the companies. Customers' brand loyalty is impacted positively by the different platforms and applications that offered by the brand on social media.

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O'ZBEKISTON TARXIDA MIYONQOL OROLINING TUTGAN O'RNI

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Nizomiy nomidagi TDPU huzuridagi Jizzax xizmat ko'rsatish va servis texnikumi tarix fani o'qituvchisi, O'zbekistan.

Annotatsiya: *Ushbu tezisda "Miyonqol oroli" vohasining qadim tarixi, geografik o'rni, aholisning turmush tarzi haqida batafsil ma'lumot beriladi. "Miyonqol" hududida yashagan va yashab kelayotgan o'zbek urug'lari haqida ma'lumot beradi.*

Kalit so'zlar: "Miyonqol", Zarafshon, Politimet, Suvayrg'ich, "Ko'hak", Oqdaryo, Qoradaryo, So'g'diyona, "Kushoniya".

Annotatsion: *This tethys is given information detailed about ancient history, located, uzbek's tribes who lived and are living in this oasis and population's occupations of Miyonkol's oasis.*

Key words: "Miyonkol", Zarafshon, Politimet, Suvayrgich, "Kho'hakh", Oqdaryo, Qoradaryo, So'g'diyona, "Khushoniya".

Ma'lumki, tarixda ko'plab voqealarni boshidan o'tkazgan joy nomi bo'lmish "Miyonqol" – so'zi forscha so'z bo'lib "miyon" - o'rta, oraliq, "qol" - kanal, daryo ya'ni ikki daryo oralig'idagi yerlar ma'nosini bildiradi. Qadimda So'g'di Xurd (kichik So'g'd) nomi bilan ham mashxur bo'lgan.

Miyonqol oroli Zarafshon daryosining ikki tarmog'i Oqdaryo va Qoradaryo daryolarining oralig'idagi eng so'lim, xushmanzara joyi bo'lib, bu daryolar ikkiga ajraladigan joy Samarqand yaqinidagi Cho'ponota tog'i etaklaridan boshlanib, g'arb tomon 130 km masofaga cho'zilgan va keyin Xatirchi qishlog'i (Navoiy viloyati, Xatirchi tumani) yaqinida yana bir-biriga qo'shilishi natijasida Miyonqol oroli-ning chegarasi tugaydi. Miyonqol oroli-ning maydoni 1200 km² bo'lib, Oqdaryo daryosining uzunligi 130 km, Qoradaryo-ning uzunligi 127 km ni tashkil etadi.

Zarafshon daryosi bo'ylaridagi ilk dehqonchilik manzilgohlari miloddan avvalgi VI-IV ming yilliklarga borib taqaladi. Bu davrda Zarafshon vohasida dehqonchilik bilan shug'ullanuvchi yirik so'g'diy qabilalari yashagan.

Tarixning guvohlik berishicha Zarafshon vohasida joylashgan So'g'diyona maydonida bundan 2-3 ming yillar avval Samarqand (So'g'd, Afrosiyob), Maymurg', Ishtixon, Rigdod kabi bir nechta katta-kichik hukmdorliklar paydo bo'lib gullab yashnagan.

Miyonqol oroli hududida bundan 2500 yillar ilgari Kushoniya, Robinjon va Korzon kabi yirik shaharsozlik madaniyatining mahsuli sifatida paydo bo'lgan. Miyonqol orolidagi bu yirik shaharlar hozirgi Kattaqo'rg'on shahri va tumani hudida paydo bo'lgan. Lekin, keyingi vaqtda amalga oshirgan ko'chmanchi xalqlar ta'sirida bu hududda sivilizatsiya bir

muddat to'xtab qoladi. Ikki daryo oraliq idagi hayot XVI-XVII asrlarda qayta jonlanadi va gullab yashnaydi.

Sharafiddin Ali Yazdiyning yozishicha O'rta Osiyoda XIV-XV asrlarda 44 ta urug' va qabilalar yashagan bo'lsa, XVI asrda Dashti Qipchoqdan 24-26 ta turkmo'g'ul qabilalari kelib o'rtnashganidan keyin soni yanada ko'payadi. XVII asrda o'zbek urug'lari soni 92 nafarga yetadi. Ular o'troqlashish jarayonida qulayroq vohalarga o'rtnashganlar. Zarafshon vohasi anashunday dehqonchilik va chorvachilik uchun qulay bo'lgan vohalardan biri edi. Ular: qushchi, nayman, uyg'ur, qurlovut, qiyot, qo'ng'iroq, tang'ut, dormon, xitoy, chimboy, qavchin, mang'it, ming, bachqird, major, qozon, bahrin, orlot, sulduz, uyg'ur, qang'li, qipchoq, mo'g'ul, yobu, qorluq, saroy, turk, qirq, yuz, qulon, o'zz kabi qabilalardir.

Ko'plab ko'chmanchi o'zbek qabilalari Zarafshon vohasida (Oqdaryo va Qoradaryo oralig'i) qo'nim topib yerli aholi bilan etnik munosabatlari rivojlanadi. Zarafshon daryosining o'rta oqimida, Miyonqol oroli adog'ida, obod ikki daryo: Oqdaryo va Qoradaryo o'rtasida yashab kelgan bu xalq azal-azaldan yaratuvchanlik mehnati bilan shug'ullanib, dehqonchilik, chorvachilik va hunarmandchilik bilan shug'ullanib kelishgan. Tarixda kosibchilikda miyonqolliklarga yetadigani bo'lmagan. Miyonqolda qog'oz ham ishlab chiqarilgan bo'lib, asl Samarqand qog'ozidan keyingi o'rinda turgan. Venger sayyohi A.Vamberi o'z esdaliklarida Kattaqo'rg'onda tikuvchilar bir kunda 10 tanga daromad olishini aytib o'tgan.

Miyonqolda sug'orish tizimi yuksak darajada rivojlangan. Zarafshon daryosi Samarqand vohasi ariq va kanallarini suv bilan ta'minlovchi donor vazifasini o'tagan. Zarafshonning chap irmog'i bo'lgan Oqdaryo ham hududning shimoli, g'arbiy va Markaziy hududlarini sug'orishda muhim ahamiyat kasb etgan. Oqdaryodan 1802-yilda Samarqand begi Norbek Mehtar buyrug'iga ko'ra qazilgan 12 chaqirimli Shaxob kanali yirik tarmog'i sifatida oqib chiqadi. Zarafshon daryosida ja'mi 142 ta magistral kanal bo'lib, shundan 99 tasi Samarqand vohasini, 43 tasi esa Buxoro vohasini suv bilan ta'minlagan.

Kamoliddin Binoiyning "Shayboniy-noma" nomli asarida Zarafshon vohasini sug'orish inshootlari haqida qimmatli ma'lumotlar keltirgan. Asarda 1502 yilda Zarafshon daryosida Oqdaryo va Qoradaryoga ajralgan qismida Shayboniyxon farmoniga binoan xozirgi Cho'ponota yaqinida pishiq g'ishtdan Suvayrg'ich ko'prigini qurdirgan. Ko'priq qurilganda 7 ravoqdan iborat bo'lib ja'mi uzunligi 200 m ni tashkil etgan. Ko'prikning xozirgacha saqlanib qolgan birgina ravog'i bo'lib, balandligi 11 metr va kengligi 21 metr bo'lgan qismigina yetib kelgan xolos. Suv taqsimlagichni mutahkamligi, daryolarning asrlar davomida kuchli suv toshqinlariga bardosh bera olishi o'zbek ustalarining yuksak injenerlik san'atidan dalolat beradi.

Xulosa o'rnida shuni aytishim mumkin, Miyonqol oroli sir-sinoatga boy, ilmiy tomondan chuqur o'rganilmagan hududdir. Miyonqol aholisi etnik jihatdan o'ta mukammal tarzda shakllanib kelgan

o`zbek qabilalarining yurtidir. Xuddiki qadimgi Misrlıklar hayotida Nil daryosi muhim ahamiyat kasb etgani kabi.

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ИЗУЧЕНИЕ ВЛИЯНИЯ КОМПЛЕКСНЫХ МИНЕРАЛЬНЫХ И БИОМИНЕРАЛЬНЫХ УДОБРЕНИЙ НА РОСТ И РАЗВИТИЕ ТОМАТА В ПОЛЕВЫХ ОПЫТАХ

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***Аннотация.** Представлены результаты исследований по изучению влияния сухой формы комплексных минеральных и биоминеральных удобрений на рост и развитие растений томата. Выявлено, что сухие формы минерального удобрения FAN-AGRO 09 и биоминерального удобрения FAN-AGRO 09 BIO оказали лучшее стимулирующее влияние на рост и развитие растений томата сорта Барлос по сравнению с контрольными вариантами.*

Ключевые слова: комплексные минеральные удобрения, биоминеральные удобрения, рост и развитие, томат.

Введение. Основные достоинства томата – высокое содержание в нем витаминов, минеральных веществ, органических кислот, углеводов и, в особенности каротиноидов, так необходимых для нормального функционирования человеческого организма. Ежегодно растут площади под томатом, совершенствуется технология его выращивания, в частности, разрабатываются новые промышленные технологии его производства, повышается рентабельность. Большую роль при увеличении урожайности томата играет сбалансированная система минерального питания.

Растения томатов по своей биологии характеризуются способностью к продолжительному росту и новообразованию органов, в связи с чем имеют большие потенциальные возможности формирования высокой продуктивности [1].

Нами ранее были созданы новые биоминеральные удобрения путем биологической модификации гранул комплексных минеральных удобрений серии FAN-AGRO [2], бактериальным удобрением Fosstim-3 [3].

Целью исследований являлось изучение влияния новой сухой формы комплексных минеральных и биоминеральных удобрений на рост и развитие растений томата в полевых опытах.

Методы исследования. Объектами исследований являлись комплексные минеральные удобрения FAN-AGRO 09 и биоминеральные удобрения FAN-AGRO 09 BIO, **сероземные почвы Узбекского НИИ овоще-бахчевых культур и картофеля, растения томатов сорта Барлос.**

Схема проведения полевых опытов в Узбекском НИИ овоще-бахчевых культур и картофеля:

Таблица.

Биометрические измерения растений томатов сорта Барлос в период массового созревания (среднее 1 растение), (14.08.2019 г.)

Значения показателей			
Длина главного стебля, см	Диаметр куста, см	Кол-во боковых стеблей, шт.	Наличие плодов, б.
Без удобрений			
50,3	56,4	4,9	3,3
NPK традиционный посев			
52,8	59,6	5,7	4,0
Минеральные удобрения FAN-AGRO 09			
58,4	62,2	6,2	4,3
Биоминеральные удобрения FAN- AGRO 09 BIO			
53,8	63,3	5,9	4,3

1. Абсолютный контроль – без удобрений

2. Контроль, NPK – традиционный посев

3. Опыт, FAN-AGRO 09 – минеральные удобрения

4. Опыт, FAN-AGRO 09 BIO – биоминеральные удобрения

Опыты закладывались в трехкратной повторности. Исследования сопровождались необходимыми наблюдениями, учетами и измерениями согласно требованиям методики опытного дела [4].

Результаты и их обсуждение.

Нами было изучено влияние сухой формы комплексных минеральных удобрений FAN-AGRO 09 и биоминеральных удобрений FAN-AGRO BIO 09 на биометрические показатели роста и развития растений томата в полевом опыте в Узбекском НИИ овощебахчевых культур и картофеля. В период массового плодоношения проведены биометрические измерения растений томатов сорта Барлос, а так-

же учета наличия плодов на растениях (табл.).

Из таблицы видно, что высота главного стебля, диаметр куста и количество боковых стеблей в период созревания плодов у растений томатов были больше в опытных вариантах FAN-AGRO 09 и FAN- AGRO 09 BIO. Наиболее высокими были растения в варианте FAN- AGRO 09, длина главного стебля составляла 58,4 см по сравнению с контрольными вариантами (без удобрений – 50,3 см и NPK – 52,8 см) соответственно. Количество боковых стеблей было больше в варианте с FAN- AGRO 09 по сравнению с другими вариантами.

Наличие плодов отмечали в баллах по пятибалльной системе, ориентируясь на контрольные растения, по следующей градации: растение усыпанное плодами – 5 баллов, плодов много – 4 балла, среднее количество плодов – 3 балла, плодов мало – 2 балла. По количеству плодов варианты с NPK (4,0 б), FAN-AGRO 09 и FAN-AGRO

09 ВЮ (4,3 б) превосходили вариант без удобрений (3,3 б).

Выводы. Таким образом, проведенные биометрические исследования показали, что сухая форма минерального удобрения FAN-AGRO 09 и биоминерального удобрения FAN-AGRO 09 ВЮ оказали лучшее стимулирующее влияние на рост и развитие растений томата сорта Барлос по сравнению с контрольными вариантами.

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INTERACTIVE TEACHING IN THE EDUCATIONAL PROCESS

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Abstract: *The article discusses the role of an interactive way teaching a foreign language is one of the actual themes among researchers who worked in the sphere of language teaching and methodology. To this end, the main emphasis is on the role of interactive methods of teaching foreign languages is considered where this form of learning supports pupils' independence, cooperation, creativity and helps pupils to express their own opinions and ideas.*

Key words: interactive teaching, teacher and pupil, new curriculum, active approach, independence, cooperation, creativity, language acquisition, language learning, summative aspect, formative aspect, motivation, natural acquisition of language.

Introduction

In today's world it is important that an interactive way teaching a foreign language is one of the actual themes among researchers who worked in the sphere of language teaching and methodology. Many Methodists as Wilga M. Rivers, Lois Abrahamson, Cristina Gianikas and other professionals have been conducting researches on this problem. For instance, Wilga M. Rivers gives characteristics about what interaction is and definition of it [4]. Lois Abrahamson, Cristina Gianikas consider an interactive teaching and interactive language learning process.

An important point is that in the free Wikipedia encyclopedia there is an explanation of the word interaction "a kind of action that occurs as two or more objects have an effect upon one another". What does interactive teaching mean? From above mentioned definition of the word interaction is possible to derive concept of interactive teaching as two-way influence of two factors. In the school environment

it is the interaction between teacher and pupil, pupil and technical equipment (interactive whiteboard or computer) or between pupils themselves [6].

It is well known that according to traditional method many years ago teachers used in lessons just books for explaining new curriculum. Teachers mostly presented new curriculum through explanation or lecture. Pupils were forced to listen and make notes in their exercise books. Currently the method of teaching through interactive activities becomes very desirable and important. Teachers try to assist students in obtaining knowledge and support pupils' effort to achieve knowledge. Pupils do it not only through listening but mainly through active approach in lessons.

Actually, teacher's work is currently much more demanding than it was once. If the teacher wants to use interactive approach and interactive forms of teaching, if he wants to involve pupils into the educational process, he has to prepare for this

activity and has to prepare activities which support pupils' interactive approach. It is necessary to find and classify information that are usable in lessons and are connected with the practical life. Perhaps we should **also point out the fact that** the benefit of present time is that teachers can illustratively and actively work with materials designed in digital environment and save them for later use. What does interactive teaching support? Firstly, on the basis of the previous facts we can say that interactive teaching supports pupils' active approach to their education and learning. Teacher's work with a material which pupils can realize or use in their real lives and that is why they are close to them. This form of learning encourages pupils' independence, cooperation, creativity and helps pupils to express their own opinions and ideas. It creates a sense of responsibility for collective task. Modern technologies that are used in interactive teaching help teachers to achieve the relations between subjects more demonstratively. It helps to improve cross-curricular links. Various types of interactive teaching help pupils to remember and understand new things easily on opinion of many scholars [5].

Secondly, as is known interactive methods include: communicative teaching, direct method, language immersion, natural approach, silent way, storytelling, teaching proficiency through reading, total physical response and etc. so as to imagine more clearly it should be noted Kevin Yee's opinion, the author of interactive techniques, considers interactive methods to be the foremost effective ones.

Because they involve a set of quite 100 teaching strategies that aim to interact students in studying process. And most of them encourage the natural acquisition of language, not learning. There's a very important distinction between language acquisition and learning. According the author children acquire language through a subconscious process during which they are doing not study grammatical rules. The identical as they acquire their maternal language. Acquiring language, the learner needs a source of natural communication [2].

The paper by Karen Evans and Natasha Kersh (2004) "Recognition of tacit skills and knowledge": sustaining learning outcomes in workplace environments highlights the key role played by tutor-learner interaction in building learners' confidence as they prepared to re-enter the labor force: 'What is successful in one case may not be very successful in another case, but success is generally associated with a relational emphasis in the learning and teaching approaches used [1].

Thirdly, as for in higher education to the interaction between tutors and learners can be crucial. The Learning to Perform project highlighted how in music many students also teach. For instance, their project paper about the young instrumental teacher: learning to teach music while a student at Conservatoire recounts how many conservatoire undergraduates, who are already established as young musicians, are also often already experienced as instrumental teachers. In fact they both expect and hope to include

instrumental teaching in their career, consider that teaching will improve their playing, and think that they need to be trained as teachers, as they do not think that good performers always make good teachers. As many students look forward to working out how to improve their teaching and seeing their students' progress, and want their lessons to be fun [3].

Furthermore, in the article "What is Interactive Teaching?" written by D. Louis Abrahamson the first thing that is paid attention to realize about interactive teaching that it's not something new or isn't understandable. Following the opinions of the author we agree that if he/she could be a teacher and ask questions at school, assign and check homework, or hold class or group discussions, then they already teach interactively. As Louis Abrahamson considers basically then (in his book), interactive teaching is simply giving students something to try to, getting back what they need done, then assimilating it yourself, in order that you'll decide what would be best to try and do next. But, most teachers do this stuff, so is there more to it? As author noticed to answer this question, one needs to step removed from teaching and give some thought to learning. Over the last twenty years, the sphere of scientific discipline has taught us plenty about how people learn. Karen Evans and Natasha Kersh note: "A central principle that has been generally accepted is that everything we learn, we «construct» for ourselves. That is, any outside agent is actually powerless to possess an on the spot effect on what we learn. If our

brain doesn't know itself, – that is, soak up information, rummage around for connections, interpret and be of it, – no outside force will have any effect. This doesn't mean that the hassle has got to be expressly voluntary and conscious on our parts. Our brains take-in information and rate continuously on many sorts of levels, just some of which are consciously directed. But, conscious or not, the important thing to know is that it's our brains that do the training, which this process is simply indirectly associated with the teacher and therefore the teaching"[1]. For instance, even the foremost lucid and brilliant exposition of a subject matter by an instructor in an exceedingly lecture, may end in limited learning if the students» brains don't do the mandatory work to process it. There are several possible causes why students» learning may come short of expectations in such a situation. They may, not understand a vital concept partway into the lecture and then what follows is unintelligible, be missing prior information or not have an honest understanding of what went before, therefore the conceptual structures on which the lecture relies are absent, lack the interest, motivation, or desire to expend the mental effort to follow the presentation, understand the arguments, be of the positions, and validate the inferences [5]. However, as critics are quick to illustrate, without interaction with the learners as asking questions, an instructor has no opportunity to understand if he or she efforts to clarify or present the subject successfully that's considered the "summative" aspect and therefore the easiest aspect to

grasp and it's well described within the literature. But, it's removed from being the sole perspective. The second reason is termed "formative", where the teacher aims through the assigned task to direct students' mental processing along an appropriate path in "concept-space". The intent is that, as students think through the issues necessary in traversing the trail, the resulting mental construction that's developed within the student's head will possess those properties that the teacher is trying to point out. As Socrates discovered, an honest question can accomplish this result better than, just telling the answer. The third could even be termed as «motivational». The word motivation is explained during this way" [1].

It is important to remember that the word motivation comes from the Latin word 'moveere' which to move. Moreover, motivation is the energizing force that directs and controls our behavior towards the achievement of our goals. It refers to those factors, which increase the vigor of an individual's activity. It energizes the person, prompts and compels him to act and behave in particular way so as to satisfy his needs. In education, motivation is arousal of interest in learning and is required for effective management of the learning process."

In conclusion we may say that it is important to point out that learning is hard work, and the process of motivation at the right moment can make all the difference. And we agree that one motivating factor provided by the interactive teacher is the requirement of a response

to a live classroom task. This serves to jolt the student into action, to get his brain to produce a speech, so to speak. Additional more subtle and pleasant events follow immediately capitalizing on the momentum created by this first burst. One in all these could be results of our human social tendencies. When teachers ask students to figure together in small groups to unravel an issue, a discussion ensues that not only serves in itself to create more robust knowledge structures, but also to motivate. The anticipation of immediate feedback within the type of reaction from their peers, or from the teacher could be a very strong motivator. If it's not embarrassing or threatening, students want to grasp desperately whether their understanding is progressing or simply drifting aimlessly in concept space. As a result, knowing that they're not allowed to drift too far flung track provides tremendous energy to continue.

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AGE FEATURES OF ETIOLOGICAL FACTORS OF CEREBRAL STROKE IN CHILDREN

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Abstract. *The etiological factors of acute disorders of cerebral circulation (ACVI) in children and adolescents of the type of cerebral stroke (CS) are extremely diverse in comparison with adults, and therefore the systematization of the causes of stroke in childhood is very difficult. In 20% of cases, the cause of the verified (according to X-ray computed or magnetic resonance imaging) CS in children remains unclear.*

Key words: stroke, arterial and venous aneurysms, arteriovenous malformations.

The aim of the study is to reveal the age-related characteristics of etiological factors of CS in children and adolescents.

Methodology. The analysis of the causes of CS was carried out in 66 children. 10 (15.38%) children with CS under the age of 1 year were observed; 6 (9.23%) – early childhood; 15 (23.07%) – preschoolers; 17 (26.15%) children of primary school age and 18 (27.69%) adolescents. The average frequency of CS within one year of each age period did not differ significantly. This indicator was 10 cases in the first year of life, 2 ± 0.57 – in early childhood, 2 ± 0.51 – in preschool, 2 ± 0.66 – in primary school and $3 \pm 0.68\%$ of cases in adolescents in year. CS prevailed in boys in 40 (60.61%) cases. In girls, CS was recorded in 26 (39.39%) observations. In 34 (51.51%) children, CS proceeded according to the hemorrhagic type and in 32 (48.49%) cas-

es, CS was verified as ischemic. The predominance of hemorrhagic CS in the period of newborn and early childhood in a ratio of 3: 1, in preschool age – 2: 1, in older age groups this ratio was equal to 1: 1. Repeated CS for the hemorrhagic variant were registered in 4 (6.06%) children. Right hemispheric CS were in 26 (39.39%), left hemispheric – in 24 (36.36%), bilateral (all hemorrhagic) – in 2 (3.03%) children. Brain-cerebellar CS was verified in 5 (7.57%) patients. Subarachnoid hemorrhages developed in 7 (10.60%) children, intraventricular hemorrhages – in 2 (3.03%) children. The lethal outcome was in 8 (12.12%) cases and only in hemorrhagic cysts, without significant differences in age groups.

All etiological factors of CS were combined into 2 groups of I and II orders. The etiological factors of the first order included cerebral and extracerebral causes – organic pathology of the central nervous system and somatic sphere. The leading cerebral factors were congenital anomalies of cerebral vessels (aneurysms of arteries, veins, arteriovenous malformations), cranial and extracranial arteritis, neuroinfectious and neurooncological causes. Among the extracerebral etiological factors were identified: cardiac (congenital heart defects and large vessels, diagnostic studies and surgical interventions for congenital defects * Ivanovo State Medical Academy of the Ministry of Health of the Russian Federation of the heart); hematological (hemorrhagic diathesis, thrombocytopenia, anaplastic anemia); renal (acute glomerulonephritis); endocrine (congenital dysfunction of the adrenal cortex). The etiological factors of the second order included residual states with an inferiority of cerebrovascular, somatic reactivity, failure of neuro- and CSF dynamics. In this group of causative factors, a special place was taken by residual phenomena of perinatal pathology (hypoxic-ischemic encephalopathy, immaturity of the central nervous system of premature infants, operative delivery), mild traumatic brain injury, transient arterial hypertension, bronchial asthma, physical overstrain (including straining and cry). Proportional etiological coefficients (PEC) were calculated. PEC1 is equal to the ratio of the absolute number of identified etiological factors and the total number of children with CS, PEC2 is

the ratio of the absolute number of cerebral and extracerebral factors, and PEC3 is the ratio of first order etiological factors and second order etiological factors.

Results. Analysis of the causes of CS in 66 examined children showed that in 14 (21.21%) of them extracerebral factors were determined, in 31 (46.93%) – cerebral factors, i.e. in 45 (68.14%) subjects, first order etiological factors were verified. Etiological factors of the second order were detected in a slightly larger number (48; 72.72%) children. It should be assumed that more than 50% of children with strokes had constellations of factors of both groups, since factors of the second order were to a greater extent the pathogenetic mechanisms of stroke development. For example, the occurrence of QI due to rupture of an abnormally developed intracerebral vessel (saccular aneurysm) against the background of intense physical activity, during which systemic arterial pressure and hemodynamic perfusion in the cerebral arteries increase. On the other hand, in 6 patients the immediate cause of stroke was not established (in both hemorrhagic and ischemic variants), for example, in spontaneous subarachnoid hemorrhages. However, 2 of them had a history of meningitis (serous and purulent) transferred (in the neonatal period in one and at an early age in another). Among the extracerebral factors, the largest proportion 7 children; 10.6%) were cardiac causes (congenital heart defects, predominantly of the “blue” type, diagnostic studies and surgical interventions in this regard with the use of

a heart-lung machine). In 5 (7.57%) children, hematological factors were identified, such as hemorrhagic diathesis, idiopathic thrombocytopenia, aplastic anemia, and disseminated intravascular coagulation. In 1 (3.03%) case, renal (acute glomerulonephritis) and endocrine (congenital dysfunction of the adrenal cortex) factors were determined, accompanied by arterial hypertension.

Cardiac extracerebral factors were of primary importance in the development of CI in preschool children, hematological factors – in children of the first year of life. Renal and endocrine factors were recorded in preschool and early childhood. The leading cerebral factors were congenital anomalies of cerebral vessels (aneurysms of arteries, veins, arteriovenous malformations, angiomatosis) in 19 (28.78%) children. Congenital anomalies of the brain structure (Arnold-Chiari syndrome, retrocerebellar arachnoid cyst) were verified in 3 (3.54%) children. In 3 (3.54%) cases, viral hemorrhagic encephalitis was detected. Nonspecific infectious-allergic cerebral (primary and secondary) arteritis and aorto-arteritis were the causes of CS in 5 (7.57%) children. Angioreticuloma of the brain tissue – in 1 child.

The analysis of age-related characteristics of cerebral factors revealed the following: arteriovenous and arterial aneurysms and arteritis were neuroimaged more often in children of school and preschool age and were not causes of CS in the first year of life and in early childhood. However, venous aneurysms, venous angiomatosis, neuroinfections and

brain abnormalities were manifested by ACVA and (or) accompanying it mainly in the first year of life and in early childhood.

Among the etiological factors of the second order, anamnestic data on the unhappiness of the perinatal period were revealed in 17 (25.75%) individuals, i.e. every fourth child. If we take into account the fact that congenital defects in the development of cerebral vessels and the brain are of dysontogenetic origin, then the proportion of perinatal factors in the development of CS will at least double. The most common factor was hypoxic-ischemic encephalopathy – 8 (12.12%) cases and prematurity – 5 (7.57%) cases. Surgical delivery (by cesarean section) and hydrocephalus were 4 (6.06%) and 7 (10.65%) cases. The absolute number of perinatal factors prevailed significantly in the first year of life, less often in preschool age. Even less often, these anamnestic data were found in children with CS in other age groups. There were 2 cases of “late child” and 1 case of multiple pregnancy. Arterial hypertension was registered in 11 (16.66%) individuals with a predominance of school-age children in comparison with younger age groups. The same distribution was noted for physical overvoltage (6 cases).

The analysis of PEC1 suggests that the absolute number of etiological factors of CS prevails in newborns (PEC1 = 1.9 arbitrary units), and as the age of children increases, there is a general tendency to decrease them, i.e. with all the variety of reasons for CS in a number of children, mainly older children, it was not possible

to establish an etiological diagnosis even when using highly informative paraclinical research methods, such as cerebral angiography. Therefore, PEC1 for senior schoolchildren was 0.9 conventional units. PEC2, showing the ratio of cerebral etiological factors to extracerebral in group comparison, had a tendency to maximum growth in preschoolers (PEC2 = 12.0 conventional units) and, to a lesser extent, among senior pupils (PEC2 = 4.0 conventional units). The exception was the PEC2 indicators in young children (0.33) and preschoolers (1.16). The ratio of 1st order etiological factors and 2nd order etiological factors (PEC3) was approximately the same in young children and primary schoolchildren (1.33 and 1.30 conventional units, respectively), the first year of life and preschoolers (0.9 and 1.0 conventional units). In adolescents, this indicator was 0.45 conventional units due to the predominance of second-order etiological factors.

With increasing age of children, there was a decrease in the absolute number of causes leading to the development of CS, and the number of strokes with an un-

known etiological factor increased. The critical age periods in terms of the importance of cerebral factors were adolescence and, to a greater extent, younger school age, extracerebral factors were early childhood and preschool age.

Of greater importance in the development of CS in children were etiological factors of the second order, more often in infancy, preschool and high school. In newborns, the leading factors were perinatal factors (hypoxic-ischemic encephalopathy, prematurity, hydrocephalus), and in adolescence – arterial hypertension, physical overstrain, in preschool age, mild traumatic brain injuries were more often than in other age groups.

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EXPLORING THE IMPACT OF THE CORONAVIRUS PANDEMIC ON TOURISM AND RECREATIONAL SERVICES: CASE FROM REPUBLIC OF UZBEKISTAN

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***Abstract:** This article described the essence of government policy on tourism and recreational services during the pandemic period and gives some recommendations that should be done during and after pandemic.*

Key words: tourism, COVID-19, pandemic, recreation, tourism-recreational service, resolution

Introduction

In 2019 Tourism industry reached its eighth growth in a row and the number of tourists all over the world estimated 1.5 billion [11]. It is expected further in future but “COVID-19” pandemic changed all the predictions. Since January of 2020-year various kinds of restrictions have been imposed on tourists’ visit to the tourist destinations. According to the second report of WTO April 28, 100% of worldwide destinations have pandemic related travel restrictions [2].

Of course, these limitations have also impacted tourism industry of Uzbekistan. By comparing it can be seen that during January and February before pandemic there was an increase in the both numbers of foreign tourist numbers in 2019 in January 437.3 thousand foreign tourists visited to the country while 538.4 thousand in 2020 year in February it was estimated 393.5-440.2 thousand. But in March it declined dramatically because of COVID-19 and only 235.4 thousand in-

ternational visits were recorded and it was 549.5 thousand in 2019 march. In April 2020 the borders were closed and the arrival of tourists stopped [9].

The purpose of the article is to provide scientifically proved recommendations for the development of tourism and reaction services in Uzbekistan during and after the coronavirus pandemic.

Literature review

Currently there are not enough researches in both local and international scientific literature and journals on COVID-19 but a number of foreign scientists studied “Tourist’s safety” field, because security of tourism destinations is the main factor to increase the number of tourists visiting to the country.

For the last six month some foreign and local scientists studied COVID-19 pandemic’s effects on tourism industry on different sides. The impacts of the novel coronavirus COVID-19 call for transformative e-Tourism and estimated

the six transformative e-Tourism research pillars [10]. Other researchers studied Covid-19 and other disasters' consequences for wildlife and biodiversity and concluded that it affected positively on them [3]. In one paper examples of fields for applying paradox research in COVID-19 tourism research are analyzed and divided into eight groups and concluded that COVID-19 results in numerous socio-cultural, economic and psychological impacts on various tourism stakeholders, some of them for years to stay [5].

One of the local researchers showed how to calculate the impact of COVID-19 on tourism sector and offered 3 scenarios: optimistic, realistic and pessimistic [1]. In other study the impact of natural and man-made crises on the tourism sector has been discussed and focused the role of taxation in restarting Tourism industry [12]. Also the current development state of tourism industry in Uzbekistan has been researched and the impact of coronavirus on socio-economic condition was discussed and some recommendations were given [4]. But how to decrease the affects and government's role in this process have not been discussed enough so it highlights the thesis importance.

Material and methods

The methodology of the paper consists of the theoretical knowledge in the field of investigated study. We studied all the applicable domestic literature as well as foreign ones. This paper methodology requires gathering relevant data from the specified documents and compiling data-

bases in order to analyse the material. We used the methods of examination, analysis and comparison. We obtained data mainly from reports of WTO (World tourism organization), statistical reports the State Committee of the Republic of Uzbekistan for Tourism development.

Results and discussion

As other countries tourism industry has been affected badly in Uzbekistan too. In this kind of situations of course the government's role is much more significant. It has been almost 5 months that this sector is not working properly because of pandemic. For the last 3 years a number of decrees, orders, and resolutions have been accepted to develop this field and lift its role to the strategic sector of economy of the country. Since March when the first patient with coronavirus was found out two resolutions and one decree have been accepted in Uzbekistan on Tourism industry in order to decrease the effect of COVID-19 on this sector.

On May 28 PD-6002 "On urgent measures to support the tourism sector to reduce the negative impact of the coronavirus pandemic" was announced [6] and in this resolution a number of privileges that would be given to Tourism industry holders were mentioned: from June 1 to December 31, 2020, the income tax rate will be reduced by 50% compared to the established rate; until January 1, 2021, the calculation and payment of tourist (hotel) fees will be suspended; interest-free delay in payment of the local fee for the right of retail sale of alcoholic beverages on the basis of notification of the state tax ser-

vice until January 1, 2021 and their subsequent payment in equal installments for 12 months.

In addition, the extra budgetary Fund for Tourism Support under the State Committee for Tourism Development has allocated one-time targeted interest-free loans for a period of 12 months: no more than three times the average monthly salary fund for tour operators in 2019; in the amount of five times the basic calculation amount for each bed for accommodation.

Also some kind of extra financial help by the government has been decided to do they are below: interest expenses of tourism entities on loans previously issued by commercial banks for the construction of accommodation facilities for the period from March 1 to June 1, 2020; the share of interest expenses on previously issued loans to tourism entities for the construction of accommodation facilities in the period from June 1, 2020 to January 1, 2022, exceeding the base rate of the Central Bank, but not more than 10 percentage points; the share of interest expenses on loans to tourism entities for compliance with the new sanitary and hygienic requirements in excess of the base rate of the Central Bank, but not more than 10 percentage points;

In the resolution PR-4755 "Additional precautions to the development of the tourism sector in following the requirements of the strengthened sanitary-epidemiological security regime" "Uzbekistan. Safe travel GUARANTEED" sanitary-epidemiological security system has been decided to organize [7]. It should be mentioned that all expenditures of economic

entities aimed at the implementation of preventive measures against the epidemic aimed at preventing and reducing the incidence of disinfection, disinfection and infectious diseases in the buildings and structures of tourism and related infrastructure facilities shall be reimbursed from the State Budget of the Republic of Uzbekistan.

Currently tourism is restarting step by step and different kind of requirements is organized in different countries and the safety of tourists is now one of the most important things ever. It is stated in the resolution that if tourist infects coronavirus during the visit to Uzbekistan he or she will be paid 3000\$ once as a compensation.

In addition resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated July 10, 2020 №-433 "On measures to create favorable conditions for the restoration and development of tourism in the Republic of Uzbekistan" serves to ensure the execution of the above documents [8].

Conclusion

In conclusion, the standards that include organization of optimal working conditions and processes to protect the health of workers and employees of tourism and recreation facilities in Uzbekistan in the period after the pandemic COVID 19, the implementation of preventive measures, sanitary and hygienic services to ensure the health of tourists should be developed.

During and after COVID 19 pandemic, it is necessary to accelerate research on which areas of domestic and foreign tour-

ists need tourism in Uzbekistan, how to organize tourist services, as well as to further improve the digitalization of tourism in Uzbekistan.

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ISSUES OF INVOLVEMENT OF GIRLS OF LOCAL NATION IN SPORTS SCHOOLS

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The country has its place in Physical Culture and sports as in all areas of local nation-wide women. In particular, the involvement of girls in sports, the creation of conditions for them to participate in international competitions, is one of the most important problems of the present period.

Today, the relations, interests and aspirations of women and girls of the local nation, especially schoolchildren, to be constantly engaged in physical education and sports, to actively participate in all kinds of sports competitions are expressed in different forms and content in our country.

It is worth noting that not only in central cities, but also in remote villages, schoolchildren are pleased to participate in Physical Culture and mass sports competitions. In prestigious sports competitions (wrestling, sports games, singing solo, rhythmic gymnastics and competitions, etc.), skill performances of girls are widely distributed. Especially comes the enthusiasm of those who have seen their achievements by participating in friendly meetings, international tournaments and other official competitions in foreign countries. Other girls look at such important and future-leading educational events with enthusiasm, passion and confidence.

It is necessary to recognize that a number of decisions and decrees of the

president of the Republic on the development of children's sports are deeply integrated in their strength and impact positively. The number of girls of local nationalities who are engaged in sports schools in the district, cities is increasing. The demand and needs for qualifying and supervising girls who are passionate about sports and who are strong enough to improve their skills are also greatly improved.

But it is difficult to say that such a social culture and pedagogical processes are carried out intensively everywhere. On the basis of our interviews, pedagogical observations and practical experience with the school girls of urban and rural schools in the regions, it is worthwhile to draw the following conclusions and conclusions, namely:

1. Today, schoolgirls are less passionate about engaging in sports activities and participating in competitions, lack of physical training and a number of other reasons are encountered among girls in remote villages.

2. Physical education classes do not correspond to the desires and interests of schoolgirls (national consciousness and Customs).

3. A variety of movements and "talk shots" of boys in classes, sports classes and competitions increase the shyness of girls.

4. When walking in sports clothes, it is not worthwhile for an adult to think and look at girls. It is possible to admit that there is a lot of similar feedback and opinions of girls.

Based on the same problems, it is worth recommending some suggestions, namely:

- to develop and apply the decrees and decrees of the President of the Republic on the development of children's sports in the conditions of Family, School and neighborhood;

- increase in the number of classes specific and suitable for girls in the activities of sports schools of mugs, children and adolescents in secondary schools;

- To increase the prestige of competitions in the special tests” Barchinoy “ and the national games of the people, to encourage actively participating school girls, to widely promote those who have achieved good results and achievements as an example;

- to achieve the constant involvement of girls in the morning and free time in family and neighborhood conditions with a variety of health-improving physical exercises (running, ball games, hiking, etc.);

- to develop sports clothes that are primarily pleasing to girls and do not

evoke the imagination, thoughts of big and small men, turning them into consumption.

In conclusion, we can say that physical education classes, sports competitions bring up opportunities for a person to be physically harmonious, harmonious, to increase his mental and physical abilities, to compete in every field. Among the girls of local nationality, all kinds of sports, even those who are capable of performing such complex exercises as barbell, boks, wrestling are three. Their selection, testing and skill secrets should be taught on the basis of the requirements of the period. Bunda will have to rely more on the experiences of neighborhood activists, parents who are fans of sports.

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THEORETICAL PEDAGOGICAL ISSUES OF DEVELOPMENT OF SOCIAL COMPETENCES OF PRIMARY SCHOOL TEACHERS

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Abstract: *This thesis describes the issues of methodological modernization of primary school teachers in accordance with modern educational standards in the framework of the Concept of Continuing Spiritual Education. In the context of ensuring that the educational process in higher education institutions is built on the basis of competence, it is important to equip future primary school teachers with social competencies.*

Key words: modern educational standards, competence, teachers of primary education, social competencies, the subject “Methods of educational work.”

The approach based on social competence in higher pedagogical education is aimed at modernizing the higher education system in Uzbekistan, realizing the national idea of “from national revival to national development” and fulfilling the real requirements of the state and society to the educational process. Fulfillment of these requirements will serve to modernize the goals, content, technology and results of pedagogical activity, the criteria of teacher training, and, consequently, the content of the process of training primary school teachers.

Resolution of the Cabinet of Ministers No. 1059 on the approval of the concept of “continuous spiritual education” is an innovative approach to the definition and gradual formation of the basic spiritual and moral qualities of primary school students in the form of social order, requires armed with.

Today, the concept of “competence” has become a central concept in the modernization of the content of education, embodying the intellectual and qualita-

tive results of education. Because a competent approach to education does not deny the need to have the necessary knowledge base in the content of education, and assumes that competence is an integral result.

An important aspect for our study is that social competencies arise from the characteristics of the social sphere and the interdependence of people as a person, as a subject of activity [1]. Theoretical analysis shows that social competence is a set of skills that emerge based on the needs of society, helping the educator to perform his social roles well. We define the social competencies of a primary school teacher as a combination of socio-pedagogical and socio-psychological knowledge, skills, and methods of activity necessary for high-quality professional pedagogical activity.

The training of primary school teachers is essentially a socially oriented educational process that requires the application of a number of specific principles in its organization. These include the activity of all actors in the educational process,

the principle of dialogue, the principle of linking education with the professional and personal experience of future teachers, the principle of vital skills, the principle of complementarity and mutual development, the principle of strengthening and expanding the scope of activities and communication, principle includes the principle of personal approach.

Due to the requirements of the pedagogical paradigm of the new era, primary school students need to gradually form in childhood such important qualities as devotion to the Fatherland, entrepreneurship, will, ideological immunity, kindness, responsibility, tolerance, legal culture, innovative thinking, and hard work. This requires the reflection of these practical pedagogical tasks in the content of the subject "Methods of educational work" taught in higher education institutions.

Today, the training of future primary school teachers is carried out on the basis of the state bachelor's standard of education 5111700 – direction of primary education and sports education.

According to the analysis, 11 out of 22 qualifications approved as "Qualification Requirements of the Direction" (50%) are social competencies directly related to pedagogical and spiritual-educational activities. These are:

- organization and management of social and spiritual-educational work in the community;

- development of a work plan for the activities carried out, control and evaluation of the results of the work performed;

- taking into account the interconnectedness and generality of the components

- of the educational process (purpose, result, content, form, method and means);

- effective use of basic and auxiliary forms of organization of the educational process;

- effective organization and conduct of leisure time of students.

These competencies, which are necessary for competitive, modern educated and highly spiritual professionals, in turn, are social, communicative, socio-informational, are divided into groups of cognitive and special competencies.

The activity of the primary school teacher is essentially social and therefore social competencies remain at the top level throughout his / her activity. Therefore, it can be said that social competence is formed on the basis of professional pedagogical competence and forms a priority component of the model of personal qualities of the student, which includes individual personal characteristics.

Due to the leading role of spiritual and educational activities in the system of professional qualification of primary school teachers, the role of spiritual and educational activities in pedagogical games, technology development, pedagogical planning of spiritual and educational work in primary school, presentations of modern pedagogical technologies, analysis of results and discussing them with students, based on national ideas and spiritual values, it is advisable to ensure the diversity of methods used.

The results of our research have shown that the modernization of the subject "Methods of educational work" is clearly reflected in the development of

practical and educational functions of students. There was also an increase in the level of mobility, responsibility, willingness to take responsibility, perseverance, determination, and self-control in uncertain situations, the need for entrepreneurial skills in organizing work in their field. Students' self-confidence also increased as they realized that success in their pedagogical activities depended on their hard work. They show an aspiration for communicative activity, initiative, independent decision-making on independent issues or difficult situations, and the desire to defend their

views, an increased determination to achieve the goals of the activity.

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НОДАВЛАТ НОТИЖОРАТ ТАШКИЛОТЛАРИНИ ИЖТИМОЙ ФЙДАЛИ ДЕБ ЭЪТИРОФ ЭТИШГА ОИД ХОРИЖИЙ ТАЖРИБА

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***Аннотация:** Мазкур мақолада Ўзбекистонда нодавлат нотижорат ташкилотларни қўллаб-қувватлашнинг ҳуқуқий механизмидаги айрим масалалар таҳлил қилинади. Соҳани ривожлантиришига оид янги истиқболли таклиф ва ечимлар илгари сурилади.*

Калит сўзлар: нодавлат нотижорат ташкилоти, жамоатчилик назорати, ижтимоий тадбиркорлик, ижтимоий фойдали мақоми, солиқ имтиёзлари, ижтимоий шериклик.

Давлатимиз раҳбари 2020 йил 20 январда Парламентга Мурожаатида “Ислохотларнинг амалий натижадорлигини оширишда, жойларда янги ташаббусларни илгари суришда аҳолимизнинг янада фаолроқ, янада ташаббускор бўлишига эришмоғимиз лозим” деб таъкидлаганди[1].

Фикримизча, Ўзбекистонда нодавлат нотижорат ташкилотлари давлат томонидан қўллаб-қувватлаш ва ижтимоий шерикликнинг ҳуқуқий механизмларини такомиллаштириш орқали қуйидаги мақсадларга эришишга қаратилган:

1. камбағалликни қисқартириш, янги иш ўринларини ташкил этиш, инсон ҳуқуқларини таъминлаш каби ижтимоий фойдали лойиҳаларни амалга ошириш;

2. “халқ дипломатияси” институтини ривожлантириш орқали мамлакатимизнинг нуфузли халқаро рейтингларда эгаллаган ўрнини яхшилаш;

3. Нодавлат нотижорат ташкилотлари томонидан “жамоатчилик эшиту-

ви”, “жамоатчилик экспертизаси”, “жамоатчилик мониторинги” каби таъсирчан ва самарали назорат шакллардан фойдаланган ҳолда кучли жамоатчилик назорати механизмини такомиллаштириш;

4. Нодавлат нотижорат ташкилотларининг норматив-ҳуқуқий ҳужжат лойиҳаларини ишлаб чиқилиши ва муҳокама қилишда фаол иштироки орқали “Жамият – ислохотлар ташаббускори” тамойилини рўёбга чиқариш.

Бугунги кунда аксарият ривожланган давлатларда нодавлат нотижорат ташкилотларини қўллаб-қувватлаш мазкур ташкилотларни “ижтимоий фойдали” деб эътироф этиш орқали амалга оширилмоқда[2].

Нодавлат нотижорат ташкилотини “ижтимоий фойдали” ёки “ижтимоий йўналтирилган” деб топиш XVII асрда Европада бошланган. 1601 йилда Буюк Британияда “Хайрия мақсадлари тўғрисидаги Статут” асосида нодавлат ташкилотларни хайрия мақсадлари рўйхати тасдиқланган[3].

D. Moog фикрига кўра, нодавлат нотижорат ташкилотини ижтимоий фойдали деб топиш қуйидаги 6 та ташкилий-хуқуқий асосдан иборат бўлади:

1. Ижтимоий фойдали деб эътироф этишнинг норматив-хуқуқий базанинг шаклланганлиги;

2. ижтимоий фойдали деб эътироф этиш тартиби;

3. мазкур соҳада қарор қабул қилувчи органлар;

4. рўйхатга олиш ёки сертификатлаштириш тартиби;

5. ижтимоий фойдали ташкилотга нисбатан давлат томонидан кафолатланган имтиёзлар;

6. ижтимоий фойдали ташкилотларнинг ҳисобдорлиги тартиби[4].

С.Н. Немгирова фикрича, ижтимоий йўналтирилган нодавлат нотижорат ташкилотларининг самарали фаолияти минтақа барқарорлигини таъминлашда муҳим омил бўлади[5].

Э.К. Гусейнов тўғри таъкидлаганидек, нодавлат нотижорат ташкилотларга асосий ижтимоий ҳимоя хизматларини кўрсатиш ваколатини бериш ижтимоий сиёсатни амалга оширишнинг бутун механизмини қайта куришни талаб қиладиган жуда хавфли ва вақт талаб қиладиган жараёндир. Ушбу “трансформация” кўшимча ижтимоий ҳимоя хизматлари учун янада истикболли ҳисобланади, ижтимоий хизматларни сезиларли даражада яхшилайти ва тақдим этилган хизматлар сонини кенгайтиради[6].

Ижтимоий фойдали деб эътироф этиш ва солиқ имтиёзларини тақдим этиш масалалари Германия ва Нидер-

ландия каби давлатларда Солиқ кодексидида мустаҳкамланган бўлиб, мазкур модел ижтимоий фойдали деб эътироф этиш солиққа тортишнинг предмети ҳисобланиши билан маъмурий хуқуқни қўллашда устунлик беради. Ушбу моделнинг камчилиги сифатида солиқ қонунчилигида ижтимоий фойдали деб эътироф этилган нодавлат нотижорат ташкилотини хуқуқий тартибга солишининг имкони йўқлигини келтириш мумкин.

Бошқа моделга кўра нодавлат нотижорат ташкилотини ижтимоий фойдали деб эътироф этиш Босния, Болгария, Руминия каби давлатларда муайян доиравий қонунлар билан тартибга солинади. Мазкур моделни камчилиги сифатида жамоат бирлашмалари, фондлар ва шу каби нодавлат нотижорат ташкилотининг ҳар бир ташкилий-хуқуқий шакли учун алоҳида қонун ҳужжатларида ижтимоий фойдали деб эътироф этиш тартиби келтирилади. Мазкур ҳолат нодавлат нотижорат ташкилотларининг турли хуқуқий шакллари учун ижтимоий фойдали мақомини қўллашда турлича ёндашувларни келтириб чиқаради.

Шу сабабли, айрим давлатларда ижтимоий фойдали деб эътироф этиш бўйича ягона хуқуқий механизмни таъминлаш мақсадида Венгрияда 1997 йил ижтимоий фойдали деб эътироф этиш қонунчилик нормалари, Литвада 2002 йилда Хайрия ва ҳомийлик фаолияти тўғрисидаги қонун, Польшада ижтимоий фойдали фаолият ва кўнгиллилик тўғрисидаги қонунлар қабул қилинди[7].

Ушбу модел нодавлат нотижорат ташкилотини ижтимоий фойдали деб эътироф этишнинг мазкур мақомни бериш, унинг мезонларини қўллаш, имтиёзлар ва уларни қўллаш, мажбуриятлар ва уларни бажариш тартиби каби барча жиҳатларини тартибга солиш билан характерланади.

Юқорида келтирилган таҳлил қилинган Европа давлатларининг барчасида ижтимоий фойдали деб эътироф этишда ҳаваскорлик спорти, санъат, жисмоний имконияти чекланган шахсларни қўллаб-қувватлаш, қочоқларга қўмаклашиш, хайрия, инсон ҳуқуқларини ҳимоя қилиш, истеъмолчилар ҳуқуқларини ҳимоя қилиш, маданият, демократия, экологияни ҳимоя қилиш, таълим, ирқчиликка қарши кураш, соғлиқни сақлаш, гуманитар ёрдам, тарихий ёдгорликларни муҳофаза қилиш, тиббий ёрдам, болалар, ёшлар ва ижтимоий ҳимояланмаган шахсларни муҳофаза қилиш, диний, илмий, ижтимоий интеграция, ижтимоий таъминот каби фаолиятлар назарда тутилади.

Фикримизча, нодавлат нотижорат ташкилотларига ижтимоий фойдали мақомини бериш бўйича тажриба шуни кўрсатадики, ижтимоий хизматлар учун қўшимча бозорга чиқиш имкониятига эга бўлади. Шуни ҳам айтиш керакки, нодавлат нотижорат ташкилоти томонидан кўрсатиладиган ижтимоий хизматлар давлат муассасалари томонидан кўрсатилганларга қараганда арзон ва уларга бюджетдан ташқари маблағлар, грантлар жалб қилиш ва ҳамкорликни йўлга қўйиш

осон ҳисобланади. Бундан ташқари, давлат муассасаларидан фарқли ўлароқ, нодавлат секторнинг кучли жиҳатларидан бири мослашувчанликдир, яъни улар дам олиш кунлари иш-лашга тайёр, инновацион хизматларни ишлаб чиқиш учун кўпроқ имкониятларга эга, бюрократик қоидалардан холи, моддий манфаатдор бўлмаган одамларни (кўнгиллилар) жалб қилинганлиги боис кўп харажатлар чекланади.

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КИСЛОТАЛИ ВА ВОДОРОД СУЛЬФИДЛИ МУХИТЛАРДА КОМПОЗИЦИОН ИНГИБИТОРЛАРНИНГ АДСОРБЦИЯЛАНИШ ИЗОТЕРМАЛАРИ

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***Аннотация:** Илмий-тадқиқот ишида металл намуналарини турли кислотали ва водород сульфидли эритма мухитларида таркибидан азот, амид ва фосфор сақловчи композицион ингибиторлар ёрдамида коррозияланишини Ленгмюр изотермалари, жараённинг мувозанат константаси, ҳароратга боғлиқлиги ўрганилган.*

Калит сўзи: пўлатлар, кислотали ва водород сульфидли эритмалар, композицион таркибли ингибиторлар, адсорбцияланиш изотермалари.

Бугунги кунда дунёда металлларни коррозияланишини олдини олиш мақсадида таркиби кўп компонентли ингибиторларни ва коррозияланишга қарши қопламаларни яратишнинг физик-кимёвий жараёнларини атрофлича тадқиқ қилиш, зангланишни ҳосил бўлиш механизмларини физик-кимёвий усуллар ёрдамида аниқлаш, ингибиторларнинг чидамлилигини ошириш ва металл намуналарини коррозияланишига қарши қўлланиладиган кўп компонентли композицион ингибиторларни саноат чикиндилари асосида яратишга катта эътибор берилмоқда. [1-2]. Юқоридагиларни назарда тутиб адсорбцияланиш термодинамикаси ва ингибирлаш жараёнини физик-кимёвий асослари Ленгмюрнинг молекуляр-кинетик назариялари асосида ўрганилди. [3-4]. Ингибирловчи модда билан юзани тўлиши даражаси

қийматини (θ) ҳисоблаш учун коррозияланиш жараёнига ингибитор киритилгандаги (Кинг) ва киритилмаган ҳолатлардаги (K0) эриш тезлиги қийматлари 3,0% H₂SO₄ кислотали ва 5,0% H₂S эритмалари мухитларида ўрганилди (1-жадвал)

Аниқланган изотерма эгри чизиклари орқали корреляциялаш усули билан (эгри чизикда ётган тўғри чизик) корреляция коэффицентини ва термодинамик катталиклари 298 ÷ 343K ÷ 343 ҳароратлар оралиғида турлича эканлиги топилди. Ушбу ҳолат ИКА-8 ингибиторини турли ҳароратларда турлича даражада ҳимоялаш самарадорлигига эга эканлигини кўрсатади.

Шу билан бирга ИКА-8 ингибиторини адсорбцияланиш хоссаларининг таркибига кирувчи электрон донор хусусиятли гетероатомлар сонига

1-жадвал

Турли ингибиторларни 3,0%ли H₂SO₄ мухитда юзани тўлдириш даражаси ва адсорбцияланиш мувозанати константаси (B) қийматлари (Ст.3-пўлат намунаси, T=323K)

Ингибиторлар	Ингибитор концентрацияси, мг/л	K, (г/м ² * кунлар)	θ	B
ИКА-6	100	18.71	0.84	1.58
	150	8.91	0.94	1.03
	200	6.15	0.97	0.68
	250	5.28	0.97	0.64
ИКА-7	100	14.84	0.92	1.25
	150	10.31	0.96	0.91
	200	5.94	0.97	0.89
	250	4.88	0.97	0.93
ИКА-8	100	9.12	0.93	1.32
	150	4.84	0.98	1.12
	200	2.83	0.99	0.83
	250	1.84	0.99	0.78

боғлиқлиги ва гетероатомларни қанчалик кўп миқдорда бўлиши металл намунаси юзасида кимёвий сорбцияланишни амалга ошишини таъминлаб бериши аниқланди. Тажрибалар натижалари асосида ИКА-8 композицион ингибиторини металл намунаси юзасини кислотали ва H₂S ли мухитларда ингибирланиш жуда юқори эканлиги топилди.

Ингибитор иштирокида юзанинг тўлиш даражасини 5,0% H₂S мухитда Ст.3 пўлат намунасини коррозияланишдан ҳимоялашни ИКА-6, ИКА-7 ва ИКА-8 ингибиторларининг концентрацияси ва ҳароратга боғлиқлиги 2-жадвалда келтирилган.

Тажрибалар асосида олинган натижалар ИКА-6, ИКА-7 ва ИКА-8 хилдаги кўп компонентли композицион ингибиторлар иштирокида борадиган адсорбцияланиш жараёнида металл намунаси юзасини юқори даражада

тўлдирилиши ингибиторларни эритмадаги концентрациясига ҳамда ҳароратга боғлиқлиги Ленгмюр изотермалари билан яхши изоҳланиши аниқланди. Шунингдек, металл намуналарини эриш тезлиги (K) ингибитор таркибига боғлиқ бўлади ва ингибитор паст концентрацияга эга бўлганида ҳам уларни металл намуналарини коррозияланишдан ҳимоялаш даражаси 96-99,6% ни ташкил этади. Металл намунасининг юзасини қоплама қатлам билан (дастлабки моно-молекуляр қатлам) тўлиши даражаси жуда юқори бўлиб, ушбу ҳолат адсорбцияланиш мувозанат константасини ингибиторлар таркибига нисбатан боғлиқлигини кўрсатиб турибди. Демак, ИКА-6, ИКА-7 ва ИКА-8 ингибиторларини юқорида келтирилган металл намунасини турли агрессив мухитларда ҳимоялаш имкони мавжудлигини тасдиқлайди.

2-жадвал

Турли ингибиторларни 5%ли H₂S мухитда юзани тўлдириш даражаси (θ) ва адсорбцияланиш мувозанати константаси (B) қийматлари
(Ст.3 пўлат намунаси)

Ингибиторлар	Ҳарорат, К	Синг, мг/л	К, (г/м ² *кунлар)	θ	B
ИКА-6	298	100	17.85	0.86	1.49
ИКА-7			8.19	0.93	1.14
ИКА-8			4.41	0.97	1.03
ИКА-6		200	7.05	0.94	0.88
ИКА-7			5.88	0.97	0.69
ИКА-8			3.04	0.98	1.08
ИКА-6	323	100	11.10	0.89	1.35
ИКА-7			2.44	0.98	2.01
ИКА-8			1.52	0.99	3.59
ИКА-6		200	3.09	0.96	1.62
ИКА-7			2.89	0.97	2.95
ИКА-8			1.39	0.99	3.05

Тажрибалар ИКА-8 ингибитори системага киритилганида унда борадиган адсорбцияланиш–десорбцияланиш жараёни мувозанат константаси қиймати катта эканлиги ва ушбу ҳолат ИКА -8 композицион ингибиторини кислотали ва водород сульфидли мухитларда металл намуналарини коррозияланишдан ҳимоялаш даражаси анча самарали яъни ингибиторни металл юзасига адсорбцияланиши унинг десорбцияланишига нисбатан юқори қийматда эканлигини кўрсатди.

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ВОДОРОД СУЛЬФИДЛИ МУХИТДА АЗОТ ВА ФОСФОР САҚЛОВЧИ ИНГИБИТОРЛАР БИЛАН АДСОРБЦИЯЛАНИШ ЖАРАЁН ИЗОТЕРМАЛАРИ

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***Аннотация:** Ушбу илмий-тадқиқот ишида металл намуналарини водород сульфидли эритма мухитида таркибида азот, амид ва фосфор сақловчи композицион ингибиторлар ёрдамида коррозияланишини Ленгмюр изотермалари, адсорбцияланиш жараёнининг ҳароратга боғлиқлиги ўрганилган.*

Калит сўзи: адсорбцияланиш изотермалари, мувозанат константаси, термодинамик катталиклар, ингибирлаш

Дунё ҳозирги кунда металлларни коррозияланишини олдини олиш мақсадида таркиби кўп компонентли ингибиторларни ва коррозияланишга қарши қопламаларни яратишнинг физик-кимёвий жараёнларини атрофлича тадқиқ қилиш, занглианишни ҳосил бўлиш механизмларини физик-кимёвий усуллар ёрдамида аниқлаш, ингибиторларнинг чидамлилигини ошириш ва металл намуналарини коррозияланишига қарши қўлланиладиган кўп компонентли композицион ингибиторларни санотат чиқиндилари асосида яратишга катта эътибор берилмоқда [1-2]. Шуларга кўра Ст.3 ва Ст.12 каби металл намуналарини водород сульфидли эритма мухитида коррозияланиши бўйича ингибиторларни металл юзасига адсорбцияланиши Фрумкин, Ленгмюр, Темкин, Фрейндлих ва Вариал-Парсонларни ад-

сорбция изотермаларини тадқиқ қилиш билан ўрганиш амалга оширилади. Адсорбцияланиш сорбцияланаётган модда ва металл молекулалари орасида ионли боғланиш кўринишдаги боғларни вужудга келиши билан амалга ошади. Адсорбцияланувчи модда миқдори мухит ҳарорати ва суюқ фазали ингибиторнинг концентрациясига боғлиқ бўлади ва адсорбцияланиш мономолекуляр ҳамда полимоллекуляр шаклларда содир бўлади. Мономоллекуляр қатламнинг қаттиқ фаза юзаси ва адсорбат орасидаги ўзаро тортишиш кучлари, иккинчи ҳамда ундан кейинги қатламларда эса Ван-дер-Ваальс кучлари ҳисобидан вужудга келиб юза бўйича бир текис тарқалмаган ҳолатда намоён бўлиб юзани айрим қисмларида икки ва уч қатламли қопламалар кўринишида учрайди.

1-жадвал

Турли ингибиторларни 5%ли H₂S мухитда юзани тўлдириш даражаси (θ) ва адсорбцияланиш мувозанати константаси (B) қийматлари (Ст.3 пўлат намунаси)

Ингибиторлар	Ҳарорат, К	Синг, мг/л	К, (г/м ² *кунлар)	θ	B
ИКА-6	298	100	17.85	0.86	1.49
ИКА-7			8.19	0.93	1.14
ИКА-8			4.41	0.97	1.03
ИКА-6		200	7.05	0.94	0.88
ИКА-7			5.88	0.97	0.69
ИКА-8			3.04	0.98	1.08
ИКА-6	343	100	11.10	0.89	1.35
ИКА-7			2.44	0.98	2.01
ИКА-8			1.52	0.99	3.59
ИКА-6		200	3.09	0.96	1.62
ИКА-7			2.89	0.97	2.95
ИКА-8			1.39	0.99	3.05

Юқоридагиларни назарда тутиб адсорбцияланиш термодинамикаси ва ингибирлаш жараёнини физик-кимёвий асослари Ленгмюрнинг молекуляр-кинетики назариялари асосида ўрганилди. Ингибирловчи модда билан юзани тўлиши даражаси қийматини (θ) ҳисоблаш учун коррозияланиш жараёнига ингибитор киритилгандаги ($K_{инг}$) ва киритилмаган ҳолатлардаги (K_0) эриш тезлиги қийматлари 5,0% H₂S эритмалари мухитида ўрганилди [3].

Ст.3 пўлат намунасини коррозияланишдан ҳимоялашни ИКА-6, ИКА-7 ва ИКА-8 ингибиторларининг концентрацияси ва ҳароратга боғлиқлиги 1-жадвалда келтирилган.

Аниқланган изотерма эгри чизиқлари орқали корреляциялаш усули билан (эгри чизиқда ётган тўғри чизиқ) корреляция коэффициенти ва термодинамик катталиклари 298 ÷ 343К ÷ 343 ҳароратлар оралиғида турлича эканлиги топилди. Ушбу ҳолат

ИКА-8 ингибиторини турли ҳароратларда турлича даражада ҳимоялаш самарадорлигига эга эканлигини кўрсатди. Тажрибалар асосида олинган натижалар ИКА-6, ИКА-7 ва ИКА-8 хилдаги кўп компонентли композицион ингибиторлар иштирокида борадиган адсорбцияланиш жараёнида металл намунаси юзасини юқори даражада тўлдирилиши ингибиторларни эритмадаги концентрациясига ҳамда ҳароратга боғлиқлиги Ленгмюр изотермалари билан яхши изоҳланиши аниқланди. Шунингдек, металл намуналарини эриш тезлиги (К) ингибитор таркибига боғлиқ бўлади ва ингибитор паст концентрацияга эга бўлганида ҳам уларни металл намуналарини коррозияланишдан ҳимоялаш даражаси 96-99,6% ни ташкил этади.

Металл намунасининг юзасини қоплама қатлам билан (дастлабки молекуляр қатлам) тўлиши даражаси жуда юқори бўлиб, ушбу ҳолат ад-

сорбцияланиш мувозанат константасини ингибиторлар таркибига нисбатан боғлиқлигини кўрсатиб турибди. Демак, ИКА-6, ИКА-7 ва ИКА-8 ингибитор-ларини юкорида келтирилган металл намунасини турли агрессив мухитларда химоялаш имкони мавжудлигини тасдиқлайди.

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SPIRITUAL WORD GAMES IN UZBEK CHILDREN'S GAME FOLKLORE

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***Annotation:** This article discusses and applies spiritual word games in Uzbek children's game folklore.*

Key words: spiritual word games, folklore baby, nouns, uzbek language, a dog, sleep, mother, wind.

Uzbek folklore and folklore are hard to image without children's oral creativity. Although children's oral art it also has its own unique characteristics.

Children's folklore is composed in the form of a whole system of games, songs and musical poetic genres, which are the result of the combination of the world of children with the world of adults.

One of these games is spiritual games. Spiritual games help children to fill their spiritual world, to be more precise, to be able to read a word, to perceive its meaning, to understand the essence of live events, to sharpen their mind attention, to observe.

In short, when the intellect is perfected, it lays the groundwork for the formation of human qualities. According to, word reading begins in infancy in the form of sound perception in a child's life. Indeed, crying and other movements begin to play an important role in the formation of speech organs in infancy. Gradually, the child begins to feel the need to react to these sounds. Such caution can be satisfied by prolonging this or that vowel sound.

Let's say that when a baby wakes up, it automatically says "a..a..a", and then says

"ga..a..a". In this way, until the child reaches the age of one, psychologists say, they understand more than a dozen concepts, fulfills the requirements expressed in these concepts: when she says "give me a hand", they stretch out hand", when you say "sit" – sit, and so on. Thus, the child begins to awaken and write and requires the activation of mental activity.

For example, when a child says "mom" or "mother" – "give breasts" or "give food", "grandma" means.

He had already written "a three-year old boy" K.I. Chukovskiy believes that everything is designed for a certain action, and therefore becomes something vague outside of such an action. "It is characteristic that a number of words in the speech of three-year-olds are firmly embedded in the Uzbek dictionary. Some have even risen to the level of terminology. Considering the following explanatory dictionary of a number of more active words in the speech of children under the age of ten a number of features peculiar to the process of speech formation become clearer:

Av-av (in Uzbek) – a dog

Avva (in Uzbek) – Kiss

Ay (in Uzbek)- Bad, shame
 Nana (in Uzbek)- Mother, food
 Bay-bay (in Uzbek) – Sleep
 Jiz (in Uzbek)- Hot
 Lay-lay (in Uzbek)- Dance, play
 Puffa(in Uzbek) – Wind

This such words can be thought of as an appeal to something or someone in the child’s mind.

Play is natural need of children’s activities: the child really lives in the games. Spiritual and moral purification, faith, honesty, piety, honor, kindness and these truly human qualities do not come by themselves. At the heart of it all education.

Babies communicate through crying and making sounds that are hard to decipher. Parents tend to categorize cries of the baby either as a sign of hunger or of wetness..

When listening to the sounds of her newborn’s crying, she discovered 5 sounds that all babies use while crying and they all mean different things! Communication and your 8-to 12 – month-old. During these months, your baby might say “mama” or “dada” for the first time, and will communicate using body language, like pointing and shaking his or her head.

Heh (I’m experiencing discomfort) – An infant uses the sound reflex “Heh” to communicate stress, discomfort, or per-

haps that it needs a fresh diaper. The sound is produced by a response to a skin reflex, such a feeling sweat or itchiness in the bum.

Infant babbling begins to resemble the native language of a child. The final stage is known as conversational babbling, or the “ jargon stage”. Usually occurring by about ten months of age, the jargon stage is defined as “ prelinguistic vocalizations in which infants use adult- like stress and intonation”

Hungry- Neh- The sound made when the tongue is on the roof of the mouth and then a sucking motion is made.

Burp- Eh – Listen for the short E sound.

Owh- I’m sleepy

Eairh- I have wind

Heh- Discomfort

Yes, the role of children’s literature in the huge work is of particular importance. So, instead of concluding, it should be said that word games are the leading way to activity. Because the word imitation has become not just a word for the child, but a spiritual need for them.

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CHINGIZ AITMATOV'S NOVEL "DAY OF THE CENTURY" REFLECTS THE THEME OF THE HOMELAND

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Annotation. *This article is about Chingiz Aitmatov's book "Asrga tatigulik kun" (The age of the century). In the book, a century of events take place in one day. The author shows the problems of HUMAN, the universe, and spiritually in this day. This article contains descriptions and confessions given to Chingiz Aitmatov by his compatriots. Mukhtor Avezov, Rauf Parfi, Rustam Rakhmonaliyev and others are among them. This article is a scientific work of a young researcher on the work of Chingiz Aitmatov, which describes the issues of God, Motherland and memory.*

Key words: writing school, the slave, Mother, world, mankurt.

Chingiz Aitmatov, who is the pride of all Turkic peoples, is a bright representative of modern literature. His works have been translated into almost all languages of the world. The author's books "The First Teacher", "Face to Face", "White Ship", "Jamila", "Goodbye, O, Gulsari" made her name known to the world. The author's novels "Day of the Century", "Resurrection", "Cassandra's seal", "When the mountains fall" (Eternal Bride) reflect the spiritual and moral problems of not only one nation, but all of humanity. Mukhtor Avezov (writer of Kyrgyz) said: "Now... there is no writer like Chingiz in the world."

The French poet Louis Aragon called "Jamila" the most beautiful love story in the world.

Russian composer Dmitry Shostakovich said that he had read "Goodbye, Gulsari" three times and wanted to read it again.

Russian critic Andrei Zolotov said, "Aitmatov's works are music. His works are rivers of peace".

Rustam Rakhmonaliyev, a Kyrgyz writer, wrote: "Five hundred years after Alisher Navoi in the Turkic world, only Aitmatov was able to rise to the top of literature".

"I have three rivers. The first was Chingiz Aitmatov" said Uzbek poet Rauf Parfi.

One of Aitmatov's readers said: "For me, Aitmatov is already a Nobel Prize-winning writer".

Chingiz Aitmatov was born on December 12, 1928, in the Talas Valley of Kyrgyzstan. He became a world writer through the Russian language. The hard life caused him many difficulties since childhood. It was to his advantage, because he was able to see life from different angles. He dreamed of becoming a driver as a child. Life made him even happier. He became the greatest writer in the world. Chingiz Aitmatov books are the shouts of the world. If we don't listen to him, we will lose tomorrow. For example, "White ship" is about Mother Nature.

The protagonists of the novel "Day of the Century" are Edigey Boron, Kazan-

gap, Sobitjon, Naiman mother, Jolomon. As well as characters such as Abutulib, Zarifa, Ukkubola, Edilboy Daroz.

Chingiz Aitmatov introduced the image of a mankurt in this book. Mankurt means that he was lost his memory. He at the same time it cites an ancient legend of the Kyrgyz people. According to the legend, Naiman's mother's son had gone to war to avenge his father, who had been killed by the Jungjang a year earlier. The son was severely wounded in a battle in the Sario'zak steppe. The wounded young man on a horse, frightened by the battle, was dragged into the wilderness, that wass, into the wildwernes. No one noticed it as the battle intensified. After the battle the naymans searched for him a lot, but nothing was found. Captured by the enemy tribe, Jolomon was forcibly turned into a manate.

Naiman's mother cried out, "How hard it is to give birth to a man, but how easy it is to kill him". Later, following a message from the merchants, the mother went to the desert saying that the manchur was probably my son. Inseed that Manchurian Naiman had turned out to be the mother's son. But the boy, who was covered in camel skin on his head and turned into a manatee, had killed his mother.

"One can be deprived of land, one can be deprived of possessions, one can even be deprived of life, – said the mother to herself, – but who invented the deprivation of human memory? O God, if you exist, how did you deal with such evil to Your servants? Is there less evil on earth without it???"

The mother had fallen to the ground from a bullet fired by her son, and her handkerchief had turned into a white bird and flown away. The same bird begged the mancurt, "Whose son are you? Remember? Your name Jolomon" CH. Aitmatov epigraphed the following verse from the book "Tragedy" by Grigor Narikatsi, who lived in the X century: "The body of this book is my soul, this book is my fig". It has a deep meaning. The soul of every nation, world is its past. A nation that has forgotten its history cannot create its own future in the world.

Such a nation is doomed to be forgotten! The book says that the sanctity of the creature called man, that depriving him of his historical roots, his language, his pride, is a more horrible crime than killing him. Devoid of noble human feelings, Sobitjon is very impressively portrayed as a modern version of the mangrove. This book is an immortal work written with pain about the values that sustain human humanity.

I think that Chingiz Aitmatov works are able to educate the whole nation, because in each of his works there is a detailed description of the country. The nation creates talent. The talent also becomes the guardian of its people.

Uzbek literary critic Vafo Fayzullah writes: "Chingiz Aitmatov's books fill the heart with joy". Not only the creative path of Chingiz Aitmatov, but also his way of life is amazing. For example, the book "Early Returning Cranes" is about the lives of teenagers, their emerging views on the world. The book "Jamila" is about the beautiful love. The novel

Doomsday is about Jesus and the meaning of life. In The Fall of the Mountains, the similarities between the destinies of man and the animal are described. The Cassandra seal tells of the great tragedies facing man.

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HOW TO TEACH ENGLISH VOCABULARY EFFECTIVELY IN PRIMARY SCHOOLS

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Abstract. This article reveals the most effective ways of teaching vocabulary to primary school pupils. There will be given helpful tips for primary school teachers who need experience on both English linguistics and its methodology.

Key words: realia, context, integrated activities, synonyms, antonyms, dramatization.

Vocabulary is the first and foremost important step in language acquisition. In a classroom where pupils are not finding themselves comfortable with a foreign language, language learning can be made interactive and interesting with the introduction of appropriate vocabulary exercises. While dealing with vocabulary one should take into account three important aspects of words – their form, their meaning and their distribution – and one should consider various kinds of classes of words in the function of the language. Some of the key strategies to unfold the information and meaning of a new word to a class are as follows [1]:

- Definitions.
- Self-defining Context.
- Antonyms.
- Synonyms
- Dramatization.
- Pictures and Drawings.
- Realia.
- Series, Scales, Systems.
- Parts of Words.
- Illustrative Sentences.
- Practice from Meaning to Expression.

- Reading the Word.
- Writing the Word.
- Shift of Attention.

Visual elements work best with concrete nouns, but try to go beyond flashcards and illustrations. Try to use real objects whenever possible, or even sounds, smells, and tastes. Appeal to all of your students' senses! Opposites, like "big" and "small", "long" and "short", are usually illustrated with pictures, but here's another case where realia will help you teach new adjectives; the use of real life objects is wonderful for words like "soft" and "rough", adjectives that may take precious minutes of class time to explain.[2] For more advanced adjectives, like "stunning", "gorgeous", "spectacular", "huge", or "immense", bring in photos of famous sights from around the world like the Louvre, Egyptian pyramids, the Eiffel Tower, etc...then use these new adjectives to describe these places in ways that clearly illustrate their meaning. There are things you simply cannot teach with a flashcard. What works best in these cases are synonyms, definitions, substitutions, or simply placing students within a given

context. Consider this simple example: To teach the difference between “early” and “late”, remind students what time class begins, then state that those who arrive before this time are “early” while those that arrive after this time are “late”. Bingo is one of the most versatile games employed by ESL teachers. For younger learners, make bingo cards with illustrations, and call out each word. For those who can read, do the opposite, make the cards with words, then draw the flashcards from a bag. For teens or adult learners, you can make cards with the definition and call out the words, or vice versa[3]. Another type of exercise with countless possibilities. Students may be required to match opposites, synonyms, or a word with its definition, as well as a picture to a word.

Hand out a piece of written text (anything from a description, song, letter, to even a short story) with blank spaces that must be filled in from a list of words. You can adapt this to longer texts, and also have longer word lists. From a newspaper photo of a recent event to a personal account of a recent trip, there are countless things students can describe while putting new vocabulary to good use. This goes for both oral and written descriptions. You may give them some guidance, like indicating that they have to use at least five adjectives in their description, or five words related to sports, weather, etc...to no guidance at all. Supply students with a piece of written text with blank spaces that have to be filled in with any word that fits. You may give them indications for each space, like “noun”, “adjective” or “ad-

verb”, if they’re advanced students. You can then read several out loud to compare the different words used to fill in each blank. Tell pupils they need to think of words they can use to describe the weather. Write “weather” at the center of a blackboard or whiteboard and circle it. Write every word supplied by students as “rays” that shoot out this circle. They should reply with previously taught words, like “chilly”, “scorching”, or “mild”. You may even have sub-circles shooting off to the side for winter, summer, etc... words. This works great for vocabulary review lessons. Pupils take turns describing something, like a place: “I’m thinking of a place that is so huge it takes visitors hours to see all of it. It has stunning works of art. It is a breathtaking building, very old, but with a modern glass pyramid in the front.” Children choose to be as obvious or as cryptic as they like. Even little ones can do this with simple descriptions: “It’s an animal. It has a very long neck and big brown spots.” Or simply state a series of words: “Africa, black and white, stripes”. It’s better to teach vocabulary in context, in other words, teach highly descriptive adjectives when the lesson is about travel. Or clothes and accessories when you’re talking about shopping. Never teach a list of words just because, or students won’t have a chance to practice this new vocabulary. On a final note, remember to cater to different learning styles or multiple intelligences. Use songs and music, real life objects, or puzzles, but the more you mix the better. Remember the difference between recognizing and producing words: to practice recognition the words have to

be supplied by YOU; then children use them to fill in blanks or match them. For pupils to effectively and accurately produce vocabulary, they have to spontaneously recall the words. Specific techniques or special combinations of the above techniques may be applicable for particular groups of words[4].

- Words That Are Easy to Learn. It has been seen that the words that are similar in form and meaning to the first language are easy to understand and comprehend. They should be taught for listening and reading rather than for speaking and writing. Basic words that rarely require instructional focus (door, house, book).
- Words of Normal Difficulty. Words of normal difficulty are best taught in contextual realms, such as food, clothing, sports, work, and so on. There are advantages to using a connected context illustrating the words that are to be taught. Additional words can be taught as alternatives to those chosen in the connected context. Practice can be controlled in varying situations by changing a key word or phrase. Words that appear with high frequency, across a variety of domains, and are crucial when using mature, academic language (coincidence, reluctant, analysis)[5].
- Difficult Words. Some words and sets of words are especially difficult

to understand. They have to be taught as special problems with the strategy determined by the particular problem in each case. Frequency of these words is quite low and often limited to specific fields of study (isotope, Reconstruction, Buddhism).

Conclusion

An efficient language teacher can use selected vocabulary activities or can use integrated activities. All this depends upon ability and level of understanding and interest of the learners. There is no sure fire remedy or method to enhance vocabulary in a day or two. A pupil's vocabulary bank can be enriched on a gradual basis and one should always show keen interest and enthusiasm in finding, learning and understanding new words.

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INFORMATION AND COMMUNICATION IN EDUCATIONAL MANAGEMENT

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***Abstract:** This article also discusses the use of information and communication technologies in education management and the formation of information and communication in education management through the effective use of a wide range of communication systems and tools in taste management.*

Keywords: information, communication, education, education management

In our country, a number of necessary principles are being followed in order to move education to a managerial relationship. One of these is education management. It is a completely new concept, especially in our field of education, so many of us do not know what it is and what it serves. With this in mind, we need to focus on the concepts of information and communication in education management.

Information is a collection of information and messages in the field of education, the content of which is new and essential for solving management tasks. Without reliable and necessary information, it is impossible to manage education. Information is the basis of management.

Communication between controlled and managed systems takes place through the media. In this case, external, internal information and management commands are collected in the control system through the control system and used wisely in management.

In this case, the management organi-

zation receives information about the status of the controlled object and the state of the external environment to which the controlled object depends. This information is received by the governing body and on the basis of this information it develops the governing information. The information is then sent to the executive body of the control system, which affects the controlled entity, and its implementation is monitored.

Thus, the process of transmitting, receiving, processing and transmitting information is carried out in the management system.

The following requirements apply to information used in management and transmitted for execution;

- Reliability;
- Clear, unambiguous;
- Speed;
- Completeness;
- Economy;

At the present time, the leader must show initiative and efficiency in management, act quickly, be able to detect chang-

es in the situation in a timely manner, maneuver with resources, be acceptable in each specific situation. To do this, the leader must receive reliable and meaningful information. Excessive, useless information complicates the work of the manager, leading to excessive work and time.

The information must be clear, otherwise it will undermine timely decision-making. It is advisable to provide full information to the governing body in order to ensure that the information arrives on time and is sent to the executors in a timely manner, that is, to assess the critical situation and make a clear decision. The more perfectly equipped the data receiver is (hardware, modem, computer), the less useless information the manager receives. This, in turn, saves on the flow of information. Everything leaders do requires an effective exchange of information.

Communication is the exchange of information between people. Well-established communication ensures success. The style of each leader is determined in many ways by his or her personal style of obtaining and using the information necessary and sufficient for decision-making.

The manager must be able to organize the work of the staff who prepare the information for him, and use them efficiently. It is important to be careful not to make bad management decisions because of inaccurate, low-value information, and most importantly, to sort out the information that comes to it. It is advisable for functional service staff, assistants, referees to check the most important information for the manager. In general, every

leader spends 50 to 90 percent of their time on communication. Therefore, it can be confirmed that the effectiveness of the manager's activity depends primarily on the effectiveness of communication, ie:

- Ability to have one-on-one conversations with people;
- Ability to talk on the phone;
- Ability to create and read official documents;
- The culture of attending meetings depends on others.

The most important form of information used in management is a written document. Without documentary information, none of the functions of production can be successfully accomplished. All executives are involved in the processing of documentary information, or in this way. And for many professionals, this work allows them to create a single information system for the processing of documentary information by automating the main content of their work. The computer revolution has so far made it possible to automate all controls and controls, to make quick control decisions and eliminate interruptions, but the key factor in control still remains the "Human Factor" as the end of all data decision-making is done through man.

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**PROBLEM OF REGULARIZATION FOR GROWING
POLYHARMONIC FUNCTIONS OF SOME CLASS**

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***Abstract:** In this paper, the orderly polyharmonic function and its normal derivatives are studied by continuing it to the internal points of this field on the given values in a part of the boundary of the field, i.e. the solution of the Cauchy problem is given. This is one of the most inaccurate issues.*

Key words: Polyharmonic, function, analogues, formula, class, theory, vector, multidimensional.

We shall result in this clause the theorem for some polyharmonic functions determined in a unlimited strip.

In the given work is discussed continuations polyharmonic of function $u(x)$, on its meanings, and meanings of its normal border S , derivative on a smooth part, of infinite area D .

Let R^m – material space,

$$x = (x_1, x_2, x_3, \dots, x_m), \quad y = (y_1, y_2, y_3, \dots, y_m), \quad x \in R^m, y \in R^m,$$

$$x' = (x_1, x_2, \dots, x_{m-1}, 0),$$

$$y' = (y_1, y_2, \dots, y_{m-1}, 0), \quad r = |x - y|, \quad s = |x' - y'|, \quad h = \pi/\rho, \quad \rho > 0, \quad \alpha^2 = s,$$

D – the unlimited area lying in a layer

$\{y : y = (y_1, y_2, \dots, y_m), (y_1, y_2, \dots, y_m) \in R, y_j \in R, j = 1, \dots, m-1, 0 < y_m < h\}$ with border,

$\partial D = \{y : y = (y_1, y_2, \dots, y_m), y_m = 0\} \cup S$, S -inside some sphere satisfies the Lyapunov condition in outside the sphere $S = \{y : y = (y_1, \dots, y_m), y_m = f(y_1, \dots, y_{m-1})\}$ where $f(y_1, \dots, y_{m-1})$ has limited private derivative of the first order.

Problem Cauchy. Let $u \in C^{2n}(D)$ and $\Delta^n u(y) = 0, y \in D$ (1)

$$u(y) = F_0(y), \quad \Delta u(y) = F_1(y), \dots, \Delta^{n-1} u(y) = F_{n-1}(y), \quad y \in S$$

$$\frac{du(y)}{d\bar{n}} = G_0(y), \quad \frac{d\Delta u(y)}{d\bar{n}} = G_1(y), \dots, \frac{d\Delta^{n-1} u(y)}{d\bar{n}} = G_{n-1}(y), \quad y \in S, \quad (2)$$

Where $F_i(y), G_i(y)$ given on ∂D continuous function, \bar{n} -external normal to ∂D . It is required to restore $u(y)$ in D .

Let's assume, that the decision of a task (1) – (2) exists and continuously differentiate, $2n - 1$ of time down to endpoints of border and satisfies to the certain condition of growth (class of a correctness), which provides uniqueness of the decision.

Function $\Phi_\sigma(y, x)$ we can define by the following equality:

$$\Phi_\sigma(y, x) = C_{n,m} \int_{\sqrt{s}}^{\infty} \text{Im} \left[\frac{\exp(\sigma w + w^2) - \text{achi}\rho_1\left(w - \frac{h}{2}\right)}{\omega - x_1} \right] (u^2 - s)^{n-k} du, \omega = iu + y_1 \quad (3)$$

$$C_{n,m} = (-1)^{\frac{m-1}{2}} \left(\Gamma\left(n - \frac{m}{2} + 1\right) 2^{2n-1} \pi^{\frac{m}{2}} \Gamma(n) \right)^{-1}$$

Theorem-1. Function $\Phi_\sigma(y, x)$ can define by the following equality (3) – polyharmonic of functions. ($s > 0$).

Theorem-2. The function $\Phi(y, x)$ is satisfied the following inequality:

$$\sum_{k=0}^{n-1} \int_{\partial D \setminus S} \left[\left| \Delta^k \Phi_\sigma(y, x) \right| - \left| \frac{\partial \Delta^k \Phi_\sigma(y, x)}{\partial \bar{n}} \right| \right] ds_y \leq C(x) \varepsilon(\sigma),$$

$C(x)$ - constant, $\varepsilon(\sigma) \rightarrow 0, \sigma \rightarrow \infty$.

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SOME PECULIARITIES OF TRANSLATING SPECIFIC WORDS RELATED TO CULTURE FROM UZBEK INTO ENGLISH

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Annotation: *Through this article, you can gain knowledge about the features of special words related to culture in the translation process, as well as the specific effective methods that occur in the translation process. Because the views of all educators and scientists on the translation process are also slightly different. In particular, there are a number of grammatical, lexical, including punctuation, differences in the translation of words that belong to the culture of each nation, ethnic group, mankind. Because of this, it is possible to understand how variable and constantly moving language is. In this way, it helps to understand the deep nature of the language. It is no secret that this article, created by the author, is aimed at a broader interpretation of the methods and ways of translation of specific terms, which are difficult for many scholars. In particular, it is safe to say that English, one of the foreign languages in the process of globalization, attracts today's young teachers with its originality, not to mention all the masters and masters of the field. In addition, in the process of translating from Uzbek to English or from English to Uzbek, you will find interesting ideas about the specific methods of translation of cultural concepts, such as qualities, attitudes, behavior.*

Keywords: The forms of word combination, semantic, and structural constant unities, research, similarities, differences, interrelations, features of language, advantages of translation, types of culture, ways of translation.

Introduction

«The future of our country, the future of our people, the prestige of our country in the world community, first of all, depends on how our children grow up, grow up and become human beings.» We must never forget such a sharp truth. « [1]

It is known that in today's era of rapid development, the role of rapidly evolving innovative technologies is visible not only in one area, but also in all areas of the state: social, political, economic, and education, which serves as their basis. is thriving. In particular, each industry has its own creator, that is, the author of the

idea, as well as a unique and appropriate creator of innovative technologies. For, no matter how strong and deep the world of thought of the state develops, there is no doubt that it will be the main criterion for its high and inexhaustible development in all respects.

It should be noted that the importance of any work carried out and put into practice in the field of education and the seal of eternity is the world of new ideas and innovative methods in making education stronger and more powerful. It is so important to see his face. Nowadays, one of the best ways is to increase the enthusi-

asm of the younger generation to learn foreign languages and to update a number of ways and means of acquiring them through organic and constantly moving contacts.

As a proof of our opinion, we must also acknowledge that a great translator said: «The variability of languages, the richness of unstable features, the tendency of languages to novelty, any educator, any linguist, every which is the main factor that motivates a scientist to constantly work on himself, to constantly think, to constantly seek innovation.

The reason for this is that human perfection consists of the unexpected breadth and infinity of the world of thought. That is, the way in which the mind receives information, or the way in which language transmits information, also includes certain ways.

Indeed, it is important that education has methodological, pedagogical, psychological and cultural significance. It is no exaggeration to say that the existence of a methodological basis for the high growth of the next generation, the widespread use of methodological innovations, interactive pedagogical technologies and their practical application is, of course, the first prelude to success in education.

Although the specificity of receiving and imparting knowledge is not enough, it sees the world as a product of the same truth. [2]

In addition, it is no secret that the expression of pedagogical principles through specific goals is a key factor in the correct understanding, assessment, and drawing of the ability of language

learners. it's not. In particular, it is necessary for every pedagogue to have psychological, pedagogical, methodological, and practical skills, knowledge, and qualifications.

Research methodology

The main reason for this is that the presence of features that are useful not only for language learners but also for students helps to increase students' knowledge, to show students the right way in the learning process, to show their unique abilities. serves as a large bridge in the detection.

Analysis and results

At the same time, it is the most important tool in conveying students' attitudes to language learning through specific cultures and habits. Naturally, each nation, ethnic group has its own cultural peculiarities and culturally significant aspects. The cultural interpretation of education is mainly based on a number of effective methods when thinking about translation. In particular, it should be noted that the translation of specific cultural terms and words is carried out at certain stages. [3]

- The uniqueness of translation also proves that words differ from other branches of education by their richness and depth of thoughts, ideas, and meanings. From this, it is clear that the owners of professional professions related to any language are the main criterion in conveying to the human heart attractive words of high quality and richness in all respects. This is because the language has an agglutinative nature, that is, the formation of new meanings through the addi-

tion of suffixes, and thus the uniqueness of the relationship between the listener, the speaker, the character, the characteristics of the character. used to describe. Of course, the skill of the translator is paramount in this process.

• As a clear example of this, from the views of our Methodist scholars Rogova, Yakubov, etc. on education, it is clear that in the field of translation it is necessary to recognize that the translator has all the potential, a broad outlook. That is, it is important for them to have the vocabulary and scientific secular enlightenment. In addition, it should be noted that the translation of cultural words from Uzbek to English may be complicated by the following:

- Grammatical compatibility;
- Lexically similar and contradictory aspects of words;
- Punctuation difference;
- Application of time;
- Know the essence of hierarchy;
- Know the essence of blocking;
- Specific expression of methodological aspects. [4]

It should be noted that there are several effective ways to overcome the difficulties listed above, which are also somewhat useful in finding solutions to these problems. They are:

- Know the level of the structural method;
- Importance of constructive method;
- Understand the basis and essence of grammatical equality;
- Understand the level of systematicity;
- Synonymous methods;
- Autonomic methods;

- Know the possibility of using intensive methods;
- Knowledge of extensively used words;
- Maximum knowledge of the methodology;
- Understand simultaneous translation methods;
- Know how to use the arts;

Thus, a deep understanding of the above methods leads to an understanding of some aspects of the art of translation, namely:

- In the structural method, mainly the structure and form of expression of sentences:
- Constructive method – mainly to know the definition and meaning of special indicators;

The method of understanding the basis and essence of grammatical equality – mainly the English interpretation of sentences differs significantly from the Uzbek interpretation. This is due to the adaptation of the times, including the presence of articles in English and not in Uzbek. To know that there are differences between English and Uzbek in modern times.

The way to understand the level of the system – to know, in particular, the systematization and comparison of specific terms, scientific terms, and scientific terms.

Synonymous methods – mainly to know that the words that can be found in English and Uzbek have similar meanings and differ in spelling. For example: yuz, chehra in Uzbek; in English, start, commence, begin; important in Uzbek, essential, important, significant, necessary, basic, rudimentary;

Table 1.

A semantic classification of idioms

№	GROUPS	ENGLISH	UZBEK
1	Phraseological fusions	To leave smb. in the lurch, kick the bucket, red tape, a pie in the sky, once in a blue moon, heavy father	Esi chiqib ketdi, tepa sochi tikka bo'ldi, boshi osmonga yetdi, yuragiga qil sig'mayd
2	Phraseological unities	To catch at a straw, between two fires, to know which way the wind blows, to see the world through rosy spectacles	Og'zi ochilmoq, yerga qaradi, bel bog'ladi, temirni qizig'ida bosmoq, tarvuzi qo'ltig'idan tushmoq
3	Phraseological combinations	Gospel truth, bosom friends	Achchiq gap, gapning tuz

Table 2.

Structural classification of idioms

№	GROUPS	ENGLISH	UZBEK
1	Verbal	To talk through one's hat	Kavushini to'g'rilab qo'ymoq
2	Substantive	Darkhorse	Ammamning buzog'i
3	Adjective	Safe and sound	Mayda gap
4	Adverbial	By hook or by crook	Og'zi qulog'ida
5	Interjectional	Good heavens!	Quling o'rgilsin!

• Anonymous methods – mainly to understand the differences between the English and Uzbek words and their content. For example, aka-uka;

• Intensive methods – in-depth knowledge of the scope of words as much as possible and the description of the synchronization with innovative innovations;

• Extensive methods – mainly the use of tools that help to understand the relationship of words with other areas. For example, pedagogy, philosophy, linguistics, psychology, methodology;

• Maximum knowledge of the method – to know and understand the importance of methods in the translation process. For example, the formation of a culture of correct assessment of the similarities and differences between the English style of speech and the Uzbek style of speech, and

a focus on the careful use of words in its interpretation;

• Understanding the methods of simultaneous translation – it automatically means the direct attitude of the human mind to the translation process, and in this process significantly systematizes the levels of use of words;

• Know how to use the arts – both in English and Uzbek have their own unique and appropriate attractive, silent words, the effect of which is much longer or longer. be so close. For example, the appearance of the art of allegory in Uzbek as in English is expressed in terms of structural expansion or contraction;

• The art of proportionality is the use of words in proportion to each other;

Phraseology is considered to be a microsystem of the general system of a language. The phraseological system reflects

Table 3.
Syntactic role of idioms

№	PARTS OF SPEECH	ENGLISH	UZBEK
1	Substantive	Your new broom looks very smart.	Aravani quruq olib qochish sizga yarashmas ekan.
2	Predicate	Don't play ducks and drakes with your father's money.	Hozir Zamirning ko'ngliga qil ham sig'masdi.
3	Object	Do you want to examine our new broom?	Nazokatning oldiga kirish uchun xezlanardi- yu, biroq qizishib turgan bir paytda yana qosh qo'yaman deb ko'z chiqarib qo'yishdan hayiqardi.
4	Attribute	Mr Smith is a suspicious man. This is the house of the dark horse.	Qo'y og'zidan cho'p olmaydigan Ergashga nima bo'ldi?
5	Adverbial modifier	He was thrown out neck and crop.	Ko'z ochib yumguncha necha ming piyoda va suvori kishilar paydo bo'ldi.

the rich historical heritage and customs of any nation; it is passed on from one generation to another. The abundance of idioms forming the system is a result of enriching a language and speech. The interrelations between the components of idioms form a phraseological system. "The complex of phraseological unities or idioms form the phraseological layer of any language."

Idioms are the word combinations comprised of two or more words which are inseparable and constant 82 according to the semantic and structural formation. Idioms are used for figurative sense and have definite norms of historical usage. Their meanings are revealed during a certain discourse.

They have peculiar morphological and syntactic formation and grammatical and semantic connection of the words makes a whole meaning. Russian linguist V.V. Vinogradov divides idioms in both lan-

guages into three groups according to semantics. (Table 1) As the linguist, G.B. Antrushina says, "this division is the first semantic one and hasn't lost its value in linguistics" [1, 189].

Both languages are relatively rich in phraseological unities. Phraseological patterns are classified according to the structure as following (Table 2):

The analyses of the patterns indicate that verbal patterns are mostly spread out in both languages. Idioms of the languages have typical syntactic parts and they are analyzed as a whole but not separable as word combinations are done (Table 3).

The phenomena of lexical and grammatical variations are intrinsic in both languages. As A.A. Reformatsky says, "idioms are combinations of word tending to be a single word"[4, 92]. It should be pointed out that idioms in the English and Uzbek languages cannot always be the equivalent of a word.

Table 4.
Similarities and differences of the English and Uzbek languages

Idioms	Semantic classification	Structural classification	Syntax critic role	Lexical variation	Grammatical variation	Formation	
						By prepositions	By suffixes
English	+	+	+	+	+	+	
Uzbek	+	+	+	+	+		+

Most of English idioms are formed by prepositions existing in the English language:

To catch at a straw, lose one’s heart to smb., to look a gift horse in the mouth, a fish out of the water, to lock the stable door after the horse is stolen.

In Uzbek suffixes are widely used for this case:

Ammanning buzog’i, og’zi qulog’ida, kalavanning uchini yo’qotmoq, ko’ngli to’q, tandirni qizig’ida yopmoq.

Some of English idioms are conveyed as a delineating interpretation in Uzbek. For instance, the idiom “ship of the desert” in English means “a camel” and it is uttered into Uzbek as “sahro kemasi”. “Sahro kemasi” is not an idiom but a delineating interpretation. Some linguists assume that idioms have an interdependent connection. An idiom is a unity of words that possess a figurative sense together. It is composed of components that are words that have a specific interrelation. All the components are equal.

They are analyzed as a whole either from the semantic side or syntactic one. If they are analyzed separately they turn

into a common word combination. So it is the evidence of the absence of interdependence. In a conclusion, the analyses of samples point that there are a number of similarities and differences between the structures of two compared languages. (Table 4).

Conclusions and suggestions

Although idioms possess the forms of word combination or even sentence they deeply differ from these speech patterns. As a lexical unity, they are mostly close to words; most of the features concerning a word are inherent in idioms too.

Idioms are not made during the speech like a word combination or sentence but are a ready-made pattern in a language as words. So idioms are considered to be a language phenomenon, not the speech one. It is possible to research the similarities and differences between the English and Uzbek languages studying them through comparative- typological analysis. In both languages which are being compared idioms are formed by two or more words and are semantic and structural constant unities.

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ART CONFLICT IN THE NOVEL “REBELLION AND OBEDIENCE” BY ULUGBEK HAMDAM

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***Annotation.** Ulugbek Hamdam's novel "Rebellion and Obedience", a great representative of Uzbek literature, analyzes the contradictions in the human heart, the contradictions in the inner world. The focus is on the fact that the impact of the social environment on human character is reasonably interpreted in the emergence of these conflicts. These concepts are proved in the example of the image of Akbar in the work. The impact of the social environment highlights the tragedy of a person who has become a victim of injustice.*

Keywords: artistic role, conflict, character, social environment, justice and injustice, rebellion and obedience, concept of personality, artistic interpretation.

The independence of Uzbekistan has brought great changes, creative series and impetus to the socio-economic, political and cultural life of our people, and has begun a period of radical changes in almost all areas. Since independence, our national and spiritual values, traditions, traditions that have been forgotten by our people for many years have been revived, issues of inculcating the ideology of freedom in the minds of our compatriots, raising the next generation as well-educated, mature and well-rounded people. This, in turn, required a radical reform of all areas of science and science. In this regard, our state, along with other areas of education, has assigned a number of responsible tasks to our literature and literary criticism. After all, once people began to feel a sense of freedom, they began to understand themselves, so the examination of the human psyche, the response to changes in all areas of consciousness has become one of the most pressing problems of today's literature. The literature,

which covers almost all the problems in society, is becoming one of the important areas in solving today's problems. To be more precise, it is safe to say that literature is no longer the main tool that reveals man's material world, but his spiritual world, his spiritual experiences, and his inner world.

It is a well-known fact that the role of the poet, writer, literary scholar Ulugbek Hamdam, who makes a significant contribution to the renewed artistic thinking, is special. By the way, the novel genre is leading in the writer's artistic research. In particular, the novels "Balance", "Rebellion and Obedience", "Sabo and Samandar", "Namatak", "Father" in recent years have made a significant contribution to the development of Uzbek novels. In these novels, the complex aspects of life, the uniqueness of human character, the contradictions between the individual and society, the conflicts in the inner world of man are deeply interpreted. Literary scholar H. As Karimov noted: "... The

novel” *Equilibrium* “is a very timely work. Indeed, on the eve of independence, people lost their balance, both outwardly and inwardly, and became more afghan, and the novel reveals the same essence” [1. Page 279]. Indeed, the protagonists of the work are intelligent individuals, whose unique world, place in life, complex aspects of self-awareness are deeply interpreted.

When we get acquainted with the work of Ulugbek Hamdam, one of the prominent representatives of Uzbek literature, who has a worthy place in the development of Uzbek literature, we can see in his works a uniqueness that is not found in other artists. Unlike other talented Uzbek writers, his work is the product of the attention of readers, literary critics and critics. The attitude to Ulugbek Hamdam’s novels is first of all reflected in literary-critical articles. The publication of the novel “*Equilibrium*”, the first product of the author, did not leave indifferent many literary critics. After the publication of the novel “*Equilibrium*”, literary critic Dilmurod Kuronov wrote the last words to him and expressed his first thoughts about the novel. In it, Dilmurod Kuronov believes that one of the greatest achievements of the writer is that the man of the new era has a bold artistic interpretation of the pros and cons of the spiritual world. Academician Matyokub Kushjanov also praised the novel, calling it “a novel written with violence.”

Indeed, the novel *Rebellion and Obedience* depicts the contradictions in the inner world of man, as well as the tragedy of the individual who became a victim of

injustice and injustice, based on the realities of life. In the play, we encounter Akbar’s “I” who has suffered from injustice and injustice. As the literary critic Bahodir Sarimsakov noted: “An artistic image is formed as a result of the creative synthesis of various changes and experiences in the real being, in the human psyche through the creative consciousness, worldview, aesthetic ideal, ideological purpose. Therefore, every new image created by the creator is a new creation, a new discovery” [2, p. 13].

The artist represents the unique influence of various events of life on human character. That is why in the novel “*Rebellion and Obedience*” such characters as Akbar, Diana, Aunt Larisa, Tursunboy Jontalash, Kamil Tabib were able to skillfully show the spiritual world of man, the sufferings of the soul. We see this only in this quote: “Akbar woke up frightened. That night again. Again that student... Sadr, his insulting words, his fists punched in the chest.. Then the slap, the trial, the cruel sentence from the judge’s mouth: “Let him be sentenced to three years in prison!” every time it’s “deprived!” After his words, Akbar said, “No, no, no!” He wakes up screaming and when he regains consciousness, he repeats: “No, no, no.” This is cruelty, this is injustice, this is injustice, this is... “[p. 3, 5]. It seems that the contradictions in the spiritual world of man, as a person, are fighting against the injustice and cruelty of the environment, of the time. At this point, the voice of the author and the protagonist merge. Elements of polyphonic thinking are more widely expressed in the novel. It can

be said that some aspects of the stylistic style of the great Russian writer F. Dostoevsky are skillfully illuminated in the reality of the novel. Consequently, Akbar is an ordinary teacher, a person who was sentenced to three years in prison for a slap in the face after hearing insults from his student. The first artistic conflict in the novel takes place in a short episode between Akbar and Sadr. This sets the stage for the plot to move and to delve deeper into the logic of reality in the novel. It is worth mentioning that Akbar tries to call a student who has lost his human image to order in front of everyone with a good word. But he is angry that his efforts were in vain, and tries to punish him with a round of applause. In the essence of the novel, it turns out that the author's important statement is based on a single sentence: "You will not find happiness until you are free from the pain of rebellion and obey." Rebellion is the rhythm of Akbar's character, which is aimed at protecting the inner world of mankind from the deceptions of various worlds.

In the plot of the novel, the writer uses several types of conflict, namely, conflicts between person and society, between person and individuals, between person and environment, conflicts in the spiritual world of the protagonist, which indicates the continuity of character and conflict. If the conflicts in Akbar's spiritual world in the novel serve to understand the need for a deeper understanding of his existence, the radical changes in society, the contradictions of the environment serve as the reason for his formation as a person. When Akbar came to his teacher after his

imprisonment and told him that he did not know what to do, the doctor replied, "Go on a journey." The meaning of this statement cannot be understood at that time. His rebellion of the heart in the same vein does not allow it. He then drives a melon to Russia for a commercial trip to rebuild his helpless family. But he is captured by the local "forces" of the land, and Akbar is told that another car can save his life in exchange for a melon.

We see the conflict between the social environment and the individual in the following way: "This is an injustice, my God!" – a painful thought crossed his mind, nothing came to his mind; no sweet children, no wife, no father van a mother, no one!.. There was only rebellion, but in his heart! Even when there is a rebellion, it is a rebellion against one's own destiny, against the fact that destiny is painful, that the world consists of deception, violence and injustice!... "[p. 3,17]. The divine-mythological elements applied in parallel with the events in the novel, the artistic inserts allow a deeper understanding of the psyche of the character, the logic of reality. It is also a symbol of the fact that Adam and Eve ate the forbidden fruit, were persecuted, and realized that they were doomed to sin, no matter how hard they tried to escape the devil's box – the writer Akbar's insight into the cause and consequences of the decline of all mankind.. The phrase "There was only rebellion in his heart", which fully describes Akbar's psyche in the novel, shows that this rebellion is aimed at proving the basis of the uncompromising eternal struggle between society and the individual, nature and society.

All the textures of the novel are strewn with all sorts of artistic conflict. The creative intention of the writer, who was able to round out the diffuse image, is not only to show the causes and consequences of the contradictions between the person and the environment, but also to draw a realistic picture of the decline of world civilization. It should be noted that the rebellion in Akbar's heart also brought the violence of that environment to him, for which he had left a lot of money after so much suffering. But the revolt against this violence did not subside in him either, and he was left in the throes of heartache. In these moments we see the inner, spiritual conflict leading: "No great work has begun, the end of it all is tragic, no matter how beautiful a girl or woman you are, no matter how long you live, no matter how long you live, you will not be able to escape death... How can you endure the disappearance of the good deeds you are trying to do, the good deeds you are trying to do, and the fact that one day you and your memory will be lost?.. Isn't this injustice, oppression and cruelty?" [3, 36- bet].

As Akbar struggles with the contradictions in his world, he is once again convinced to take a deeper look at life, that life is fleeting, that human life is more precious. In the same place it is necessary to note the following views of the Austrian psychologist Sigmund Freud. Freud calls man's aspirations for life Eros and his aspirations for death Tanatos (the trans-

formation of a living organism into dead matter). Indeed, life is full of contradictions. It exerts its influence on man, on the spiritual world of the individual. Literary critic Tilavoldi Juraev writes: "All the human vices that society always faces show the complexity and versatility of the human spiritual world. Man's behavior and history all ultimately depend on his position in the spiritual world." In short, man is skillfully interpreted in the novel of conflict in the spiritual world. That is why the conflicts and quarrels of the characters of the conflict, which find an artistic expression in the plot, are expressed in the form of contradictions between the hero and the environment or in his psyche, and the contradictions in Akbar's world bring him to the level of character.

In the novel *Rebellion and Obedience*, the artistic conflict played a leading role in shaping the plot of the work. Each conflict situation described in the novel is resolved differently, as well as revealing the course of events. Therefore, it should be noted that the contradictions in Akbar's psyche are based on his environment and the people living in that environment.

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СЕМАНТИЧЕСКАЯ АССИМИЛЯЦИЯ И ДЕРИВАЦИЯ СЛОВ, ЗАИМСТВОВАННЫХ ИЗ ВОСТОЧНЫХ ЯЗЫКОВ ВО ФРАНЦУЗСКИЙ

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***Аннотация.** Заимствования представляют собой один из основных источников пополнения словарного запаса языка. При этом переход лексической единицы из одного языка в другой не может быть механическим – процесс заимствования всегда связан с приспособлением лексической единицы к фонетической и грамматической системе языка-реципиента, а также с семантическими трансформациями – сужением, расширением значения, или дальнейшей деривацией. В данной статье автор рассматривает особенности семантической ассимиляции и дальнейшей деривации слов, заимствованных французским из восточных языков.*

Ключевые слова: заимствования, семантическая ассимиляция, деривация, французский язык.

Заимствование является основным внешним источником обогащения словарного состава языка. Тесный контакт народов, знакомство с иной цивилизацией влечет за собой языковой обмен на уровне словарного состава. Сразу отметим, что слова иностранного происхождения появляются в языке как следствие не только культурного взаимодействия, но и появления в жизни общества научных и технических новшеств, использование которых приводит к заимствованию соответствующей научно-технической терминологии. Происходящие в общественной жизни изменения приводят к появлению новых слов, которые зачастую становятся достоянием многих языков. Французский язык в данном случае не является исключением.

Статус заимствований во французском языке в значительной степени особый, так как лексическая база французского языка неоднородна – вульгарная латынь, кельтские и германские языки послужили его основой [Катагощина 1976:25].

В данной статье мы сконцентрируемся на механизмах и принципах вхождения иностранного слова в словарный состав французского языка. А именно на семантических трансформациях, которые лексическая единица претерпевает в процессе заимствования. Очевидно, что заимствование не может быть чисто механическим процессом. Заимствованное слово входит в словарный состав языка реципиента и, следовательно, адаптируется под фонетические и грамматические пра-

вила данного языка. При этом, семантический объем заимствуемой лексической единицы также изменяется, чаще всего в сторону сужения или даже смещения. Заимствование слов во французском языке представляет собой в настоящее время активный процесс. Помимо исторически сложившихся языков-«доноров», таких как классические языки – латынь и греческий, французский язык часто обращался и обращается к словарям германских языков, в первую очередь немецкого и английского, к близким романским языкам; последние два столетия обозначили и иные направления – славянские языки, в первую очередь русский, восточные языки, среди которых арабский занимает первое место, и многие другие. Как мы видим, процесс заимствования – постоянный, а следовательно он требует постоянно к себе внимания со стороны лингвистов. В ходе исследовательской работы в данной статье, мы с самого начала обращались к конкретным языковым примерам заимствования с целью их последующего анализа. Подобный подход к материалу определил и выбор метода исследовательской работы – индуктивный метод. В большинстве случаев мы рассматриваем конкретные языковые примеры и отслеживаем, какие именно изменения они претерпевают на уровне фонетики, грамматики и синтаксиса в процессе адаптации к нормам французского языка. Рассмотрение реальных примеров позволяют сделать вывод о наиболее типичных приемах ассимиляции иноязычных слов во французском языке.

другой стороны, в лингвистике уже хорошо изучены основные механизмы фонетических, грамматических и семантических изменений, которые претерпевают слова. Таким образом, мы обращались и к дедуктивному методу, опираясь на уже известные лингвистические приемы, вели поиск конкретных языковых примеров.

Заимствование особенно облегчено тогда, когда язык, который черпает и тот, который служит источником, принадлежит той же семье и главным образом той же отрасли. Путь заимствований иногда сильно усложнен. Заимствование в языке осуществляется незамедлительно или через посредничество другого языка. Оно может быть прямым или косвенным.

[Хауген Э., 1972; 344 – 382].

В переломные моменты истории страна, в периоды глобального реформирования управленческого аппарата, науки и образования, производственных процессов имеет широкомасштабное заимствование реалий другой культуры, которое выражается, в первую очередь в обилии лингвистических заимствований. На современном этапе развития общества, когда весь мир охвачен процессами глобализации и единения различных наций и культур, и стремиться к универсальному диалогу, вопрос о взаимовлиянии и взаимопроникновении языка и культуры стоит очень остро. Вызвано это тем, что язык, будучи средством отражения культуры, является ее зеркалом, и обилие языковых заимство-

ваний, характерны для современного этапа, вызывает серьезные опасения о сохранении целостности и самобытности национальной культуры. Насколько возможно при таких условиях сберечь стабильность национальных языков и культур, и реальна ли идея создания некоего всеобщего диалога, суммирующего все достижения цивилизации – это вопрос, волнующий сегодня не только лингвистов и культурологов, но и политиков. [Слобожанина Н.А., 2008;5].

Займствования – совершенно новые лексические формы для обозначения, которых не было никаких способов выражения в языке. В язык вошло большое количество заимствований, являющихся синонимами к уже имеющимся понятиям. Причины появления заимствований:

- необходимость быстро выполнять недостающие звенья в лексической системе профессионального, бытового и литературного языка;

- необходимость считаться с тем, что новые заимствования лишь отчасти совпадали по смыслу с их соответствиями;

- заимствования стали интернациональными;

- адаптация заимствования к нормам заимствующего языка, т. е. к ее звуковой морфологической системе;

- фразеологическая активность слова, разнообразие его возможных сочетаний с другими словами и разнообразие применений;

В языке, несмотря на его высокую адаптационную способность к заим-

ствованиям, существуют языковые константы (постоянные формы), базовые понятия, определяющие самобытность и уникальность языка нации, которые формируют его устойчивую лексическую систему. [Слобожанина Н.А., 2008;5-6].

Для более глубокого исследования, мы отобрали несколько лексем из персидского, арабского языков, претерпевших семантическую ассимиляцию, в языке-реципиенте.

ЛЕ “bazar” в языке-доноре имеет значение « базар (восточный рынок), рынок, место осуществления купли-продажи », то в языке-реципиенте, наблюдается семантическое расширение значения, например:

1) В толковом словаре французского языка: Bazar m [bazar]

1. крытый рынок (на Востоке)
2. универсальный магазин
3. разг штукавина, вещьца
4. разг имущество, скарб; барахло; хлам
5. перенос разг базар, беспорядок; кавардак
6. арго уст лицей
7. воен арго курсант первого года службы (военной школы в Сен-Сире),

т.е. в персидском языке первоначальное значение лексемы, во французском языке расширяется и приобретает иронический характер(3,4,5,7). Кроме того, появляются идиомы с данной лексемой, в которых прямое значение лексемы теряется и, остается только семантически- ассимилированное значение, далёкое от оригинала, дан-

ную трансформацию, мы можем посмотреть на примерах из словаря идиомов:

– tout ce bazar- вся эта муть, вся эта канитель

– et le bazar- (et (tout) le bazar) и все такое, и все прочее

– l'avoir dans le bazar- быть обманутым

– emporter tout son bazar – унести все свое барахло, все свои манатки

– faire du bazar- скандалить, шуметь, базарить

– sécher le bazar- не пойти на работу.

Явление семантического расширения, также претерпевает ЛЕ «échec». В языке-доноре, персидском, данная лексема имеет значение «шахматы (настольная игра)», в языке-реципиенте, во французском, наблюдается случай смещения семантического значения, когда заимствованная ЛЕ приобрела в той или иной степени отличное от первоначального значения.

échec [eʃɛk] l.m

1) неудача, поражение, провал; срыв; затруднительное положение

2) тех аварийное прекращение

3) шахм шах королю

4) шахматы

2. *adj*

être échec – быть под шахом

échec l. (jeu d'échecs) шах

1) делать / сделать шах и мат

2) одержать полную победу; разбить / разбить наголову

1) получать / получить шах и мат

2) терпеть / потерпеть | полное поражение (фиаско); быть разбитым наголову

2. (insuccès) провал, срыв; ↓неудача; ↑крушение, крах (faillite).

На примере следующих ЛЕ, заимствованных из арабского языка, мы можем наблюдать семантическое расширение значения. Так, слово «coton» в арабском языке имеет значение, хлопок(растение), вата, то во французском языке оно не только в исходном значении, но и в переносном значении, густой туман, а также в идиомах приобретает, саркастический и негативный окрас.

coton [kɔtɔ̃]

1) хлопок

2) хлопчатая бумага

3) вата

4) пушок (на плодах, растениях; т.ж на лице)

5) густой туман

↔ плохи его дела; он дышит на ладан (santé)

он пошёл по плохой дорожке (aller à sa perte) ||: coton se sentit tout en coton – être au coton – filer un mauvais coton – jeter un vilain coton – mettre dans du coton – vivre dans du coton – c'est coton – bonnet de coton – en deux fils de coton – moitié fil et moitié coton – jambes de cotton.

Данную трансформацию семантического расширения и преобразования первичного значения, можно также рассмотреть на примере ЛЕ «zéro», которая в языке-доноре имеет значение, математической единицы, то языке-реципиенте трансформируется в полисемическое слово, и обозначает не только существительное, но и прилагательное, имеет значение не только

математической единицы, но и фразеологизма. *Zéro* [zero], 1.m

1) ноль, нуль; нулевой уровень; нулевая температура

2) точка отсчёта, нулевой уровень

3) ноль, нуль (о человеке), ничтожество; никто

4) ничто

5) нуль (оценка)

2. *adj invar*

1) нулевой

2) никакой, ни один

zéro et 1. ноль, нуль || (note): 2. полный (круглый) ноль (нуль), ничто, ничтожество; невежда (*ignorant*) 3. (*refus*) ни за что! *zéro boule à zéro – boule de billard avoir les miches à – avoir le moral à zéro – ajouter des queues aux zéros – avoir le trouillomètre à zéro – un à zéro zéro* 1) нуль; точка нуля 2) точка замерзания воды.

Подводя итоги проделанной работы, следует остановиться на некоторых особо важных моментах.

Займствование представляет собой постоянный активный процесс. Его интенсивность, а также выбор языка-донора обуславливается множеством факторов, в том числе и экстралингвистическими. Причины займствования многообразны, в том числе и необходимость обозначения предмета или явления, присущего иной культуре. При этом вопрос о степени необходимости и интенсивности займствований остается во многом открытым.

Заключительная часть настоящего исследования включает в себя анализ займствованных во французский язык ЛЕ в семантическом плане, а именно в плане возможного изменения семантического объема займствуемой ЛЕ. Вместе с тем отмечается, что займствуемое значение необязательно должно быть основным в языке-реципиенте. Довольно часто оно оказывается вторичным, иногда даже переходным. Вместе с тем, займствованное значение может иметь коннотативную окраску, которая зачастую образуется в языке-доноре, но может сформироваться и в языке-реципиенте.

В процессе займствования лексическая единица претерпевает ряд трансформаций, в т.ч. и семантическую ассимиляцию, которая проявляется в изменении изначального семантического объема.

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GLOBAL INTERNET ETHICS AND ITS IMPORTANCE IN PROVIDING YOUTH IDEOLOGICAL SECURITY

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ABSTRACT: *In this article given the information about the emergence of the concept of Internet ethics, its peculiarities and its importance today in the spiritual and moral development of young people.*

Keywords: information, information attack, information consumption, fake information, informative, ethics, information culture, internet, internet etiquette, computer ethics, social network.

The 21st century is as a period of rapid life, comprehensive information system and telecommunication technology development in the world, should include things that should support life and human activities, as well as the globalization of the information space has been treated as a past factor if it affects the development of the whole world. In modern conditions, special attention is paid to the protection of the younger generation from the effects of harmful information, the development of ideological immunity in the fight against information attacks. In particular, in the United States, France, Germany and Russia have developed the program named “Safe Internet”.

According to Professor Y.N. Zasurskiy: “Global networks play an important role in the international information space. In addition, the Internet guarantees freedom of speech in the field of information”[1]. However, under the concept of “freedom of speech”, most users mean to use the global network as they wish, without following any rules, ethical norms. From the above considerations, it can be seen that

inculcating the rules of internet ethics in young people has become a topical issue today.

The emergence of the concept of “The ethics of Internet“ is interpreted differently in different sources. According to Russian media researcher A.Skvortsov, the idea of introducing ethical rules in the global network is associated with the emergence in 1989 of an anonymous group of Internet activists. The manifesto was accepted by them, according to which the filth on the Internet:

- illegal entrance to Internet resources;
- violation of the completeness of publicly available information;
- disclosure of other users’ secrets [2].

However, there are specific aspects of working on the Internet, first of all, a journalist must follow the following rules when running his website, social network page and editorial blog or website:

- not to post information without checking its source several times;
- not to use quotes, photos or videos from social networks without indicating the source;

- understand that photos taken on social networks and published will not have any other content when posted on the organization's page or blog;

- not to post photos, videos on the Internet without the consent of the people depicted in them;

- they must express their personal views and political views on the page of the organization. It should always be kept in mind that an organization's website on the Internet should only serve to shape a positive image of the organization. Also, on the organization's website and social network page, another organization should not post materials that unjustifiably criticize the employee;

- to respect author's authorship rights and must escape from plagiarism.

Population growth in Uzbekistan is increasing the demand for the Internet. In particular, in 2020 the population of Uzbekistan will exceed more 34 million [3], and the number of Internet users will exceed 22 million[4].

In developed countries, at least 500,000 sites serve the same population. When it comes to the our country, we have 77,000 [5] sites, which in turn is not enough to provide information to the population.

In addition, on February 19, 2018, the Presidential Decree "On measures to further improve the ICT sector" was issued. The decree listed the factors hindering the rapid development of the Internet and information security. In particular, it was noted that the telecommunications infrastructure is underdeveloped, remote areas of the

country are not provided with telecommunications networks, the quality of mobile communications and the Internet does not meet the needs of the population[6].

As a result of the analysis of the above considerations, it can be said that the following reasons make it necessary for the formation of Internet ethics skills in today's youth:

- commenting on the content of public policy, which affects the minds of our youth, aimed at protecting the interests of future generations, the lack of rapid development of Internet journalism, which provides rapid coverage of issues of interest to future generations, as well as a wide range of critical and analytical coverage of youth issues;

- the formation of various destructive ideas among young people;

- Introduction of "Mass Culture" through foreign sites;

- Increased crime and fraud on the Internet;

- an increase in sites promoting violence and savagery;

- increase in the number of sites promoting drug addiction and pornography;

- The development of online games and its growing negative impact on young people;

- It is observed that religious extremist organizations carry out propaganda work among young people through foreign sites.

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THE REFERENCES INTERPRETATION OF NORMAL-LEGAL RULES AND REGULATIONS IN THE POLICY OF RESETTLEMENT OF TURKESTAN BY TSARIST RUSSIA (BASED ON THE MATERIALS OF THE “TURKESTAN’S COLLECTION”)

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ABSTRACT: *The article describes the policy of resettlement of Tsarist Russia to Turkestan, its military-political and socio-economic goals, the normative legal acts on which the resettlement policy is based, and their colonial nature.*

Keywords: Tsarist Russia, Turkestan, colonization, resettlement policy, resettled population, charter, settlements, land funds.

This was natural that the population relocated to Turkestan would face a number of problems in the new historical conditions. Moving from the reception centers to new places can show the difficulties of settling there, the uncomfortable lifestyle, the need to change professions and so on.

For these reasons, in the “Turkestan Collection” and the Russian periodical publishes, are there any suitable lands for migrants in the country? What are the principles and rules of settlements in Turkestan? How are the IDPs adapting to the new natural and climatic and economic conditions? Many articles have been published that focus on debates on issues such as[1].

Over the years, the management of resettlement activities in Turkestan has been carried out by the ministries and various departments of the Russian Empire. The establishment of Russian villages and settlements, in which the control of farms was originally under the

control of the Ministry of Internal Affairs. On the recommendation of the Ministry of Internal Affairs, special commissions set up by the Governor-General of Turkestan are responsible for studying and reporting on the Russian population and Russian population centers. According to press reports, in 1871 the first Regulations on Displaced Persons were developed. At the same time, the rate of annual migration of the population across the empire was set. In 1870-1871 the average annual displacement of the population from the imperial provinces was thirty thousand, while in the 1880s an average of one hundred thousand were relocated each year[2]. In fact, by 1908, one hundred thousand families, that is, seven hundred thousand people, were relocated to Siberia by rail during the year.

The Charter of 1871 aimed to take into account the vacant lands of the Kyrgyz Kazakhs and Kara Kyrgyz living in the steppe areas, to settle them, and to

determine the average size of lands owned by nomads. It is also proposed to register the newly created land funds as state and public lands. The charter defines the following issues:

Strict accounting of unused land resources by the local population, determining the quality of registered lands, the number of migrants living in them;

Determining the exact amount of land allocated to the Kyrgyz by districts (districts);

Transfer of excess land funds to the relocation fund. The average population is expected to leave 234 desiatins, and in some areas – up to 550 desiatins [3].

This Regulation states that the land resources of the “Kyrgyz” and “Kara-Kyrgyz” are very large, 21 million desiatins in the Ettisuv region alone, 168 million desiatins in the Urals, Turgai, Semipalatinsk, Akmalinsk regions, of which 4 million desiatins are resettled, it was believed that the situation would not have a major impact on the couple’s water relationship. However, most of the lands were barren, sandy, saline soils, and their distance from water resources was not taken into account. The frequent replacement of pastures by nomadic people and their stability in the use of land resources were not taken into account. Not all lands are suitable, the vast deserts are covered with salt, the pastures are dry and barren, swamps and groves, in 1871-1879 some additions were made to the Statute.

According to periodicals, “nomadic life is militarized, and Kyrgyz tribes are not afraid of clashes with the government.

Where the nomads take my horse’s hooves, that place belongs to me. The Kyrgyz graze their camels and horses, sheep and goats, and set up tents wherever they want”[4], there is a lot of information like. The first legal document on the management of the Governor-General of Turkestan was the “Regulations on the management of the Turkestan region” adopted on July 12, 1886, the rights and obligations of the displaced population were clearly defined in the points and articles of this Regulation. The “Turkistan Collection” contains a number of information about this Charter. In particular, according to Article 238 of the Charter:

“The resettled population should not only be provided with drinking water at home, but also be relocated to areas where irrigation and land can be irrigated;

The places where they move are not chosen voluntarily, villages and settlements are established in the places determined by the state;

Money and financial assistance will be provided to any relocated family. Those who move to the designated place will build a house, and a church and a school will be built in such places. In villages with more than 100 families, schools and monasteries are built at the expense of the state;

It is forbidden to build villages voluntarily, to move from one village to another”, [5] was said.

Articles 280 and 284 of the Charter also stipulate that retired servicemen from the Turkestan military district shall provide each family of retired officers with 10 to 30 desiatins of land, 100 rubles

of money, bricks and timber for housing. In the clause X of the charter states that Russian peasants who profess Christianity will be relocated solely to agriculture, and that they will not be given land on more than 10 acres of state vacant land[6].

Articles 155 and 270 of the Statute instruct that lands not used by the Kyrgyz (Kazakhs) be included in the vacant land fund[7].

However, the Governor-General of Turkestan, S. Vrevsky, signed an order prohibiting the resettlement of peasants in Turkestan, prohibiting the requirements of the Charter of 1886. The Russian Empire's Interior Ministry repatriated those who had traveled to Turkestan via Astrakhan and the Caspian Sea without permission. The Department of Agriculture and State Property officially banned the relocation. By 1898, Governor-General Dukhovskiy had ordered the search for "vacant lands" for the displaced. In the same year, a "Resettlement Committee" was established under the Turkestan Tax Administration[8].

In conclusion, the regulation of land-water relations between the displaced population and the local population also forced the colonial administration to develop a legislative framework in this direction. Far from the culture of farming based on artificial irrigation, the European-speaking population did not fully realize at first that water and land were equally important in farming in the East. The first step in this direction was the "Temporary Regulation" on the use of water in 1877 by

the first Governor-General of Turkestan P.A. Kaufman. According to this document, the water of rivers and canals is the property of the state, and the release of water to the newly developed lands with the permission of the administration. However, the "Temporary Rule" was valid for only 4 years, and A.Chernyaev, who was governor-general in 1882-1884, declared that water control in the irrigation sector was not necessary. This has led to negative developments in the water and irrigation system.

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SOME PEDAGOGICAL ASPECTS OF FORMATION OF HEALTH CULTURE AMONG STUDENTS

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ABSTRACT: *In this article analyzed the pedagogical, psychological problems of attitudes to health as a value in young people, the formation of health culture and components of a healthy lifestyle, modern trends in health pedagogy.*

Keywords: youth, health, health care, physical fitness, healthy living, healthy lifestyle, health pedagogy.

The pedagogical science and education system of our country has a strategically important task, which is to create all the conditions for education to help improve the health of schoolchildren and students. In this case, the social and pedagogical significance of the formation of a culture of health, which prepares students for the realization of their dreams in life is greatly increased.

When we say about “health culture”, we mean a part of the general culture of a person, which includes methods of diagnosing a person’s own health, mental and physical condition, a system of knowledge about the concepts that make up a healthy lifestyle; understand that the importance of health and healthy lifestyle values are factors in their personal development; the ability to develop ways to maintain and improve health [2].

Health culture provides a methodological basis for the development of sciences that aim to build human health in a primary way.

The contradiction between the culture of health and the denial of an unhealthy

lifestyle in the dialectic of an unhealthy lifestyle has led to an increase in human life expectancy, living in his worthwhile living conditions leads him to dedicate his life to good deeds, to the celebration of a healthy lifestyle.

Prolonging human life due to the formation of a culture of health delays death, while living an unhealthy lifestyle shortens human life and accelerates death.

At the same time, on the basis of the idea of a perfect man, which embodies the highest spiritual and physical perfection of humanity, which has both national and universal significance, it is necessary to carry out the formation of nobility, which always encourages him to goodness. This idea has led all nations to great progress, inspired them to unparalleled achievements in the field of spirituality and enlightenment. There is no future for a people and a nation that does not care about raising a harmoniously developed generation that does not dream of perfection. The idea of a perfect man has always been a noble dream of our people. Therefore, in our renewed society, the

education of a healthy generation, the formation of a free civic spirit, the upbringing of harmoniously developed people by raising spiritual and enlightenment work to a higher level is itself the basis for the formation of a culture of health.

An important factor in shaping a culture of health in the younger generation is to ensure consistency in education, in other words, succession. According to the results of today's research, during the transition from secondary school to vocational education, there will be a negative change in the lifestyle of young people[4].

In many cases, the gradual rise of the education system is accompanied by a sharp change in the lifestyle of young people. There are several reasons for this:

- changes in the social conditions of life, the violation of the rules of work, rest and eating of schoolchildren, there is a mental and emotional stress, adaptation to new conditions is not smooth for everyone;

- training load increases;

- there will be favorable conditions for health problems (the number of smokers, smokers and even alcoholics will increase by 2-2.5 times);

- Combining learning with work (most students start working in stages 1 and 2);

- inactivity, ie a decrease in the level of youth physical activity (80% of students and young people are inactive, which is mainly due to harmful habits of the monitor).

According to the study, the majority of students do not have the basics of health culture: they understand the need for a

healthy lifestyle but have not mastered the skills of maintaining and developing health, there are those who are addicted to harmful habits, and only 30-35% are positive about organized physical activity, physical education and sports. We understand inheritance as the gradual, gradual change of the content, form and methods, technology of teaching and upbringing from one level of education to another in a consistent manner[1].

Inheritance implies that for all levels of education, its main idea, content, methods and organizational forms of teaching and education, methods of determining effectiveness are common.

Inheritance education content planning; rational choice and purposeful combination of methods, forms and means of teaching; adherence to the unity of pedagogical tools and requirements; due to the creation of the necessary conditions for the continuous application and development of mastered learning activities.

Defects in the health of the younger generation The main goal of the state is to be educated, highly qualified, socially oriented, can thwart all efforts to create a quality education system that consists of training a healthy professional.

The set of organizational and pedagogical conditions that ensure consistency in the formation of a culture of health of high school students and students, in our opinion, should be as follows:

1. Creating a health-friendly environment in the educational institution. The implementation of this condition implies the use of means to

optimize the workload, the organization of physical activity of students during the school day, the creation of a favorable mental climate, the introduction of health technologies in the educational process.

2. Sportization physical education of students. Based on the work of a number of researchers, elements of sports are creatively introduced into the field of physical education [3].

3. Assessment of students' physical condition. Regularly monitor the changes in the body of young people engaged in sports, assessment is necessary to optimize the physical loads placed on them.

4. Improving the professional competence of teachers in the formation of a culture of personal health.

5. Develop specific ways to maintain and improve student health. It is based on the results of physical examination of students and the experience of teachers.

According to the above conditions, ensuring consistency in the formation of a

culture of health of students can be effectively achieved through the development of cooperation between educational institutions of different levels, combining their efforts towards a common goal.

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ЎЗБЕКИСТОН ТАРИХИ ФАНИНИ ЎҚИТИШДА ТАРИХИЙ МАВЗУДАГИ МИНИАТЮРА САНЪАТИ МАТЕРИАЛЛАРИДАН ФЙДАЛАНИШ ЗАРУРИЯТИ

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***Аннотация:** Мақолада мамлакатимизда ёшларда тарихий билимларни юқори даражада шакллантириш, бу жараёнда Ўзбекистон тарихи фанини ўқитиш сифатини таъминлашда ватанимиз тарихининг турли даврларида яратилган миниатюра санъати асарларидан инновацион-педагогик омил сифатида фойдаланиш зарурияти таҳлил қилинган.*

Калит сўзлар: мустақиллик, таълим, тарбия, ўқувчи, тарих, тарихий хотира, тасвирий санъат, минатюра.

Суверен давлат сифатида жаҳон ҳамжамиятида ўзининг муносиб ўрнини эгаллаб, дунёга танилаётган Ўзбекистоннинг тарихи ва миллий мероси шунчалар бойки, у билан фахрланиш, уни авайлаб-асраш, бойитиш ва билиш ҳисси ҳар бир шахснинг фуқаролик бурчидир. Зеро, Ўзбекистон Республикасининг биринчи президенти И. Каримов таъбири билан айтганда, “Тарихсиз келажак бўлмагани каби ватанимиз ўтмишини билмай туриб порлоқ келажак кура олмаймиз”[1,29]. Шундай экан, бугунги кунда тарихни илмий ўрганиш, унга ҳолисона ёндашиш ва аниқ манбаларга таянган ҳолда талқин этиш жараёни олимлар, тадқиқотчилар, шунингдек таълим тизими вакиллари олдига юксак масъулият юклайди. Бу таълимий вазифа мамлакат ривожининг замонавий босқичида янада долзарблашиб бормоқда. Зеро, Президентимиз Ш. М. Мирзиёев таъкидлаганидек, “Мамлакатимизда соғлом ва баркамол

авлодни вояга етказишда ҳал қилувчи ўрин тутадиган таълим-тарбия соҳасидаги ишлар кўлами тобора ортиб бормоқда”[2,30].

Бу соҳада тарихий манбалардан фойдаланиш ҳам алоҳида долзарблик касб этади. Таълим-тарбия соҳасида ишларнинг кўламини ортиши билан бирга унинг сифати ва самарадорлигини ошиши масаласи замонавий таълимнинг устувор вазифаларидан бири бўлиб қолмоқда.

Ўзбекистон умумтаълим мактабларида тарих курсларини мазмунини танлаш тамойиларини ва мураккаблашган тартиби ҳамда мақсад ҳақидаги анъаналарни жамиятимизнинг таълимий эҳтиёжлари тузилмасида яна бир бор синов ўтказиб олиш зарур бўлди. Тарихий ҳақиқатнинг қарор топаётганилиги мамлакатда ижтимоий ҳаётнинг демократлаштириш, халқларнинг миллий жиҳатдан ўзини англашининг ўсганлиги, жамиятда тугган ўрни ва тарихий ролини яхши

тушуниш, тарих фанининг замонавий илмий ютуқлари мактабларда тарихдан билим бериш жараёнидан қайтадан ва янгитдан идрок қилинмоқда.

В.С. Мурзаев “Сиз ўқувчиларни миниатюра санъат асарларини пухта ўзлаштириб олсин десангиз ўқувчиларнинг сезги аъзоларидан мумкин қадар кўпроғини ўрганилаётган нарсага жалб этишингиз керак. Кўриш аъзоларини орқали ўқувчилар кўргазмалари курулларни яхши эслаб қолишади”. – деб ёзган эди. [3, 35]

Мамлакатимиз ҳукумати тарихни тарбиявий ролини англаб, Халқ таълими вазирлиги ва Ўзбекистон Фанлар академияси зиммасига Ўзбекистон халқлар тарихининг янги дастури дарслик ҳамда қўлланмаларни яратиш вазифаларини юклади. Бу дастур, дарслик ва қўлланмалар яратилди ҳам. Республикамизда амалга оширилаётган тарих таълими амалиёти, шунингдек дарсларда ўқитувчиларимизни маърузаларидан шу нарса кўришиб турибдики, улар дарсликлардаги маълумотлардан нарига ўтишмаяпти, қўшимча манбалардан кам фойдаланмоқдалар, яъни улар ўз имкониятлари даражасидагина ҳаракат қилишмоқдалар. Лекин миниатюра санъатга доир методик қўлланмалар мутлақо йўқ деб бўмайди. Шу ўринда «Расмларда ватан тарихи» (Тузувчи Х.Содиқов, рассом А. Маҳкамов) китобини эслаб ўтишимиз жоиз. Айни пайтда умумтаълим мактабларида тарих фанида миниатюра санъат асарларидан фойдаланишни амалга ошириш эса муҳим педагогик муаммолардан биридир.

Тарихий миниатюра санъат манбалари умумтаълим мактабларида фойдаланишни амалга оширилиши тарихий ҳодисаларнинг бир ёқлама талқинида қутилиб, хилма-хил фикрлар, тафаккур юритишга, шунингдек, тарих фанида шаклланган бир томонлама қарашлардан ҳолас бўлишда ижобий таъсир қилувчи самарали воситага айланади. Зеро, доно халқимизнинг “юз марта эшитгандан бир марта кўрган афзал”, деган ҳикматли мақолини амалий ифодасини миниатюрасанъат асарлари воситасида амалга ошириш мумкин. Ҳаёт синовларидан ўтиб сайқал топган бу сўзлар замирида тарих ва ҳаёт ҳақиқати ётади. Демак, миниатюра санъат манбалари ҳам ўлкамизнинг ўтмиш жожеасини ҳам, бахтли тақдир, кечмишларини тарих ҳақиқати, ашъвий далиллари сифатида ўзида намоён қилади. Шундай экан, бу манбалар тарих мулкидир, гап шу мулкни таълим-тарбиянинг мазмунига қандай олиб киришда қолган. Бу ўқитувчиларнинг миниатюрасанъат соҳасидаги билимлари, фанга нисбатан фидойилиги ва қолаверса, ижодкорлигига боғлиқдир.

Миниатюра санъат асарларини дарслардан ташқари кам ўрганилиши ўқувчиларни қизиқиши учун педагогик жиҳатдан тор ёндашганлигимиз билан изоҳланади. Лекин бундай ёндашиш ўқувчиларнинг тарихий тасавурларига салбий таъсир қилади. Шунинг учун тарих курсини уйғунлаштириш масаласида доимо илмий педагогик фикр юритилади. Бу масала кейинги йилларда юқори син-

флар учун муҳим аҳамият касб эта бошлади.

Тарихий билим холис асосга қурилган ва ижобий мазмун касб этганда миллат, биринчидан ўзининг тарихий илдизларини теран англаши, ўтмишда рўй берган жараёнларни таҳлил этиш орқали, улардан зарур хулосалар чиқариш, реал воқеяликни келтириб чиқарган сабаблар, омилларни чуққурроқ англаш орқали эрганги куннинг оптимал йўлларини белгилаш имконига эга бўлиши миллий тарихий хотира ривожига таъсир кўрсатишига асосланган [4,87].

Тарихий мавзудаги миниатюра санъат асарларисиз ўқувчиларда мазмунли тасаввур яратиш бўлмайди. Ўқитувчининг сўзи, ҳужжатлардан олинган парча ёки тарихий роман ёзувчининг бадиий тасвирлари қанчалик ёрқин ва равшан бўлмасин, ўқувчилар онгида ўтмиш замонлардаги ҳаёт тўғрисида тўғри ва аниқ тасаввур ҳосил қилиш учун сўзнинг биргина ўзи кифоя қилмайди. “Тасаввурнинг тўла бўлиши учун ўқувчига манзарани фақат оғзаки гапириб қўя қолмай, балки унга ҳақиқий манзарани тақдим қилиш керак” [5,149].

Тарих ўқитишда тарихий мавзудаги миниатюра санъат асарларидан фойдаланишдан асосий мақсад ўтмиш тўғрисидаги тасаввурларга муқобил келадиган ва тўла қимматга эга бўлган ҳақиқий манзаралар яратишдан иборат. Шунинг учун агар тарих дарслигида баён этилган ўтмиш воқеаларни кўз олдига келтиришга ёрдам берадиган суратлар билан таъминланган бўлса,

унинг таълимий қиммати ҳам ортади. Француз методист-тарихчиси Лависс шу фикрни тасдиқлаб, “Ҳар бир тарих китоби суратлар билан таъминлансин”, деган талабни илгари сурди. Тарихий мавзудаги миниатюрасанъат асарлари ўтмиш тўғрисида тасаввур ҳосил қилишга ёрдам бериб, ўтмишни тушунишни ҳам енгиллаштиради. Бу фикрни Лависс “Ўқувчилар кўриб турган бўлганлари учун тушунадилар”, деб қайд этган.

Ўқувчиларда тарихий миниатюра санъат асарларига қизиқишнинг мавжудлиги ҳам муҳимдир. Бу ўсиб бораётган оннинг янгидан-янги нарсаларни кўриб таассурот олишга бўлган кучли талаби билан боғлиқ бўлади. Одатда ёш китобхон китоб билан танишишни унинг суратларини кузатишдан бошлайди.

Демак, тарихий мавзудаги миниатюра санъат асарлари тарих фанини ўқитишда:

- 1) ўтмиш тўғрисида тўғри тасаввур ҳосил қилиш учун зарур;
- 2) ўтмишни тушунишни енгиллаштиради;
- 3) билимнинг мустаҳкамланишига ёрдам беради;
- 4) баён қилинган тарихий мавзудаги миниатюрасанъат асарларига ўқувчиларни қизиқишини оширади.

Хулоса қилиб шуни айтиш мумкинки, тарихий мавзудаги миниатюра санъат асарлари вақт ва муҳитнинг бадиий талқини, тарихнинг турли қирраларини бадиий бўёқлар ёрдамида ўқувчилар кўз ўнгида янада ёрқинроқ чизилишига, тарихий воқеалар мазмунини тўлалигича эсда сақлаб қолишга

ва ўқувчиларга ўтмишнинг ибратомуз воқеалар асосида тарбия беришга хизмат қилади.

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ЗИЁРАТ ТУРИЗМИНИ ТАШКИЛ ЭТИШДА ИСЛОМ ДИНИ АМАЛЛАРИНИНГ БАЖАРИЛИШИ ОИД

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***Аннотация:** Мақолада инсоннинг ижтимоий фаолиятларидан сафар қилиш одоби, зиёрат, ислом қоидалари тўғрисида сўз юритилган бўлиб, сафар ва зиёрат ўртасидаги фарқлар кўрсатилган. Зиёратнинг бошқа саёҳат турларидан фарқланадиган жиҳати ҳамда унинг муқаддас қадамжолар билан боғлиқлик томонлари очиб берилган.*

Калит сўзлар: сафар, зиёрат, одоб, муқаддас, мусофир, ислом, туризм.

Зиёрат – бирор жойга бориш, деган маънони англатади. Зиёрат, моҳиятан, муқаддас жойларга, азиз-авлиёларнинг мазорларига, қабристонларга бориб, муайян маросимларни бажариш, демакдир [1]. Сафар асосан хаж-умра қилиш, илм олиш, тижорат, нафс риёзати, кўнгил ёзиш, сайр-томоша, устозлар ва улуғларни зиёрат қилиш ва бошқа мақсадларда қилинади. Ички зиёрат бу инсоннинг уз калбига рухий ва маънавий сафаридир. У “Сафар дар Ватан” ва “Дил ба Ёр” суфийлик тариқатлари йўлида инсоннинг тафаккур, ҳаёл, фикрлаш, дунёсидаги сафаридир. “Сафар дар ватан”- хар қадамда асл мақсадга – ҳақ томонга юриш, ватан бўйлаб қалбан сафар қилиш, ҳаёт оламига кириб ҳаётда учрайдиган барча қийинчилик ҳамда лаззатларни кўра билиш, хис этишдир. Инсон ўз ичида саёҳат қила олиши лозим. У ўз табиятини, жумладан: миждоз, феъл-атвори, истак-ҳохишлари, характери, ирода ва дидини, Хазрат Баҳоуддин Нақшбанднинг “Дил ба Ёр” (“Кўнглинг Оллоҳда”) сўфийлик тариқати йўлида

сайъ-ҳаракат қилган ҳолда, ички дунёсида сафар қилиб яхшигина ўрганиши лозим. Қалбга сафар қилиш учун инсонга маънавий озуқа керак бўлиб туради. Ички зиёрат манбалари сифатида Қуръони Карим; Шариф ҳадислар; буюк диний ва дунёвий аломаларнинг тарбиявий хусусиятга эга бўлган адабий ва илмий асарлари; маънавий юксак инсонларнинг панду насиҳатлари; ота-оналар; устоз ўғитлари, ўқитувчи ва мураббийлар хизмат қилади.

Ички зиёратнинг ўзига хос хусусияти сафарни ноанъанавий йўл билан босиб ўтишдир. Инсоннинг ўз маънавий баркамолликка эришиш йўлида ҳилватда китобларни ўқиб туриш, маърифий-тарбиявий тадбирларда қатнашиб сабоқ олиш, илм ўрганиш, билим олиш каби сайъ-ҳаракатларни бизнинг фикримизча, ички сафар воситалари каторига киритиш мумкин.

Ташки зиёрат эса диний расм-русумларни бажариш билан бирга амалга оширадиган инсоннинг турли муқаддас маконлар бўйича сайру саёҳатидир. У кишининг доимий яшаб

турган манзилдан узоқлашган ҳолда сажда килишга асосланган диний ёки дунёвий муқаддас жойларга зиёрат килишини назарда тутати. Зиёратчи муқаддас жой ва нарсалар олдига бориб сажда қилган, уларни эъзозлаган ҳолда зиёратни амалга оширади. Зиёратнинг ташқи шакли зиёрат туризмининг асоси сифатида хизмат қилади. Чунки, зиёрат саёҳати жараёнида зиёратчилар муқаддас жойларни зиёрат қилиш мақсадида сафарга чиқадилар.

Зиёратнинг бу шакли одамларни маънавий ва жисмоний камолотга эришишига қумаклашади. Чунки, инсонлар доимий яшаш манзилларидан узоқлашган сари ўпкалардаги хавони алмаштириш эвазига соғликларини анча яхшиланадилар. Улар турли – турман масканларга бориш-келиш вақтида хилма-хил одамлар билан қизиқарли сўхбатларда бўладилар, янги муқаддас жой ва нарсалар билан танишадилар ва улардан маънавий озуқа оладилар, ҳар хил ходисаларга гувоҳ бўладиларки, буларнинг барчаси зиёратчиларнинг дунёкарашини кенгайтиради ва баркамолликка етишга қумаклашади.

Исломи дини инсон ижтимоий фаолиятини одоб, ахлоқ ва маданият соҳаларини қамраб олади. Инсоннинг ижтимоий фаолиятларидан бири сафар одоблари бўлиб, ўзбек туризм маданиятининг энг муҳим элементларидан хисобланади. Имом Ғаззолий сафар қилувчи сафар қилишдан аввал оиласини нафақа билан таъминлаши, унда бирор кишининг омонати ёки қарзи бўлса, уларни адо этиши, агар сафар қилувчи шахс бирор ишга масъул

бўлса, ўз ишидаги жорий интизомга риоя қилиши, сафар харажатлари ҳам ҳалолдан бўлиши вазифаларни адо этиши лозимлигини айтиб ўтганлар.[2]

Абдуллоҳ ибн Умар розияллоху анху айтадилар: “Мусофирнинг зоди роҳиласи ҳалол, покиза бўлиши, сафар мобайнида ширинсуханлиги, сафардошларига хушмуомалалиги, харажатларда қўлидан келганича уларга ёрдам бериши улуг инсон эканининг аломатидир”. Сафарга ҳамроҳ танлаш сафар қилишнинг муҳим жиҳатларидан бўлиб, сафардош такводдор, яхши ниятли бўлиши, ислом амалларини бажаришда қўмакчи бўлиши лозим. Расулulloҳ соллalloҳу алайҳи васаллам эҳтиёт юзасидан тунда ёлғиз сафар қилишдан қайтарганлар.

Ибн Умар розияллоху анхудан ривоят қилинишича: “Расулulloҳ соллalloҳу алайҳи васаллам: “Агар одамлар ёлғизликдаги мен билган нарсани билганларида, бирор киши кечаси ёлғиз йўл юрмаган бўлар эди”, дедилар”. Бухорий ривоят қилганлар: Ибн Аббос розияллоху анхудан ривоят қилинади: “Расулulloҳ соллalloҳу алайҳи васаллам: “Сафардошларнинг яхшиси тўрт кишидир”, дедилар”.

Ибрат сафари, яъни Аллоҳнинг чексиз қудратини ва биздан олдин яшаб ўтиб, Аллоҳнинг раҳматига мушарраф бўлган ёки Аллоҳнинг қаҳрига дучор бўлиб, қирилиб кетган қавмларни, тарихий жойларни кўриб, ибрат ҳосил қилиш учун сафар қилиш. Аллоҳ таоло Ўзининг Каломида бундай сафарга тарғиб қилиб, марҳамат қилади: “Ер юзида юриб, ўзларидан олдингилар-

нинг оқибати қандай бўлганига назар солмайдиларми?! Уларнинг булардан қувватлари кўпроқ эди ва ерга ишлов бериб, уни булар обод қилгандан кўра кўпроқ обод қилган эдилар. Ва уларга Пайғамбарлари очиқ-ойдин (оят)лар билан келдилар. Аллоҳ уларга зулм қилмас эди, лекин улар ўзларига зулм қилардилар” (Рум 9-оят). Искандар Зулқарнайнинг дунё бўйлаб сафарлари шунинг жумласидандир.

Ҳаж сафари – қудрати етган одам учун бир неча шартларни ўз ичига олган, умрида бир маротаба қилиниши фарз бўлган сафардир. Фикҳий китобларда бу борада батафсил баён қилинган. Ватан ҳимояси учун сафар – ҳолат ва замон тақозоси билан бундай сафар гоҳида фарз, гоҳида вожиб ҳамда мустаҳаб бўлади. Бу ҳақда ҳам фикҳ китобларида зикр этилгандир.

Тижорат сафари. Аллоҳ таоло Куръони Каримда тижорат сафарининг муҳим эканини баён қилиб, марҳамат қилади: “Сизга ўз Роббингиздан фазл исташингизда гуноҳ йўқдир. Арофатдан қайтиб тушганингизда, Аллоҳни машъарул ҳаромда зикр қилинг. Илгари адашганлардан бўлсангиз ҳам, сизни ҳидоятга бошлагани учун Уни зикр қилинг” (Бақара 198 оят). Дунё талабида сафар қилмоқ руҳсат этилган. Агар ўзини ва аҳли аёлини одамлардан беҳожат қилмоқ талабида сафар қилсалар, тоат жумласидандир. Агар зиёда дунё топмоқ ва анга фаҳо-нозиш қилмоқ ниятида сафар қилса, шайтон йўлида юрган бўлур[3].

Илм талабидаги сафар: кишининг дунё ва охиратда нажот топиши учун

илмдан маълум бир қисмини таълим олиш ҳар бир кишига фарзи айнди (яъни ҳар бир кишининг ўз зиммасига фарз бўлиб, ўрнига бошқалар бажариши билан ундан соқит бўлмайдиган амаллар илми) ва яна бир қисми фарзи кифоядир (яъни бир қавмдан фақат бир киши адо қилса ҳам, қолганларга кифоя қилувчи амаллар илми). [4]

Илмнинг талабида сафар қилиш фарздир. Илм йўлида сафар қилиш фарз бўлган илмлар фақат диний илмлар билан чегараланмасдан, дунёвий илмларга ҳам тааллуқлидир. Масалан, соғлиқни сақлаш ҳар бир кишига фарздир. Демак, бир қавмдан бир кишининг тиб илмини ўрганиши фарзи кифоя бўлганлиги сабабли бу илмнинг бошқалар учун ҳам фарз бўлишини бекор қилади.[5]

Муқаддас қадамжолар зиёрати учун сафар қилиш инсон руҳиятини поклайди. Баъзи бир инсонларни тирикликларида зиёрат қилиш баракотга сабаб бўлганидек, вафотларидан кейин уларнинг қабрларини зиёрат қилиш ҳам улкан баракотга сабаб бўлади. Саёҳат зиёратга нисбатан кенгроқ атама ҳисобланиб, зиёрат саёҳатнинг кўплаб туридан бир тури ҳисобланади. Ички зиёрат саёҳатга тааллуқли бўлмасдан, фақат ташқи зиёрат унинг таркибий қисмига қиради.

Зиёратни саёҳатдан қуйидаги тафовутларини қайд қилиш мумкин: [6]

Агар саёҳатга барча сайр-у томоша турлари кирса, зиёратга фақат диний расм-русумларни бажариш билан бирга амалга оширадиган сафар тури қиради.

Саёҳатнинг объекти сифатида барча обидалар ҳисобланса, зиёратнинг объектига фақат муқаддас қадамжолар, ёки муқаддасликка хос бўлган нарса, киши ёки жойлар қиради.

Саёҳатнинг субъекти сифатида барча кишилар тааллуқли бўлса, зиёратнинг субъектини диний ва дунёвий эътиқодли кишилар ташкил қилади.

Саёҳат кўнгилхушлик, кизгин ўйинлар, ҳордиқ чиқариш каби саёҳат-ҳаракатларни ўз ичига олса, зиёрат бундай хатти-ҳаракатлардан ҳолис бўлиши лозим.[7]

Шундай қилиб, зиёратнинг бошқа саёҳат турларидан фарқланадиган жиҳати бу унинг муқаддас ибтидосининг мазмунли ва расмий жабҳаларининг мавжудлигидадир. Бунда муқаддаслик зиёрат маросимининг ўзагини ташкил қилади. Зиёрат феноменини тушуниш учун “муқаддас” атамаси билан саёҳатни амалга оширишга ундайдиган объект бўлган “муқаддас жой” атамасини ўзаро боғланганлигини аниқлаш лозим. “Муқаддас жойлар” зиёрат туризмнинг бирламчи бугини сифатида хизмат қиладилар. Улар атрофида зиёрат туризмнинг барча таркибий қисмлари йиғилади. Ўзбекистонда зиёрат туризмининг жадал ва барқарор ривожлантириш мақсадида: ўлкамизда мавжуд “муқаддас жойлар”ни модерниизация қилиш ҳамда мезонлар бўйича сифат жиҳатидан баҳолаш асосида уларни,

ички зиёратчилар бориб фарз ва сунатларни ижро қилиш имкониятини бера оладиган, “зиёратбоп қадамжолар” га айлантириш, сўнгра бу табарруқ қадамжолар негизида, маркетинг ғоясини қўллаш эвазига, халқаро зиёратчи оқимларини кескин кўпайтириш имкониятини Ўзбекистонда яратишга қодир бўлган, янги туристик бизнес тузилмаси – “*муқаддас зиёратгоҳлар*”ни ёхуд зиёрат туристик ҳудудларни шакллантириш мақсадга мувофиқ бўлар эди.

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TO STUDY THE PHYSICAL PROPERTIES OF DRY EXTRACT OF MILK THISTLE SEEDS

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Abstract: *The physical properties of dry extracts play an important role in obtaining biologically active additives from them. The technological properties of dry extracts largely depend on the shape and size of the particles. If the particles have an aniso diametric shape, the length will be several times larger than the width. Scattering density is the ratio of the mass of dry extracts to the volume occupied, which represents the volumetric property of dry extracts. The scattering density helps to predetermine the size of the capsule, the consistency of the mass in the capsule, and the type of excipients used.*

Key words: dry extract, milk thistle, scattering density, particle shape.

Introduction: Particle shape. The technological properties of dry extracts largely depend on the shape and size of the particles. If the particles have an anisodiametric shape, the length will be several times greater than the width. Substances with such a structure exhibit mainly unsatisfactory technological properties. The length of particles with an isodiametric shape is close to their width. They are mostly polygonal cube or spherical. The form factor is the ratio of the length of a particle to its width. The smaller it is, the better the technological properties of the particles.

Scattering density. Scattering density is the ratio of the mass of dry extracts to the volume occupied, which represents the volumetric property of dry extracts. The scattering density helps to predetermine the capsule size, the consistency of the mass in the capsule, and the type of excipients used. This size serves to predict the size of the capsule and the consistency of its mass. The scattering of substances

with a high scattering density is good. Auxiliaries with a high scattering density are added to substances with a low scattering density.

Materials and methods: Electron microscope, Micro projector, nightstand, wall screen, tungsten booster screen, disks, 545-AK-3 instrument, mold, scales

Experimental part: The crystalline and unign dimensions of the dry extract are placed on the clean surface of the glass slide of the studied dry extract and the dry extract is dropped by turning the glass to 1800 and tapping the glass slowly. In this case, the dry extract powder left on the glass surface is sufficient to see under a microscope. The tool window is mounted to the disc, secured using spring terminals, and the disc is mounted in place and secured with a nut. It is possible to install 6 windows at a time on the disk. Lenses, handle eyepieces are mounted on the head of the microscope according to the table. Since the quality of the images in the microscope depends significantly on

Table 1

№	The indicators studied	Units of measurement	The results obtained
1.	Particle shape		Odorless, white or slightly yellowish, cubic or rectangular crystals
2.	Scattering density	Kg / m ³	493,22

the light, the flashlight of the projection device and the fan are turned on to cool the system. The required lenses should then be screwed into the microscope revolver. If the microscope's tripod is viewed from above in its working position, it is recommended that they be placed clockwise in ascending order of magnification. The scattering density was determined using the officially calculated 545-AK-3 instrument and a mold with a hole diameter of 25 mm and a height of 22.3 mm. The above mold is filled with dry extract to determine the scattering density of the dry extracts. The mold is then gently tapped with an iron tool, compacted, and the excess dry extract from the top surface of the mold is removed using a scraper. The dry extract remaining inside the mold hole is then weighed to the nearest 0.01 g on a scale. This process is repeated three times.

The results and discussion: The results of the experiment showed that the particles of the substance were cubic or rectangular, with a height of 0.38 mm, a width of 0.22 mm and a thickness of 0.12 mm. The physicochemical and tech-

nological properties of substances with particles of such a shape and size show positive indicators, and the preparation of capsules from them is much more convenient and efficient. The results of the study to determine the friable density of the dry extract are presented in Table 1, according to which the substance showed a friable density of 498.22 kg / m³.

Results of determination of physical properties of dry extract

Conclusions: It is convenient to determine the volume of the capsule in which the dry extract is to be expressed, which exhibits such a scattering density. That is, it will be possible to select capsules that are small in size for a dry extract that exhibits a high scattering density

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EFFICIENCY OF USING VIRTUAL LABORATORIES IN THE EDUCATIONAL PROCESS IN UNIVERSITIES

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In recent years, world education and the scientific process have changed very rapidly. Currently, the modern educational process is becoming more effective when using interactive, multimedia-rich educational resources that provide active teaching methods. Virtual laboratories are an example of such electronic resources.

A virtual laboratory is a software and hardware complex that allows experiments to be carried out without direct contact with a real installation or in the complete absence of it.

The need to create virtual laboratories in the educational process arose in connection with the difficulties of using real laboratories in some cases. Virtual laboratories have the following advantages over real ones.

No need to purchase expensive equipment and reagents. Due to insufficient funding, many laboratories have old equipment that can distort test results and pose a potential source of danger to students. In addition, in such areas as, for example, chemistry, in addition to equipment, consumables (reagents) are also required, the cost of which is quite high.

Of course, computer hardware and software are also expensive, but the versatility of computer technology and its

widespread use compensate for this disadvantage.

Possibility of modeling processes, the course of which is fundamentally impossible in laboratory conditions. Visualization on the computer screen. Modern computer technologies make it possible to observe processes that are difficult to distinguish in real conditions without the use of additional equipment, for example, due to the small size of the observed particles.

The ability to penetrate into the intricacies of processes and observe what is happening on a different time scale, which is important for processes that occur in a fraction of a second or over several years.

Safety. Safety is an important advantage of using virtual laboratories in cases where work is in progress, for example, with high voltages or chemicals. Due to the fact that the virtual process is controlled by a computer, it becomes possible to quickly conduct a series of experiments with different values of the input parameters, which is often necessary to determine the dependences of the output parameters on the input ones. A weak point in this sequence of actions when using a real laboratory is entering the information received into the computer. In a vir-

tual laboratory, this step is absent, since the data can be entered into a spreadsheet of results directly when the experimenter performs experiments or automatically. Thus, time is saved and the percentage of possible errors is significantly reduced.

And another important advantage lies in the possibility of using a virtual laboratory in distance learning, when, in principle, there is no possibility of working in the laboratories of the institute.

The use of virtual laboratories allows:

- to help improve the effectiveness of training in general;
- reduce the time spent preparing for classes;
- demonstrate during the lesson experiments that cannot be performed in real life;
- organize an individual approach to trainees.

One of the most important issues in the development of a virtual laboratory is the creation of a student-friendly navigation system. It should provide three main indicators:

First, the orientation of the student within a given laboratory with an unambiguous identification of the place where he went.

The second, a special reflection of those places in the laboratory, which the student has already visited. For this, in general, the highlighting of visited links in a different color is used.

Third, providing the opportunity for the student to visit those places in the laboratory where he has not previously been. In order to provide this indicator of navigation, the most important is a clear

and adequate representation of the general structure of the entire virtual laboratory.

In recent years, the MATLAB system has become widespread in scientific and engineering circles. Moreover, it is currently accepted as an official means of processing engineering documentation and scientific publications. The MATLAB system was specially created for carrying out exactly engineering calculations: the mathematical apparatus that is used in it is extremely close to the modern mathematical apparatus of an engineer and scientist.

MATLAB has similarities to MathCad and Electronics Workbench. So it has in common with MathCad that both systems have ample opportunities to perform calculations performed with matrices, vectors and complex numbers, as well as a graphical presentation of the results. A distinctive feature is the input language, which is as close as possible to the usual mathematical language. And with Electronics Workbench, what is in common is the ability to create models of both individual objects and systems, by block-by-block modeling and using special blocks to observe the ongoing processes in the model. One of the most attractive features of the MATLAB system is the presence in it of a visual and effective tool for compiling software models – the Simulink visual programming package. The Simulink package allows you to study (simulate in time) the behavior of dynamic linear and nonlinear systems, and the compilation of a “program” and the input of system characteristics can be done in the dialog mode,

by assembling elementary (standard or custom) links on the screen. As a result of such an assembly, a system model (called an S-model) is obtained, which is saved in a file with the *.mdl extension. This process of compiling computational programs is commonly called visual programming.

Thus, from the analysis carried out, the following conclusion can be drawn: it is necessary to widely use virtual laboratories in the educational process, since they contribute to the formation of professional competence and the develop-

ment of constructive, analytical and systemic thinking of students.

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ONA TILI VA ADABIYOT DARSLARIDA OG`ZAKI VA YOZMA NUTQNI RIVOJLANTIRISHNING ASOSIY OMILLARI

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Xiva tumani 23-umumiy o`rta ta`lim maktabi ona tili va adabiyot fani o`qituvchisi, O`zbekiston.

Farzandlar ta`lim-tarbiyasi, kamoloti haqida qayg`urish xalqimizga xos azaliy qadriyatlardandir. Bugun shiddat bilan rivojlanayotgan dunyoda munosib o`rni va ovozigaga ega, yuragida milliy va umuminsoniy qadriyatlarga hurmat tuyg`usi jo`shib turgan barkamol avlodni, jahon andozalariga to`liq javob beradigan raqobatbardosh malakali kadrlarni tayyorlashda mehridaryo ustozlarning xizmati beqiyos. Bugungi kun o`qituvchisi-oddiy o`qituvchi emas, u zamon bilan hamnafas, hamqadam bo`lishi kerak. Bugungi kun o`qituvchisi o`quvchuga tayyor ma`lumotni berish bilan cheklanib qolmay, balki ta`lim oluvchini ijodiy fikrlashga yo`naltiradigan, uning o`zlashtirilgan ma`lumotini prognozlaydigan mutaxassis hamdir. Shu o`rinda buyuk adabiyotshunos yozuvchi Abdulla Qahhorning "Kuydirish uchun kuyish, ardoqlash uchun ardoqlanish shart" degan qimmatli fikrini e`tirof etish joizdir.

Ona tili ta`limining bosh maqsadi – og`zaki va yozma nutq ko`nikmasini, to`g`ri va ifodali fikrlash malakasini tarkib toptirishdan iborat. Ona tili darslarida o`quvchilarda ijodiylik, mustaqil fikrlash, ijodiy fikr mahsulini nutq sharoitiga mos ravishda yozma usullarda to`g`ri, ravon ifodalash ko`nikmalarini shakllantirish va rivojlantirish alohida ahamiyat kasb etadi. Har bir o`qituvchidan qaysi fan, qanday

dars turidan qat`iy nazar har bir dars jarayonida bevosita o`quvchining o`g`zaki va yozma nutq salohiyatini rivojlantirib borish talab etiladi. Jumladan, ona tili va adabiyot darslarida debat usulini qo`llash ahamiyatlidir. Debatlar asosida darslarni tashkil etishdan ko`zda tutilgan asosiy maqsad muammoning yechimini topishda o`quvchi o`zgalarni o`z yondashuvining to`g`riligiga ishonitirishdir. O`z fikrini aniq va mantiqiy bayon etish, buning uchun esa ishonarli dalillar va xulosalar topish ko`nikmalarini shakllantirishda debatlar o`tkazish samarali metod hisoblanadi. Ular o`quvchilarda ijtimoiy fikrni o`zgartirishga ta`sir etish qobiliyati mavjudligiga ishonch tuyg`ularini rivojlantiradi. Bahslashuv natijasida o`quvchilar nimalarni qo`lga kiritish mumkinligini tushunib yetsagina dars samarasi to`g`risida gapirish mumkin. Dars jarayonida o`quvchi o`z mulohazalarini kichik-kichik kontekstlar orqali yozma tarzda yoritishlari lozimdir. Bu borada o`quvchilarni shunday dalil-isbot topish ko`nikmalarini egallashga o`rgatish kerakki, natijada bildirilgan fikrni qarshi tomonning muhokama qilishiga o`rin qolmasin. Shundagina o`quvchilar tengdoshlarining qarashlarini hurmat qilishga yoki xususiy tasavvurlarini sinfdoshining fikri oldida ojiz ekanligini tan olishga o`rganadi, eng asosiysi, ularda erkin fikr

yuritish ko`nikmalari shakllana boradi. Dars davomida badiiy asar tahlili asosidagi suhbatlar o`qituvchining qiziqarli luqmalari, munosabatlari bilan jonliroq chiqadi. Lekin ayrim hissiyotlarga to`yingan asarlarning tahlili jarayonida o`qituvchi suhbat davomida kamsuqumroq bo`lishi ham zarar qilmaydi. U inson hissiyoti o`ta nozik ekanini, kichkinagina ehtiyotsizlik uni jarohatlab qo`yishi, bu bilan o`quvchi samimiyati barbod bo`lishi mumkinligini bilishi lozim. Suhbat davomida shunday lahzalar bo`ladiki, o`qituvchining sukuti barcha xususiyatlari bilan savolga, luqmaga, ba`zan esa xulosaga teng bo`ladi. Shu o`rinda adabiyotshunos olim, Ro`zmon Keldiyorovning "EHTIYOT BO"LING, QALB BOR!" degan da`vatini qo`llash juda o`rinli bo`ladi. Zamonaviy o`qituvchiga xos bo`lgan muhim sifatlardan biri-har doim biror narsani o`ylab topishga intilish, o`quvchilarni ham shunga undash. Agar pedagog o`quvchini tushuna olsa, uning ichki hissiyotlari va intilishlarini anglasa, u, albatta, o`quvchining qalbini ochish uchun mos kalitni topadi. Ta`lim jarayonida o`quvchining og`zaki va yozma nutq salohiyatini rivojlantirish borasida innovatsion texnologiyalardan unumli foydalanilmoqda hamda bunday ish uslubi o`z samarasini ko`rsatmoqda. Interfaol yondashuv o`qituvchilar uchun dars jarayonini yaxshi tashkil etishga qulay muhit yaratadi. O`quvchilarning o`zaro fikr almashishlariga imkon beriladi, muvofiq sharoit yaratiladi. Yechimini kutayotgan masalalarni hamjihatlikda muhokama etadilar, yechadilar. Vaziyatdan chiqishda hamkorlikda

yechim topadilar. Olgan axborotlari asosida bilimlarini bir-birlariga namoyish etadilar. Bir-birlaridan ilhomlanib, ruhiy qoniqish hosil qiladilar. Har bir ishtirokchi o`zini ta`lim mazmunining muallifidek his etadi. Ta`lim mazmunini to`la o`zlashtirishga erishadilar. asosida bilimlarini bir-birlariga namoyish etadilar. Bir-birlaridan ilhomlanib, ruhiy qoniqish hosil qiladilar. Har bir ishtirokchi o`zini ta`lim mazmunining muallifidek his etadi. Ta`lim mazmunini to`la o`zlashtirishga erishadilar.

O`qituvchi

O`qitish jarayonida og`zaki nutqni o`stirish, erkin fikrlashga o`rgatish, o`z fikrini mantiqan izchil, ravon tilda bayon etish bilan birga, yana bir jihat e`tiborga olinadi. Bu yozma savodxonlikni oshirish, husnixati va yozuv texnikasini yaxshilash sanaladi. Ona tili ta`limi oldiga o`z fikrini og`zaki va yozma tarzda to`g`ri va ravon bayon qiladigan, mustaqil va ijodiy fikr lay oladigan, o`zgalari fikrini anglaydigan-muloqot va nutq madaniyati rivojlangan shaxsni kamol toptirish maqsadi qo`yiladi. Bu bilan o`quvchilarning til qurilishi bo`yicha olgan bilimlari, bu bilimlarni amaliyot bilan bog`lash ko`nikmasi va nutq hosil qilish malakasini tarkib toptirishga qaratiladi. Ona tili ta`limi natijasida o`quvchilar egallagan bilim, ko`nikma, malaka hamda shakllangan kompetensiyalar quyidagi ko`rsatkichlar asosida tekshiriladi va aniqlanadi. O`quvchining bilimlari, his-tuyg`ulari, fikrlarini yozma ravishda bayon etish uning ma`naviyati va ma`rifati ko`zgidir. Shunday ekan, qadimdan ota-bobolarimiz, buyuk siymolarimizning yozma

savodxonlikni yaxshilashdagi xatti-harakatlari, mislsiz xattot bo'lishga intilishlari hech kimga sir emas. Buning isboti sifatida tarixiy bir dalilni keltirmoqchiman. Zahiriddin Muhammad Bobur o'zining "Boburnoma" asarida o'g'li Humoyunga xatlaridagi imlo xatolari xususida quyidagi fikrlarni aytib o'tadi: "...xatlaringda yolg'uzluq, yolg'uzluqkim debsen, podshohliqta aybdur... Podshohliq bila yolg'uzluq rost kelmas...Xatingni xud tashvish bila o'qusa bo'latur, vale asru mug'laqtur...Imlong yomon emas. Agar-chi xili rost emas. Iltifotni "to" bilan bitibsen, kulunjni "yo" bilan bitibsen. Xatingni xud har tavr qilib o'qusa bo'latur, vale bu mug'laq alfozangdin maqsud tamom mafhum bo'lmaydur... Takalluf qilay deysen, ul jihattin mug'laq bo'latur. Bundin nari betakalluf va ravshan va pok alfoz bila biti; ham sanga tashvish ozroq bo'lur, ham o'quvchig'a". Hozirgi kunda ham o'z ahamiyatini yo'qotmagan o'quvchilarning yozma savodxonligi, uni xato va kamchiliklarsiz bayon etishi dolzarb masaladir. Bu masalani bartaraf etish, yechimini izlab topish har bir pedagogdan, ayniqsa, ona tili o'qituvchilaridan ilmiy salohiyat, mas'uliyat va sabot talab etadi. Ta'limning shunday muhitini yaratish kerakki, unda o'quvchi o'zini shaxs deb sezsin, unga

bo'lgan e'tiborini tuysin. Agar o'qituvchi dars davomida "muvaqqiyat muhitini" tashkil etib, o'quvchida o'qishda muvaqqiyat qozonishiga yordam bersa, uning o'z kuchi va iqtidoriga ishonchini orttirib borsa takomillashgan o'quv jarayoni ham o'z-ozidan yuzaga keladi. Oshkoralik, ishtirokchilarning o'zaro hamkorligi, ular keltirgan dalillarning tengligi, hamkorlikdagi bilimlar banki, o'zaro baholash va nazorat imkoniyati bilan belgilanadigan ta'limiy muloqot manbai yaratiladi. Demakki, o'qituvchining o'zi ham doimiy ravishda o'z ustida ishlashi, pedagogik mahoratini uzluksiz oshirib borishi, jahon va milliy pedagogik meros hamda ilm-fan yutuqlaridan ijodiy foydalangan holda ta'lim jarayonini takomillashtirib borishi lozim.

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3. N.Mahmudov, A.Nurmonov, A.Sobirov, D.Nabiyeva. "Ona tili", 6-sinf darsligi. Toshkent-2013-yil, "Tasvir" nashriyoti.
4. "O'quvchi shaxsini rivojlantirishga yo'naltirilgan ta'lim". Umumta'lim maktablari o'qituvchilari uchun o'quv modullari, 1-modul, Toshkent-2013-yil

CONTENT OF INTERACTIVE EDUCATION AND ITS SCIENTIFIC BASIS

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The Law of the Republic of Uzbekistan «On Education» and the «National Program of Personnel Training» make it a topical issue to bring up a harmoniously developed generation with creative, independent, critical thinking in the period of systematic implementation of market socio-economic relations in our country.

Fulfillment of this socio-pedagogical order has created a unique and appropriate national model of continuing education in our country, the primary achievements of which are recognized by the world community, statesmen, scientists and educators.

The thoroughness and comprehensiveness of the system of continuing education is evidence of the effectiveness of the educational process, the increasing quality of education. At the same time, our descriptive pedagogical experience shows that a small number of our professors understand that when it comes to continuing education, students' knowledge and skills are gradually similar, they pay attention only to the outcome of the issue. By studying and analyzing the scientific-methodical, educational-technological literature on interactive education in our country, we can pay attention to the experience of developed countries, compare them with our own practice and

achieve continuity in the rules, methods and technologies of education to further increase the effectiveness of continuing education.

The history of educational institutions has been formed over many years, and the rules and methods of teaching students the individual characteristics of young people are selected based on the goals and objectives. It is in these processes that methods of teaching the «little ones», the «middlemen» and the «highs» have been formed. In our opinion, such an approach was caused by educational goals and tasks. The pedagogical goal of continuing education is one – to bring up a harmoniously developed generation. We conducted descriptive experiments among professors and teachers on the practical application of interactive education, understanding its essence and content. The results are as follows:

- interactive education – work with small groups 28%;
- teamwork – 16%;
- pair work – 12%;
- Individual performance – 4%;
- New method of education – 40%.

Summarizing the results of the descriptive pedagogical experiments, we conducted additional research using questionnaires, interviews, question-an-

swer methods to find out the reasons why respondents came to the above-mentioned opinions.

The results led us to make a theoretical generalization as follows:

– Most professors and teachers understand the organization of interactive education as teaching students in small groups (microgroups). They analyze interactive learning as a method, not as a form of teaching;

– Does the natural observation of the learning process in the student community show that interactive learning is a form or method of teaching? Regardless of their views, professors recognize its effectiveness, the role of improving the quality of student knowledge, skills, abilities, the development of creative, independent, critical thinking in the subject, the ability to make decisions, the ability to implement them, the formation of personality.

Interactive learning has proven to be more effective than traditional teaching methods. But interactive teaching also uses traditional teaching methods! We have studied and analyzed advanced pedagogical theoretical and practical approaches to the correct solution of this scientific-pedagogical, methodological problem.

We made theoretical and methodological generalizations from the obtained results and compared them with the existing practice.

The results of the research allow us to put forward the following theoretical and practical results: the socio-economic for-

mation determines the social order of educational institutions and has the nature of primary priority. The rules and methods of education are secondary to the essence and content of this social order. Socio-economic formation defines the essence, content, tasks of education, clarifies the pedagogical position and its manifestation – the nature of pedagogical relations, dialogues. Then, in order to implement this social order in practice, professors turn it into a «pedagogical language» and make an effort to implement it, that is, develop or choose methods of teaching the laws and rules of education.

At present, there are enough opportunities for interactive education to achieve our pedagogical goals, but our professors are trying to use the system of interactive education (secondary) without humanizing, democratizing their pedagogical positions, attitudes, dialogues (primary).

Without adjusting the pedagogical position, attitude, communication to the new educational object, the applied interactive education system does not give the expected result. The reason is the contradiction between the pedagogical goal, the intention and the pedagogical position, the relationship, the dialogue. Of course, the right solution to this conflict will lead to development.

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LINGUISTIC FEATURES OF TERMS RELATED TO THE CULTURE OF INTERETHNIC COMMUNICATION IN THE FIELD OF TOURISM

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Abstract: Sustainable tourism development is now a necessity of time. All the parties involved in tourism should participate in efforts to sustainable tourism development. Sustainability, as the best way of doing business today, is a new concept in the tourism sector and sustainable tourism practices can be considered as a new type of innovation in the tourism industry.

Key words: Knowledge, tourism serves, sustainable management, characteristics of innovation; characteristics of the organization (or adapters); and characteristics of the external environment, environmental protection and cultural heritage resources.

Therefore knowledge of the factors affecting tourism businesses to integrate sustainability in their activities is critical. Without this type of information, we are limited in our ability to design tools that work in the future to mitigate barriers and increase motivations tourism businesses to adopt sustainable tourism practices in their activity. Factors' influencing in the integration of sustainable practices into business activities is very subject discussed in different industries and different scientific disciplines after the late 80's. However, a limited number of studies addressed perspective of tourism businesses to adopt sustainable tourism practices. These studies have used different theoretical models. This paper undertakes the analysis of these models from the review of literatures, giving their advantages and limitations in the study of the factors influencing businesses to adopt sustainable tourism practices. After analysis, the paper finally concludes that Rogers's theory

on adaptation and diffusion of innovation is a suitable theoretical model in the study of factors influencing the adoption of sustainable tourism practices in tourism businesses.

1. Introduction

Nowadays, sustainable development is a necessary of the time. Many countries are developing tourism because it has the potential to contribute positively to the socio – economic development of the country. But while tourism serves as a development agent, rapid unlimited expansion and no right managed of tourism can make it a harmful agent changes in socio-economic and ecological environment of these countries. Therefore, for development of successful today and in the future, countries with tourist appeal should develop tourism in a sustainable manner. In these countries, sustainable tourism development needs to be reflected in their development policies. The

World Tourism Organization defines sustainable tourism as: “tourism that meets the needs of present tourists and host regions, while protecting and enhancing opportunity for the future” (WTO, 1998: 21). The challenge for tourist countries is to encourage the development and management of tourism products that will provide economic and social benefits to those countries while enhance customer appeal, protecting and enhancing their natural and cultural attributes. Further, Ritchie and Crouch (2003) argue that the development of tourism in a destination should be sustainable from an economic, ecological, socio-cultural perspective, to be competitive. Being competitive, tourism can contribute successful to the development (UNWTO, 2013). Today, tourism businesses are competing in creating more values to customers. Research and analysis of the current model of tourism demand show that visitors are becoming more selective in the choice of tourism destinations and businesses. They are showing a greater sensitivity to traditional culture, local population, environmental quality in choosing tourism destinations and businesses. Therefore, sustainable tourism development will lead to maintaining competitive advantage of tourism destinations and will serve as a crucial catalyst to tourism business growth. In conditions of this increased competition among tourist destinations and businesses, that tourism further continue its growth to respond positively tourist demand, it is required the application of the principles and practices of sustainability in adjustments to tourism development

and management. In efforts to sustainable tourism development should take part all parties involved in tourism. Without such cooperation, any effort towards sustainable tourism will remain unfinished. But the power of business to influence the sustainable management of tourist destinations is very large because most of the elements of the tourism product are in the hands of the tourist business sector. Also, tourism businesses have ability in managing tourism demand because they are the ones that directly respond to market forces and that their decisions are determined by the knowledge of customer needs and by the goal of earnings (Middelton & Hawkins, 1998; Swarbrooke, 2002). So the integration of sustainability in the management of tourism businesses is of great importance in maintaining the high quality of the tourist experience and in increasing competitive advantage of the tourism businesses. Integration of sustainability in tourism businesses is not about doing business differently, but it is about doing business better. By making sustainability a focus, tourism businesses can save money whilst enhance customer appeal, develop a competitive advantage, mitigate their impact on the environment and support local economy (Graci & Dodds, 2008; Taylor, 2008). Research and reality indicate that the general behaviour of tourism businesses is unsustainable. Thinking of tourist business management is dominated by short-term economic aims. This is a great concern. This fact leads to the need for research to find practical ways to change the attitude of business as a precondition for achieving sus-

tainable tourism development. But the effort to develop practical ways, strategies for sustainable tourism without sufficient management information reduces process of political aspiration of it (Middelton & Hawkins, 1998). If we understand their motivations and behavior, we better understand their behavior and therefore are in a better position to influence future behavior of tourism businesses. In these conditions, in efforts to increase the involvement of tourism businesses in the development of sustainable tourism and to adopt responsible behaviors is critical recognition of motivation and barriers that affect the integration of sustainability in tourism business activity in order to find strategies and tools that enhance their motivations and mitigate difficulties that they face.

Factors' influencing in the integration of sustainable practices into business activities is very subject discussed in different industries and different scientific disciplines after the late 80's. However, a limited number of studies addressed perspective of tourism businesses to adopt sustainable tourism practices. These studies have used different theoretical models. This study focused on analyse of those models to evaluate the most appropriate theoretical model for the study of factors influencing the integration of sustainability in tourism businesses. As such, this research contributes to researchers in the field of sustainable business development's study.

2. Methodology This paper aims to analyze theoretical models used in researches on the perspective of tourism businesses to adopt sustainable tour-

ism practices and to assess model more suitable in such researches. Also it is based on the appropriate theoretical model, this paper provides a conceptual research model for the adaption possibility of sustainable tourism practice by tourism businesses. In order to achieve the study aims, the research based in secondary sources such as: published theoretical literature and research literature. The published literature is reviewed to examine used theoretical models in the researches on the perspectives of businesses to adopt of innovations, to study and analyze those theoretical models with final aim to identify the advantages and limitations of used theoretical models in such studies and to determine the most appropriate theoretical model for the study of the factors influencing businesses to adopt sustainable tourism practices (STP).

3. Analyses and Results Integrating sustainability into activity of the business is more debated topics in different industries and different scientific disciplines after 80 years (Hoffman, 2000). However, a limited number of studies address the perspective of tourism businesses to adopt sustainability in their activity. These studies have used different theoretical models. Theoretical models, more applied, are: model of analysis cost / benefit, stakeholder theory, theory of the innovation's diffusion. Each of these theories has its own merits and limitations in explaining of factors influencing the integration of sustainability in tourism businesses.

3.1 Model of Analysis Cost / Benefit Businesses can adopt a new practice if it will benefit them. To estimate the ben-

efits and costs of a new practice, decision makers often used analysis cost / benefit (Swarbroke, 2002). This model seeks to identify all the costs and benefits that accompany the proposed practice, in order to take a rational decision by decision maker in the business organization. When the expected benefits exceed the investment cost of a new practice, then businesses may be more motivated to adopt this practice. Figure 1 provides a reasonable explanation of the analysis cost / benefit. According to this model, a tourism business will have low possibility to adapt a sustainable tourism practice (STP) when it is perceived with high cost and low benefits. In contrast, a STP will have a high possibility to be adopted, when it is perceived with high benefit and low cost. By theory, this analysis model is simple and easy to use in evaluating of the economic costs and benefits associated with a new practice.

Sustainable tourism development requires the informed participation of all relevant stakeholders, as well as strong political leadership to ensure wide participation and consensus building. Achieving sustainable tourism is a continuous process and it requires constant monitoring of impacts, introducing the necessary preventive and/or corrective measures whenever necessary. Sustainable tourism should also maintain a high level of tourist satisfaction and ensure a meaningful experience to the tourists, raising their awareness about sustainability issues and promoting sustainable tourism practices amongst them. Sustainable tourism concerns particularly important

aspects such as competitive and socially responsible tourism businesses, the opportunity to participate in tourism for all citizens, good employment opportunities in the sector and benefit from tourism activities for the local community. This requires the preservation of cultural integrity and the integration of environmental protection and cultural heritage resources in programs related to tourism. Extensive attempts to implement the principles of sustainable tourism development are made both at the regional level and at the level of tourism enterprises. A specific kind of sustainable tourism is “eco-tourism” defined by The International Ecotourism Society as the responsible travel to natural areas that preserve the environment and sustain the local people welfare. It includes at the same time elements of rural and cultural tourism. Besides subscribing to the principles of sustainable tourism, ecotourism has specific principles: it contributes actively to the conservation of natural and cultural heritage, it includes local communities in planning, development and operation activities, and it contributes to their welfare, it involves complete and interesting explanations for visitors, regarding the natural and cultural resources, it is intended mainly to individual visitors and also to small organized groups. This kind of tourism often includes activities in nature such as: hiking, mountain climbing, observing the living beings in their natural habitat, etc. Moreover, it can also incorporate cultural activities, too. Ecotourism plays an important role in education, it is a chance to learn respect for nature,

for the local culture, and for some it is a chance to self-reflection being inspired by the beauty of the surroundings. Another characteristic aspect of ecotourism is to obtain benefits for the local community. This means hiring local staff, sourcing local products, local involvement in decision making and organization of tourist activities (Sambotin, Sambotin, Patrascoiu, Coroian, Merce, 2011).³ Principles of sustainable development in tourism enterprises

The principles of sustainable development in tourism enterprises is applied relatively rare. It is due to the fact that tourism businesses in the economic calculation does not include (or include to a limited extent) the social costs and costs related to environmental protection. In practice, the most common solutions are those that are inexpensive (printing booklets, marking the site, etc.) helping to reduce costs (energy saving in hotels, recycling), allow for better positioning of the brand companies to distinguish themselves from the competition, induce a positive reaction of customers (see: Sharpley, Telfer, 2008). The most important barriers to the application of the principles of sustainable development by companies should include a lack of awareness of the problem, the need to reduce costs and lack of conviction that the use of such practices can be reflected in an increased number of clients. Among tourism enterprises organizers of tourism and ship-owners rarely apply the principles of sustainable development (mainly due to the high level of variable costs and the high elasticity of demand), while the transport

undertakings and hotel management often include sustainable principles when shaping their product (due to higher share of less price-sensitive business customers). The introduction of these principles by companies is also influenced by their surroundings (in Northern Europe organizations apply the principles of sustainable development more often than in the Mediterranean) and size (larger companies often use this type of practice) (Meyer, Milewski, 2009). Local Agenda 21 is a comprehensive plan of action to be taken locally by organizations and local authorities in every area in which human impacts on the environment. It is a kind of guide on how to plan regional development according to the principles of sustainability. Local Agenda 21 processes emphasize a cooperative approach to identifying the community's goal for tourism and creating an action plan to achieve these goals (UNEP, 2003; see also Kazmierczak, 2005).

Conclusion.

In summary, the goal of this study was to assess theoretical model more suitable to use in researches on the perspective of tourism businesses to adopt sustainable tourism practices. In order to achieve the study aims, the research based in secondary sources such as: published theoretical literature and research literature. After a deep analyze and evaluate of advantages and limitations of used theoretical models in studies on the perspectives of businesses to adopt of innovations, Rogers theory on innovation adaptation and diffusion concluded as theoretical model

more appropriate for the study of the factors influencing businesses to adopt STP. Factors that influence the possibility of adopting innovations should be studied in three main directions: characteristics of innovation; characteristics of the organization (or adapters); and characteristics of the external environment. Based on this theory, the conceptual research model, presented in this paper for study of the possibility of adaptation of sustainable tourism practice by tourism businesses, can be expanded within those three directions with other factors related to specific conditions of the tourist industry in a country where the research will take place. So, this paper provides a conceptual research model most appropriate for researchers who are in the field of sustainable business development.

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CHIG'ATOYZODA MALIKALARNING SIYOSIY VA DINIY FAOLIYATLARI MISOLIDA AYOLLARNING IJTIMOIIY TENGLIGI

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Bugungi kunda deyarli barcha jabhalarda yetakchilik qilib kelayotgan ayollar bunday o'ringa, bunday teng imkoniyatlarga ega bo'lgunlariga qadar juda ko'p davrni boshdan kechirganlar. Necha asrlar davomida ularni asosiy vazifasi faqatgina nasl-u avlodni saqlashdan iborat bo'lgan *parda ortidagi kishilar*¹ sanashgan, erkaklar bilan bir qatorga qo'yishmagan. Aslida esa jamiyat yuksalishi tenglik orqali amalga oshiriladi. Tenglik – insoniyat rivojlanishi konsepsiyalarining asosiy mezonlaridan biri bo'lib, u barcha odamlarga moddiy va ma'naviy ehtiyojlarni qondirish masalasida teng imkoniyat berish lozimligini anglatadi. Radikal feministik yondashuvga ko'ra, har qanday jamiyatga xos bo'lgan ijtimoiy tengsizlikning universal ko'rinishi – bu jinsga ko'ra, ya'ni gender bo'linishdir². Shu sababli ham mana necha asrlardir, inson rivojlanishi va demokratlashtirishga doir ustuvor muammolar muqarrar ravishda erkaklar bilan xotin-qizlar o'rtasidagi tenglikka erishish bilan bog'liq masalalarga borib taqaladi³. Bunday

tengsizlik ayniqsa, qadimgi va o'rta asrlar Sharq mamlakatlarida sezilarli darajada kuchli bo'lgan. Ijtimoiy hayotda ayollarga nisbatan hurmat yuqori bo'lgan bo'lsada, siyosiy – davlat boshqaruvi jarayonlarida ayollarning hamisha ham ishtirok etishlari yoqlanmagan. Eng yirik saltanatlarining buyuk hukmdorlari qatorida ulkan ishlarni amalga oshirgan nufuzli ayollar har bir davrda yashab o'tganliklari ma'lum. Aksariyat holatlarda diniy qarashlar tufayli ularning nomlari tarixiy hujjatlarda tilga olinmagan ham. Saltanat boshqaruvi bilan bir qatorda o'ziga xos diniy bag'rikenglikni amalga oshirgan o'z zamonasining qudratli ayollari bisyor. Ammo, ularning xizmatlariga doim ham to'g'ri baho berilmagan. Jumladan ularning ishlariga shunday qiymat berishgan – qachonki, podshohning ayollari farmon berishni boshlasalar, bu g'arazli kishilarning ta'siri va maslahatidan bo'ladi, shunda fasod vujudga kelib podshohlik hashamatiga ziyon yetadi, kishilar ranj-u azob tortib mulk va din ishlari yomonlashadi, odamlar boyligi nobud bo'ladi, davlat ulug'lari esa jabr ko'radilar⁴. Bunday yondashuvlarga qarshi hukm surgan davri uchun g'oyat ulkan diniy bag'rikenglikni amalga oshirgan siyosiy nufuzga ega ayrim

1 Nizomulmulk. Siyosatnoma (Siyar ul-muluk). – T.: “Yangi asr avlodi”, 2008.

2 Гендер и культура. Учебное пособие для студентов гуманитарных факультетов. Душанбе. Информационное агентство “Азия-плюс”. 1999.

3 D. Alimjonova. Inson rivojlanishi konsepsiyasining vujudga kelishi, 2017, Toshkent/ Maqola. Gender munosabatlari nazariyasi va amaliyotiga kirish.

4 Nizomulmulk. Siyosatnoma (Siyar ul-muluk). – T.: “Yangi asr avlodi”, 2008.

Chig'atoyzoda malikalarni misol qilsak: Chingizxonning Turonzaminda hukmronlik qilgan o'g'li Chig'atoydan so'ng saltanatni birin-ketin Qora Xulokuxon va Yesu Munko boshqarishgan. Ulardan Qora Xulokuxon Chig'atoyning bevaqt vafot etgan o'g'li Boyqonning vorisi bo'lgan va u ikki bora: 1241- hamda 1252-yillarda, amakisi Yesu Munkodan oldin hamda keyin, taxtga o'tirgan⁵. Qora Xulokuxon vafotidan so'ng mamlakat ishlari mutasaddisi - uning xotini Arg'una (O'rqina) xotun bo'lgan. Arg'una xotun o'g'li Muborakshoh yosh bo'lganligi uchun davlatni 10 yilga yaqin idora qilgan. Ammo, uning boshqaruvigacha Chig'atoy ulusi siyosiy jihatdan Buyuk xonlar Mangu qoon va Botuxonlar tomonidan bo'lib olingan, Movarounnahr Botuxonga qaram bo'lib qolgan edi. Xalqdan undiriladigan barcha soliqlar ham aynan ularning xazinasini to'ldirardi. Ularning g'ayridin bo'lganliklari ijtimoiy muammolarga ham sabab bo'lardi. Arg'una xotun nihoyatda viqorli, xushxulq ayol, hukmdor sifatida esa juda zukko va oqila bo'lgan. Fuqarolar totuvligini qadrlagan va ayniqsa, musulmonlarga xayrxoh bo'lgan. Musulmonlarning mol-u joni, muhofazasini doimo ta'minlab bergan⁶. Xalqdan soliqlarni yig'ishda adolat tamoyillariga amal qilinishini nazorat qilgan. Uning farzandi Muborakshohga bergan qat'iy tarbiyasi keyinchalik Chig'atoy ulusi qayta mustaqil bo'lgach (Alugudan so'ng), ulusning odilona

boshqaruviga turtki bo'lgan. Shunisi e'tiborliki, aynan Muborakshoh Chig'atoyzodalar orasida birinchi bo'lib rasman islom dinini qabul qilgan⁷. Keyingi asrda yashab o'tgan yana bir malika haqida to'xtalamiz. 1321-yilda katta qismi Oltin O'rdaga qaram bo'lgan Xorazmga hukmdor O'zbekxon (1312-1340) xolavachchasi Qutlug' Temurni noib etib tayinlaydi. Noib Qutlug' Temur va uning taqvodor xotini To'rabeka xonim Chingizxon bosqinida vayron bo'lgan Urganch shahrini qayta tiklashda faol ishtirok etishadi. To'rabeka xonim tashabbusi bilan shaharda turli imoratlar – masjid, madrasa, xonaqoh, rabot, musofirxona kabilar quriladi. To'rabeka xonim yoshligidan islomiy shariat tamoyillari asosida tarbiya ko'rib kamol topgan va keyinchalik, Xorazm hokimiga turmushga chiqishi jamiyatda islom an'analarining ustuvor bo'lishiga ta'sir o'tkazmay qolmagan. 1333-yilda Xorazmda bo'lgan sayyoh Ibn Battutaning guvohlik berishicha, bu davrda "xorazmliklar nomozni shunday tartibda rioya qilib o'qiydilar, har bir muazzin o'z masjidi yonidagi xonadonlarni aylanib chiqib nomoz vaqti bo'lganligidan hammani voqif etadi. Kimki, jamoat nomozida ishtirok etmasa imom uni jamoat huzurida jazolaydi. Buning uchun har bir masjidda qamchi osig'liq turadi". Shuningdek, uning ma'lumotlariga ko'ra, shahardagi eng yirik masjid va xonaqohlar aynan To'rabeka xonim tomonidan bunyod etilgan⁸.

5 Bosvort.K.E. Musulmon sulolalari (Yilnoma va shajaralar bo'yicha ma'lumotnoma). – T.: O'zR FA "Fan", 2007.

6 Mirzo Ulug'bek. To'rt ulus tarixi. – T.: "Cho'lpon", 1994.

7 Фазлуллах Рашид-ад-дин. Джами-ат-таварих. Баку. "Нагыл Еви", 2011.

8 Zamonov A. O'rta asr tarixiy shaxslari hayotining ayrim noma'lum sahifalari. – T.: "Bayoz", 2020.

Xulosa qilib aytadigan bo'lsak, fikrimizcha, bugungi kun jamiyatida ijtimoiy tenglikka erishgan ayollar qadim o'tmishimizdayoq qaysidir ma'noda o'z o'rinlariga ega bo'lib kelishgan. Faqat ularga yetarlicha e'tibor berilmagan, xolos. Yuqorida ta'kidlab o'tilgan ayrim Chig'atoyzoda malikalar misolida butun jamiyat hayotidagi o'zgarishlarga sababkor bo'la olgan yuzlab ayollar yashab o'tganligini yana bir bor isbotlamoqchi bo'ldik. Bunday ayollarning siyosiy faoliyatlari ba'zida yoritilmagan va ba'zida umuman berkitilgan. Jamiyatdagi

birdamlik va totuvlik diniy erkinliklarga bog'liq ekanligi ma'lum hamda buni odil hukmdorlarga to'g'ri angelaydilar, bundan unumli foydalanadilar. Xalq orasida aynan mana shunday hukmdorlarning nufuzi baland bo'ladi. XIII-XIV asrlarda, to'liq bir asr tafovut orasida yashab o'tgan ushbu ayollar jamiyatda insonning o'rnini uning ijtimoiy darajasi yoki jinsiga qarab belgilanmasligi, xalq farovonligi uchun xizmat qilgan insonlarga buyuklar qatori teng mavqeda tilga olinishiga yorqin misol bo'lishdi.

COGNITIVE MODELS OF STUDENT METHODOLOGICAL DESCRIPTION

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Individual differences in learning can be incorporated into a student's satisfaction with one or another cognitive and perceptual strategy.

Cognitive methods are the methods used by the learner: constructs for expressions that express perception, thinking, and activity.

Cognitive methods are divided according to the difference in the typological basis of the characteristics of perception in its formation, classification, decision-making and thinking factors:

- the most necessary cognitive methods;
- field differentiation (field-dependent, non-field-dependent factors);
- by type of exposure ("impulsive-reflexive" factors);
- with generalization of categories ("global-specific" factors);
- with the level of conceptualization ("concrete-abstract" factors).

Cognitive style occurs in situations where each cognitive shadow blows; therefore it is included in the description of general abilities. It demonstrates achievement in certain circumstances, in certain abilities, and sometimes it is inadequate, unproductive. A 'negative' assessment is not applied to the cognitive method because both methods that make up the method structure (e.g., field depend-

ence, non-field dependence, or impulsive reflexivity, etc.) help to adapt to effectiveness in different forms of activities.

Dependence on the field. The concept of area differential is defined as the bipolar quality of an individual. This means that this characteristic is selected within the field dependence and non-field boundaries. Adopting the same two-dimensional shapes affects different people's field of vision differently.

"Field-dependent" people have the following characteristics:

- difficult to separate the perceptual area from the dominant structure;
- they find it difficult to separate a specific stimulus from the fund;
- can not completely separate the elements that are part of it from the surrounding area;
- acceptance in such persons is considered as a whole, global and undifferentiated;

The following features are found in people who are not related to the field:

- are easily separated from the pressure of generalizing interconnections;
- receives and processes certain stimuli regardless of the context;
- in other words, they quickly and reliably, perceptively distinguish the form from the background.

In such people, acceptance is analogous and differentiated with respect to detail.

Dependence on the perceptual field characterizes the difficulties for the individual to distinguish the necessary forms in the performance of test tasks in the background of the environment, to cope with various difficulties. This is a phenomenon in the creation of a general 'field' method, which characterizes the general approach to the assimilation of the object in the environment and the social world.

The existing differences in the perceptual strategies used also accompany the differences in learning activities. People who are not dependent on the field read better than those who are dependent on the field. Personal differences in field dependence have a significant impact on thinking in cases where perceptual differentiation of visual relationships is necessary.

Influence on field differentiation is limited to the specific case of perceptual analysis of perceptual, visual stimuli. Only in the case of a strong expression of the given factors, these qualities are applied to the verbal-comprehension activity – their properties. The perception of information in people who are not dependent on the field is built hierarchically relative to those who are dependent on the field. When faced with tasks such as defining concepts, non-field-dependent people seek solutions from internal-understanding structures relative to field-dependent ones. They focus on the relationship of characters vertically and find the concept

that requires a clear position in the semantic chain.

Type of exposure – impulsiveness-reflexivity. This concept was introduced to differentiate individual behavioral characteristics when solving tasks. The term impulsive is used when a person responds to external influences without thinking, when he or she reacts quickly, regardless of whether the idea is clear or not, without thinking.

Reflexivity, on the other hand, is used for those who think thoughtfully before acting, excluding those who are not close to reality. People with impulsive behaviors spend an average of less time on reflexive strategies when solving mental tasks, and the frequency of errors is relatively high.

Impulsive and reflexive people also behave differently during reading. Impulsive learners' reading activities can be described as unthinking, light-hearted, hurried, unprepared. The behavior of people of a reflexive nature creates negative qualities. The impulsive style of cognitive (cognitive) behavior is manifested in the performance of compelling tasks. Reflexive people tend to have a deeper understanding of the assignment student than impulsive people. This approach gives good results in working with solvable tasks, which in turn allows you to achieve success.

G. Rudolf interesting results were obtained by. People with both traits, especially those with a reflexive trait, differ in the amount of time they spend receiving and processing information, whether verbally or in form. The control time is significantly longer in peo-

ple with reflex characteristics than in people with impulsive characteristics. This result hides the existing difference in the organization of cognitive activity in its regulation: the processing of the first method in people with reflexive nature, its precise coding, the creation of conditions for correct understanding, as well as the time spent on error-free solving. In contrast, people with an impulsive nature tend to understand infor-

mation faster and ask for more additional information.

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QADIMGI SHARQ VA G'ARB MADANIYATI RIVOJIDA ALEKSANDR MAKEDONSKIYNING TUTGAN O'RNI TO'G'RISIDA ILMIY IZLANISHLAR

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***Annotatsiya:** Quyidagi ilmiy maqolada Qadimgi sharq va g'arb madaniyati qorishuviga sabab bo'lgan Aleksandr Makedonskiy va uning harbiy yurishlari, shuningdek «Ellinizm» bo'yicha qisqacha ma'lumotlar berishga harakat qilingan.*

Kalit so'zlar: «Ellinizm», «Ellada», «Granik daryosi», «Suza», «Persepol», «Vavilon».

Aleksandr Makedonskiy miloddan avvalgi(keyingi o'rinda mil.avv ko'rinishida beriladi) 356- yilda tavallud topgan. Uning otasi Makedoniya hukmdori FilipII, onasi esa Epir shohining qizi Olimpiada bo'lgan. Hukmdorning asosiy vaqti davlat ishlari va uni muhofaza qilish, sarhadlarni kengaytirishga qaratilganligi tufayli, Aleksandrning tarbiyasida Olimpiadaning xizmati katta bo'lgan.

Bo'lajak taxt vorisi sifatida Aleksandr maxsus ta'lim olgan. Jumladan: geografiya, matematika, falsafa, etika, tibbiyot, adabiyot, tarix hamda, sotsalogiya kabi keyingi hayotida zarur bo'luvchi fanlarni o'zlashtirgan. Ushbu bilimlarni o'zlashtirishda buyuk faylasuf Arastuni o'ziga ustoz tutgan. Arastu Aleksandrning yoshligida ham, hukmdorlik vaqtida ham o'z maslahatlari bilan doimo qo'llab quvlatlab kelgan.

Aleksandr Makedonskiy mil.avv 336- yilda otasi FilipIIning vafoti sababli, yigirma yoshida taxtga o'tiradi. Keyinchalik Aleksandr butun Elladani birlashtirib,

otasining orzusini, ya'ni Eronni o'z tarkibiga kiritishga bel bog'laydi. Mil.avv 334- yilda Aleksandr Granik daryosi bo'yida bo'lgan jangdan so'ng deyarli butun Kichik Osiyoni o'z qo'lga oladi. Yunon- makedon qo'shinlari boshchilik qilayotgan Makedonskiy keyinchalik-Siriya, Finikiya, Falastin, Kariya kabi bir qator davlatlarni ishg'ol etib o'z davlatlari sarhadini kengaytirishga erishdi. Eronga qaytgan fotih Suza, Persepol, Vavilonni zabt etdi. So'ngra o'z qo'shinlarini sharqqa tomon harakatlantira boshladi. U ikki yil davomida hozirgi Afg'oniston, Tojikiston va O'zbekiston hududlarini o'z ichiga oluvchi Baqtriya va Sug'diyonani zabt etdi. Endi Aleksandr nigohini Hindistonga qaratadi. Yo'l- yo'lakay Pokistonni zabt etgan Aleksandr mil.avv 326- yilda Hind daryosi bo'yiga yetib keladi va kechib o'tadilar. Biroq holdan toygan qo'shin jangni davom ettirishdan bosh tortadi. Shu tariqa Aleksandr ilk bora ortga chekinishga majbur bo'ladi.

Aleksandr Makedonskiy mil.avv 323-

yil 10- iyunda Bobil shahrida vafot etdi.

«Urush talofatsiz bo'lmaydi» deyishadi, darhaqiqat, urush kulfat, madaniy va ma'naviy o'lim, vayronagarchiliklarga sabab bo'ladi. Ammo Aleksandr bu yo'ldan yurmadi. U o'zga xalqlar madaniyatiga mehr ko'zi bilan qaradi, payti kelsa ularning ibodatxonasiga bordi. Ular bilan bir dasturxonda o'tirdi, ular bilan qarindosh tutundi. Aleksandr Makedondkiyning maqsadi, barcha xalqlar madaniyatini qorishtirish, yahlit bitta davlat yaratish edi. Bu yo'lda u hech narsadan tolmasi, xatto o'z askarlariga osiyolik ayollarga uylanishga ham ruhsat berdi. Bosib olingan hududlarga yunonlarni joylashtirdi. Aleksandr boshlab bergan ushbu harakat mil.avv 30- yil Misr Rim tomonidan ishg'ol etilguncha davom etdi. Ushbu harakat tarixda «Ellinizm» nomi bilan qoldi.

Aleksandr Makedonskiyning ushbu siyosati natijasida yunonlar bilan mahalliy xalqlar, Yevropa bilan Osiyo o'rtasida o'zaro iqtisodiy -madaniy aloqalar vujudga kelgan. Yunonlar osiyoliklarning madaniyatiga, osiyoliklar esa yunonlar madaniyatiga qiziqish bilan qaray boshlaganlar. Makedonskiy qo'shinlari bilan bosqinchilik va qirg'in urush dahshatlari kirib kelgan bo'lsa, shu bilan birga, o'ziga xos yunon madaniyati ham kirib kelgan. Yunon tili davlat tili hisoblangan. Yunon yozuvi hatto islom dini kirib kelgunga qadar ham muomalada bo'lgan. Shuningdek, sharqqa Geraklit, Demokrit, Diogen, Arastu, Aflotun, Suqrot, Gomer kabi mutafakkirlarning asarlari va qarashlari yetib keldi va bu asosida sharqda ilm- fan yanada ravnaq

topdi desak, mubolag'a bo'lmaydi. Madaniyatda esa teatr, haykaltaroshlik, me'morchilikni esga olmay iloj yo'q.

Xulosa qilib aytadigan bo'lsak, xalqlarning bir- birlari bilan doimiy madaniy aloqalarda bo'lishi, nafaqat ularning madaniy rivojiga, balki ilm- ma'rifat yuksalishiga ham o'z ta'sirini ko'rsatmay qolmaydi. Buni tarixni o'zi ko'rsatib turibdi.

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WIRKUNGEN VON COVID-19 AUF PATIENTEN MIT DIABETES

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Urganch Filiale der Taschkenter medizinischen Akademie Student im 2.Jahr

Relevanz. Akutes respiratorisches Syndrom (SARS-COV-2) Covid-19 betrifft die Bauchspeicheldrüse, das Fettgewebe, den Dünndarm und die Nieren, einschließlich der Stoffwechselorgane und -gewebe. SARS-COV-2 kann während des Stoffwechsels Veränderungen der Glukose verursachen und die Pathophysiologie von Diabetes komplizieren oder neue Krankheitssymptome verursachen. Derzeit ist nicht bekannt, was Covid-19-Diabetes verursacht.

Das Ziel. Wenn Patienten mit Diabetes mit dem Covid-19-Virus infiziert werden, werden die folgenden Symptome beobachtet:

- erhöhte Körpertemperatur;
- allgemeine Schwäche;
- sich schlecht fühlen, verminderte Effizienz;
- trockener Husten;

Darüber hinaus in einigen Fällen gibt es zusätzliche Zeichen, wie zum Beispiel:

- Halsschmerzen;
- Schnupfen;

Verminderter Geruchs- und Geschmackssinn.

Das Hauptziel der Studie war es, die Auswirkungen von Covid-19 auf das Auftreten von Diabetes zu untersuchen.

Erwartetes Ergebnis. Ein neuer Virusstamm für die Diabetes-Pathologie kann aus folgenden Gründen ein ernstes Risiko darstellen: hohe Infektionsraten im Blut und akutes Atemversagen. Der Blut-

zuckerspiegel sollte bei einem Patienten mit Diabetes überwacht werden, der mit dem Covid-19-Virus infiziert ist. Aufgrund der Komplikationen von Diabetes ist die Krankheit viel schwieriger zu behandeln. Dafür gibt es zwei Gründe. Erstens ist die Immunität geschwächt und es wird schwierig, das Virus zu bekämpfen. Zweitens ist es umso wahrscheinlicher, dass sich das Virus vermehrt, je höher der Glukosespiegel ist. Patienten mit Diabetes haben ein höheres Risiko für schwerwiegende Komplikationen und Todesfälle als andere. Worauf sollten Patienten mit Diabetes während der Quarantäne besonders achten? Diese sind:

- Entzug von Insulin als Reserve für zusätzliche Behandlungen;
- konstante Überwachung des Blutzuckerspiegels;

-die Hände und das Glucometer mit einem Antiseptikum reinigen, bevor die Blutuntersuchungen durchgeführt werden.

Bei einem Patienten mit Diabetes wurden innerhalb der ersten 24 Stunden nach der Covid-19-Infektion keine Symptome beobachtet. Später können trockener Husten, Atemnot, Gelenkschmerzen und Übelkeit auftreten. Ein erhöhtes Atemversagen kann bei Jugendlichen zu einer Zyanose der Nase und der Lippen führen. Laut Statistik waren unter denen, die in Wuhan, China, mit Covid-19 starben, Bluthochdruck – 53,8%, Diabetes – 42,3%, Herzerkrankungen – 19,2% und

Hirnfarkt – 15,4%. Derzeit leiden weltweit 463 Millionen Menschen an Diabetes. Wenn wir die Todeswahrscheinlicheitschätzen, können wir feststellen, dass die Sterblichkeit von Männern mit Diabetes höher ist als die von Frauen. Patienten mit Covid-19 und Diabetes sollten große Mengen an Immunmodulatoren einnehmen, um die Immunität zu stärken. Es wird empfohlen, den Glycoindex-Spiegel bei diesen Patienten regelmä-

ßig zu überwachen, da bei ihnen Koma und Ketoazidose viel häufiger auftreten.

Das Ergebnis. Zusammenfassend lässt sich sagen, dass Patienten mit Diabetes mit größerer Wahrscheinlichkeit eine Vielzahl von Infektionskrankheiten entwickeln. Daher sollten sie sich von anderen isolieren, nicht ausgehen, wenn es nicht notwendig ist, viele Vitamine in der täglichen Ernährung haben und auf Anraten eines Arztes Medikamente einnehmen.

БЕГАЛИ ҚОСИМОВ ИЖОДИДА ТАҲЛИЛ ВА ТАЛҚИН МУАММОЛАРИ

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***Аннотация:** Ушбу мақола жадид адабиётининг чуқур билимдони профессор Б.Қосимовнинг давр адабиётидаги таҳлил ва тадқиқ масалаларига бағишланади.*

Калит сўзлар: Жадидчилик, ўзбек мунаққидлари, илмий мактаб, таҳлил ва талқин.

Мустақиллик ўзбек адабиёти илмида улкан ютуқларга йўл очиб, жадид адабиётини ҳаққоний ўрганиш, яратилган асарларни холис, ишонarli, илмий талқин этиш имконини берди. Шу йўлда мазкур давр адабиётини миллий истиклол мафқураси асосида чуқур таҳлил ва талқин этган атоқли адабиётшунос олим бу профессор Б. Қосимовдир. Бегали Қосимов – ижодий уфқи ёрқин олим, салоҳиятли мунаққид. Унинг илмий диапозони кенг, нафақат ўзбек мунаққидлари ва адиблари ижоди билангина чегараланиб қолмай, жаҳон адабий танқидчилари ва санъаткорлари ижодига мурожаат этиши билан ҳам ажралиб туради. Олимнинг Белинский ижодига, олмониялик олима Ингеборг Балдауф асарларига, татар ижодкори Шихобиддин Маржоний, қардош турк адабиёти билан адабий алоқалари, масалан, Содиқ Турол, Жавод Ҳайъат каби ижодкорларнинг жаҳон эстетик тафаккури ривожига тутган ўрнига бағишланган мақолалари ўзбек танқидий тафаккурининг ёрқинлигидан дарак беради.

Б. Қосимовнинг жадид адабиёти тараққиётини чуқур тадқиқ этган илмий-назарий изланишлари салмоқли аҳамият касб этади. 1995 йилда профессор Насимхон Раҳмоновлар билан ҳамкорликда Туркияда Қозоғистон, Қирғизистон, Туркменистон, Озарбайжон ва Туркия мутахассислари билан биргаликда «Туркий халқлар тарихи», “Турк дунёси адабиёти” дарсликларини ёзганлиги, олим раҳбарлигида АҚШ, Франция, Япония, Россия, Қозоғистондаги жадид адабиёти билан шуғулланувчи олимлар ва илмий марказлар билан ҳамкорлик, олим яратган илмий мактабнинг халқаро эътирофи сифатида 2002 йил туркиялик тадқиқотчи Фатма Ачик, 2008 йилда хитойлик Турсун Қурбон мазкур давр адабиёти юзасидан диссертация химоя қилганлиги олимнинг чин илмий мактаб яратганига яна бир исботдир.

Олимнинг таҳлил ва тадқиқлари орасида унинг танқидчи сифатидаги яна бир муҳим қирраси айрича бўртиб туради. Рус адабиётшуноси В.Г. Белинский танқидчи учун зарур бўлган бир хусусиятга тўхталар экан,

бу жиҳат Бегали Қосимов ижодини ҳам четлаб ўтмайди. «Шоирни тушуниб етиш учун маълум фурсат унинг руҳига сингиш: кўзи билан кўриш, қулоғи билан эшитиш, тили билан сўзлаш жоиз. Бутун борлиқ билан байрончи бўлмасдан туриб, Байронни ўрганиш мумкин эмас. Шу гапни Гёте, Шиллер ҳақида ҳам айтиш мумкин. Албатта, ўзининг таъсирига ихтиёрий берилиш ҳали босиқ, изчил, чин тушунишмас, жўшқин, ҳароратли қизиқиш, холос. Туйғулар тўлқинининг ақл чиғириғидан обдон ўтган тушунчага айланиши шоир ижодини ўрганиш томон ташланган собит қадамдир» [3;302]. Бегали Қосимовнинг ўзбек жадид адабиёти намоёндалари ижоди бўйича олиб борган изланишлари унинг ҳақиқий жадидларга хос маънавият эгаси эканини тасдиқ этади. Таникли адабиётшунос олим Озод Шарафиддинов ҳам Бегали Қосимовни бежизга “Сўнгги жадид” дея баҳо бермайди. У жадидона услубда яшади ва ижод қилди.

Жадид адабиёти тараққиёти тадрижида синчиклаб ўқиб, ҳолис талқин қилинган асарлар бор. Масалан, Б. Қосимов Фитрат шеърларини юксак муҳаббат билан ўқиб, маҳорат билан таҳлил қилган. Н.Каримов, Ш.Турдиев, Ғ.Мўминов, Н. Раҳимжонов, Б. Дўстқораев сингари адабиётшунос-танқидчилар қаторида олим ҳам асарни асл матн асосида текшириш зарур бўлган қоидани асос қилиб олди. Жумладан, Фитратнинг “Миррих юлдузига” шеърини таҳлил қилар

экан, шоирнинг юлдуз билан сирлашгани ердаги тубанлик, хўрликларнинг асл сабабчиси ким эканини “Борми сенда бизим каби инсонлар ” дея “Дунё тузугини” ўз қопчуғларини тўлдириш учун бузганлар, “қорин- курсок йўлида элин- юртин, борин- йўғин” соғанлар борми у ерда?” [5;278] дея бутун хўрликлар, Туркистон ўлкасидаги ноҳақликларнинг асл айбдори ўз нафсига қул бўлган маърифатсиз кишиларнинг мустабид тузум сиёсати малайларига айланганини символик образ – юлдуз орқали ифода этади. Ёки 1917 йилнинг апрелидан самарқандлик жадидлар томонидан чоп этилган “Хуррият” газетасида Фитратнинг “Бир ўзбек йигитининг тилидан” бадиаси чоп этилади. Олим матндаги ҳар бир сўзга тўхталар экан, Ватан образида “ғамли она- муқаддас Турон” ҳаёли билан муқорабага киришган ўзбек йигитининг рухий ҳолатини “ундан айрилмоқни ўзи учун ўлим, унинг учун ўлмоқни эса тириклик ҳисоблайди, уни қутқармоққа онт ичади.” [5;266] Образдаги рухий ҳолат, дардни ўқувчига кўчиради. Бундай фикрлашни юкиши ҳақиқий танқидчига хос жараён бўлиб, олим ижодий аорасининг бойлиги, эстетик таҳлил ва асар матнига хос ҳаётий асосларнинг кўрсатилиши билан ифодаланади.

Умуман, “таҳлилда бадиий асарнинг барча имкониятлари, камчиликлари акс этади. Таҳлил, талқиннинг жозибали бўлишида бетакрор услубнинг аҳамияти каттадир. Услуб –

ижодкорнинг ботиний, рухий суврати. Услугда санъаткорнинг моҳияти, дунёқараши, маданий даражаси, бетакрорлиги акс этади.” [3;321] Шу маънода профессор Бегали Қосимов ўз илмий мактабига асос солган синчков олим бўлиш билан бирга, адабий танқидчи– санъаткор, бетакрор услубга эга ижодкордир. “Услубий таҳлил талқиндаги асосий воситалардандир. Ҳар бир давр, миллат адабиёти, ўз услубини намоён этади. Услуб таҳлил-талқиннинг бир кўринишидир.”[3;321] Хусусан, XX аср бошидаги жадид адабиётининг ҳам ўз услуби ва йўналишлари бор. У эрк ва маърифат билан қуролланган ўлкадаги жадидчилик ҳаракатининг ғоявий-бадий хусусиятларини ўзида мужассам этувчи миллий адабиёт бўлиб, олимнинг “Излай- излай топганим”, “Маслакдошлар”, “Салом, келажак”, “Миллий уйғониш” каби қатор монографияларида жадид адабиёти вакилларининг ижодий мероси кенг талқин ва таҳлил этилган. Жадид адабиётини чуқур ўрганишда бугун

олим яратган илмий мактаб, чуқур тажрибани четлаб ўтиб бўлмайди. Ўзбекистон Халқ шоири А.Орипов таъкидлаганидек, “бу давр адабиётини ўрганадиган ҳар қандай тадқиқотчи Бегали Қосимов илмий меросини айланиб ўтиши мумкин эмас.” ”[5;7] Жадид адабиёти ижодкорларининг илмий меросини таҳлил этишда, профессор Б.Қосимов талқини ва тадқиқи муҳим аҳамият касб этади. Миллий адабиётимиз танқидчилиги, адабиётшунослик илми ривожига ўзига хос аҳамият касб этади.

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DOSTONLAR TILIDAGI NOFAOL QATLAMGA MANSUB DISKURS BIRLIKLAR XUSUSIDA

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***Abstract:** Maqolada Xorazm dostonlari tilida uchraydigan turli poetik maqsadlarga xizmat qiluvchi tasviriy ifodalar, muayyan qolipga tushib qolgan birlikma shaklidagi diskurs vositalarning o'ziga xos lingvistik jihatlari haqida mushohada yuritiladi. Mazkur masalani yoritishda qo'lyozma va toshbosma dostonlar matni materiallari asos qilib olingan.*

Kalit so'zlar: Xorazm, doston, diskurs birlik, lingvistik qolip, qiyosiy tahlil, dialektizm, etnografizm.

O'zbek tilida mavjud so'zlar iste'mol qilinish darajasiga ko'ra har xil bo'ladi. Ularning asosiy qismini ko'pchilik aholi bir xil qo'llasa, ba'zilarini faqat muayyan kasb-hunar egalari yoki ma'lum hududda yashaydigan kishilargina qo'llaydi xolos. Turmushning taraqqiyoti, ijtimoiy hayotda ro'y beradigan o'zgarishlar barcha sohalarida bo'lgani kabi, tilimizning ham barcha sathlariga ma'lum darajada o'zining ta'sirini o'tkazadi.

Mazkur holatda tilimizning o'zgarishida va rivojlanishida bir qancha holatlar kuzatiladi: jumladan, ayrim so'zlarning eskirib iste'moldan chiqib ketishi kuzatiladi, iste'moldan chiqib ketgan so'zlar qayta mumoalaga kiradi, yangi-yangi so'zlar paydo bo'ladi, nofaol so'zlar faollashadi, iste'mol doirasi kengayadi, ma'naviy tabiatida o'zgarish ro'y beradi. Ushbu hodisalarning barchasi ma'lum bir obyektiv va subyektiv sabablar asosida ro'y beradi¹.

Ishlatilish doirasi chegaralanmagan leksikaga ko'pchilik aholi uchun umumiy

bo'lgan lug'aviy birliklar kiritiladi. Bunday birliklarning asosini o'zbek tilida so'zlashuvchi har bir kishining nutqida ishlatiladigan, o'zbek tilida so'zlashuvchilarning barchasi uchun tushunarli bo'lgan lug'aviy birikmalar tashkil etadi.

Qo'llanishi chegaralanmagan (faol) hamda chegaralangan (nofaol) qatlam haqida gap ketganda, asosan, o'zbek tilidagi eskirgan so'zlar (arxaik, tarixiy), shuningdek yangi paydo bo'lgan so'zlar kabilar nazarda tutiladi. Ammo olib borilgan tekshirishlar shuni ko'rsatadiki, nofaol birliklar faqat so'zlardangina iborat bo'lmaydi. Xususan, dostonlar tilida uchraydigan nofaol birliklar orasida turli poetik maqsadlarga xizmat qiluvchi tasviriy ifodalar, muayyan qolipga tushib qolgan birlikma shaklidagi diskurs vositalar singari xilma-xil lisoniy poetik unsurlar ham mavjud. Ushbu kichik tadqiqotimizni yuqoridagi shakllarda uchraydigan nofaol birliklarning tadqiqi masalasiga bag'ishlaymiz.

Dastavval, dostonlar tilidagi ayrim yaxlitlanib qolgan birliklar e'tiborni

¹ Сайфуллаева Р., Менглиев Б., Бокиева Т., Курбонова М., Юнусова З., Абузалова М. Хозирги ўзбек адабий тили. –Тошкент, 2009. –Б.111.

tortadi. Ularni ilmiy manbalarda izohlangan “epik klishe”lardan farqlash lozim. Jumladan, *ikki qo`lini alif-lom qilib, ta`zim-u tavoze` bila, mast-u mustag`riq bo`lib* va boshqalar. To`g`ri, folklor asarlari tilida epik klisheelar ko`p kuzatiladi, ammo bizning e`tiborimizni tortayongan birliklar bir qancha xususiyatlari bilan an`anviy klisheelardan farq qiladi.

Birinchiidan, mazkur birliklar klisheelar kabi barcha asarlarda bir xilda takror holda qo`llanilavermaydi. Dostonlarning har biri muayyan bir baxshi yoki jirovning so`z tanlash mahorati, limi, nutqi kabilardan kelib chiqqan holda, eski kitobiy an`analarga muvofiq shakllangan bo`ladi. Ikkinchiidan, ularda kitobiy arxaik birliklarning, xususan, o`zlashgan arb va fors so`zlarining qo`llanishi ancha faol bo`ladi. Uchinchiidan, mazkur arxaik qoliplarda qotib qolgan birliklar muayyan kishi harakat va holatlarini yoki emotsiyalarini tasvirlashda poetik vosita sifatida qo`llaniladi. Klisheelar esa, asosan, ertaklar boshlanmasida (bor ekanda yo`q ekan, och ekanda to`q ekan... kabi) asar voqealari bilan bog`lanmagan tarzda ham ifodalanaaveradi.

Dostonlar boshlanmalarida ham shunga o`xshash qolipga tushgan o`rinlar kuzatiladi. Masalan, “Hurliqo va Hamro” dostoni boshlanmasida shunday satrlar mavjud: “...*Ammo roviyoni axbor va noqiloni osor va muhaddisoni dostoni chin rivoyat qilibdurlarkim...*” (“Oshiqnoma” 1-kitob, 102-bet). Ammo biz tahlil qilmoqchi bo`lgan birliklar alohida jihatlarini bilan xarakterlidir.

“Sayod va Hamro” dostonida “*ikki qo`lini alif-lom qilib*” shaklidagi

yaxlitlangan birikma mavjud. Ushbu arxaik tasviriy vositaning asosida arab xati bilan bog`liq maxsus ligatura (ʹ) alif-lom shakli yotadi. Ushbu ligaturaning qo`lyozma matnlardagi ko`rinishidan kishining alohida holatini ifodalashda foydalanilgan. Misol: “...*Hamro Sayodxonni ko`rgach, ikki qo`lini alif-lom qilib salom berdi...*” (“Oshiqnoma” 1-kitob, 29-bet).

Bunday poetik tasvir ko`proq arxaiklashgan birliklar vositasida yuzga keladi va kitobat qilingan dostonlar tilida ko`proq kuzatiladi. Shunday tasviriy vositalardan yana biri “*ta`zim-u tavoze` bila*” shaklida keltirilgan bo`lib, uning tarkibi ham to`liq eskirgan lisoniy birliklardan tashkil topganligi bilan xarakterlanadi. Mazkur tasviriy poetik vosita ham kishilar o`rtasidagi salomlashish holatini alohida tarzda bayon etish, muayyan holatni obrazli shaklda tasvirlashga xizmat qilmoqda. Misol: “...*Alg`araz, Bonu kaniz bir necha manzillar yo`l yurib Mamatxon podshohning qoshiga borib, ta`zim-tavoze` birlan salom berib turdi...*” (“Oshiqnoma” 1-kitob, 61-bet).

Podshoh bilan Bonu kaniz o`rtasidagi salomshaish holatini alohida bo`yoqlarda tasvirlashga xizmat qilayotgan ushbu lingvo-stilistik vosita tarkibidagi *ta`zim* va *tavoze`* so`zlari arabiy tillarga oid o`zbek tili uchun arxaik leksemalar bo`lsa, *birlan* yordamchisi ham garchi o`z qatlamga mansub birlik bo`lsa ham uning tovush tarkibi arxaik shaklda qo`llanilgan.

Bu kabi poetik tasvir vositalari dostonlarimiz matnlarida qo`llanishining turli sabablari bor. Avvalo, mazkur

hududda yashagan xalqlarning turmushi, madaniyati, diniy qadriyatlarini ifoda etishda ularning o'rnini beqiyos. Qolaversa, mazkur poetik tasviriy vositalar dostonlar sujetidan o'rin olgan voqealarni tinglovchiga yoki o'quvchiga ishonarli, tasavvur qilib bo'ladigan darajada tasvirlash uchun zaruriy vositalardan biri hisoblanadi.

Dostonlar tilida personajlarning turli vaziyatlardagi holatlarini tasvirlovchi lingvopotik tasviriy vositalar kitobat qilingan manbalarda ko'proq ko'zga tashlanadi. "Roiy Chin" dostonidan olingan quyidagi matnga diqqatni qaratamiz: "...*Olami bojunundin fayz topib, masti mustag'riq bo'lib, biyobon xori mug'ilonni vayron qilib...*" ("Oshiqnoma" 1-kitob, 142-bet). Ushbu parchaning o'zida uchta arxaiklashgan tasviriy vosita qo'llanilganligi, mazkur matnlarning muallif-ijrochilari (garchi unutilgan bo'lsalar ham) ancha savodli kishilar bo'lganliklari, arabiy va forsiy tillarni mukammal bilganliklari, so'z boyliklarining badiiy tasvirlarni yuzaga chiqarish uchun yetarli bo'lganligidan dalolat beradi.

Dostonlarimiz tilida personajlarning turli holatlarini tasvirlovchi birikuv shaklidagi vositalarning juda betakror shakllarini uchratishimiz mumkin. Masalan, "Hurliqo va Hamro" dostonidagi parchada shunday vositalarni kuzatamiz: "...*Hurizafaron Hamroni ko'rdi, aql-u hushidin ketti. Ishqi siynasiga tegib, ko'ngil sandig'iga jo bo'ldi...*" ("Oshiqnoma" 1-kitob, 122-bet). Ushbu parchaning o'zida uchta arxaiklashgan

poetik tasvir vositasi qoyilmaqom qilib joylashtirilganki, bunday tasvirlarni yaratish uchun hech bo'lmaganda so'z boyligini va uni ishlatish mahoratini yaxshigina egallagan bo'lish talab etiladi.

Quyidagi tasvirlarga nazar solaylik: "...*andog' bir naqshli nimarsakim, ko'z ko'rsa xira bo'lur, aqlari tiyra bo'lur...*" ("Roiy Chin" dostoni, 136-bet). Ushbu matndagi ajratib ko'rsatilgan tasvir vositalari ham arxaik shakllarda bo'lib, birikmali tarzda tayyor holda ishlatiladigan poetik vositalardan sanaladi.

Xulosa o'rnida aytish mumkinki, yuqorida tilga olingan lisoniy poetik vositalarning qo'llanishi faqat Xorazm dostonlarigagina xos emas. Bunday birliklarni boshqa regionlarda tarqalgan dostonlar tilida ham kuzatish mumkin. Biroq, bu kabi birliklarning aynan shu regionga xos shakllari ham mavjudki, ularni to'plab, tadqiq qilish, tilshunoslikning lingvopoetika sohasi uchun qimmatli ma'lumotlarni taqdim qiladi.

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ПРОГНОЗИРОВАНИЕ ДИСФУНКЦИИ ВИСОЧНО-НИЖНЕЧЕЛЮСТНОГО СУСТАВА (ОБЗОРНЫЙ АНАЛИЗ ЛИТЕРАТУРЫ)

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В наше современное время в научно-практическом направлении в области стоматологии дисфункция височно-нижнечелюстного сустава (ВНЧС) считается очень актуальной проблемой, что значимость её определяется с большой распространенностью, трудностью в диагностике и лечении, разнообразной и сложной клинической картиной, требующей дифференцированного подхода врачей различного профиля [6, 11].

По некоторым данным о частоте встречаемости патологии ВНЧС достаточно разнятся и составляют от 19,6% до 76% [3,8]; в том числе автор (А. В. Катышев) обнаружил патологию ВНЧС у людей Европейских стран у 19,4%; по данным другого (И. И. Ужумецкене) автора, частота патологии ВНЧС составляет 27,5%. По мнению ряда авторов, группу больных, обратившихся к стоматологу по поводу патологии сустава, до 90% имеются различные внутрисуставные нарушения, приводящие в конечном итоге либо к развитию дисфункции, либо к органическим поражениям сустава и эти данные совпадают с результатами ВОЗ (2008) по эпидемиологическому обследованию населения в 35 странах мира.

По версиям возникновения дисфункции ВНЧС следует особо отметить

окклюзионно-артикуляционную и миогенную теории [2]. В том числе, автор (J.V. Costen) выдвинул моноэтиологическую концепцию, в основу которой положил следующий симптомокомплекс: снижение межальвеолярной высоты, постоянное или периодическое ухудшение слуха, шум в ушах, щелканье в ВНЧС, тупая боль внутри или вне уха, головокружение, головная боль с локализацией в теменной области, затылочной кости или позади ушной раковины, чувство жжения в горле, языке, носу. А также, по мнению автора, повышение межальвеолярной высоты путем ортопедического лечения является основным способом лечения, так как это исправляет экскурсию головки и таким образом устраняет ее давление на перечисленные выше анатомические образования. Приверженцы данной теории в качестве доказательства приводят тот факт, что у 90% пациентов дисфункция ВНЧС сочетается с дефектами зубных рядов различной локализации и протяженности [1, 2, 9].

По мнению представителей миогенной теории, ведущую роль в патогенезе дисфункции ВНЧС отводят жевательным мышцам, а также они считают, что, сустав, челюсть и зубы являются пассивными органами, которые выполняют то, что диктуют мышцы. Авторы

утверждают, что окклюзионные контакты зубов, напряжения в пародонте, возникающие при жевании, через центральную нервную систему программируют работу жевательных мышц и ВНЧС. Таким образом, недостаточное понимание специалистами этиопатогенетического комплекса приводит к тому, что пациенты становятся «заложниками медицины» и в итоге, отсутствие выраженных анатомических изменений, диагностические разночтения и отсутствие эффекта от назначенного лечения заставляют больных ходить от врача к врачу в поисках разрешения своих проблем.

Кроме вышеизложенного, в отечественной и зарубежной литературе часто встречается дисфункция ВНЧС, обусловленная патогенетически и возникающая даже при сохранении целостности зубных рядов и отсутствии патологии со стороны прикуса, которая называется первичным суставным синдромом [2, 12].

Ряд других авторов отмечают, что у больных с дисфункцией ВНЧС часто встречается односторонний тип жевания, гипербалансирующие контакты и дефекты зубных рядов различной локализации и протяженности устанавливающие у больных с дисфункцией ВНЧС вторичную адентию – в 44,6%; патологическую стираемость твердых тканей зубов со снижением окклюзионной высоты – в 6,1%; деформацию альвеолярного отростка – в 21,8%; супраконтакты – в 48,2%; односторонний тип жевания – в 51,8%; смещение зубов в результате хронического генерализованного пародонтита – в 8,4% случаев.

Другие авторы [7] в своих исследованиях установили, что развивающиеся морфофункциональные отклонения у пациентов с дефектами зубных рядов различной локализации и протяженности, снижением окклюзионной высоты, дистальным смещением н/ч затрагивают все звенья ЗЧС и приводят к дезорганизации работы жевательной мускулатуры и дисфункции ВНЧС. Авторы, при проведении электромиографического исследования у пациентов с дисфункцией ВНЧС, обусловленной патологией окклюзии, обнаружили повышение биоэлектрической активности и дискоординацию в собственно жевательных и височных мышцах.

При проведении психодиагностических исследований у пациентов с синдромом дисфункции ВНЧС [4] обнаружено, что у 85,1% пациентов выявляется высокий уровень личностной тревожности, у 36,2% отмечается существенное повышение нейротизма, а 12,7% обследованных характеризуются наличием выраженных депрессий; а также, со стороны другого автора [11] было установлено, что у 25% больных с дисфункцией ВНЧС отмечалось выраженные аффективные расстройства, алекситимия, снижение психической активности и общего самочувствия.

В последнее время в зарубежной литературе появляются сведения, касающиеся взаимосвязи развития дисфункциональных расстройств ВНЧС от анатомической предрасположенности костей черепа и позвоночника [10, 13]. К сожалению, подобного рода сообще-

ния единичны и не содержат четких представлений об индивидуальных особенностях анатомопографического строения ВНЧС. Кроме этого, исследования последних лет свидетельствуют, что немаловажное значение в развитии дисфункции ВНЧС принадлежит дисплазии соединительной ткани, относящийся к наследственному дефекту структур мезенхимального происхождения. Ряд авторов утверждают, что от степени тяжести дисплазии соединительной ткани зависит характер течения дисфункции ВНЧС и ее возможные осложнения. А также, немаловажное значение в возникновении дисфункции ВНЧС принадлежит наследственности, витаминная недостаточность, особенно витаминов группы В1, В6, С и др. За счет превалирование свободнорадикального окисления над антиоксидантной защитой приводит к окислительному стрессу и дисфункции ВНЧС, сопровождающимися структурно-функциональными нарушениями.

Таким образом, анализ литературных данных подтверждает полиэтиологический характер дисфункции ВНЧС. К развитию этого заболевания имеют непосредственное отношение состояние мышечного аппарата, окклюзионно-артикуляционные нарушения, изменения высоты нижней трети лица, расстройства нейроэндокринной регуляции и эмоциональной сферы. Дисбаланс во взаимоотношениях одного или нескольких из этих состояний приводит к появлению дисфункции ВНЧС. Поэтому с целью нормального функционирования ЗЧС необходимо

постоянно поддерживать гармоничное единство в состоянии жевательных мышц, окклюзии зубов и структуре ВНЧС.

С целью внутриротовой регистрации движений н/ч рекомендуют применять функциографию [1], а также рекомендуются электромиография мышц челюстно-лицевой области в настоящее время наиболее перспективным в диагностике функциональных нарушений ВНЧС применяется аксиография [5]; панорамная томография (ортопантомография) зонографии ВНЧС, рентгенография по методу Шуллера или Парма; компьютерная томография ВНЧС [8]; компьютерной артромографии магнитно-резонансной томографии и другие методы.

К большому сожалению, следует отметить, что принципы диагностики и дифференциальной диагностики патологии ВНЧС, особенно на ранних стадиях, до сих пор четко не разработаны и, следовательно, затруднена постановка диагноза. Не совершенствование используемых малоинформативных рентгенологических методик исследования указывает на необходимость более широкого внедрения в клиническую практику современных способов визуализации элементов височно-нижнечелюстного сустава. Использование полученных данных будет способствовать повышению эффективности и качества обследования, оптимизации дальнейшего лечения. Требуется создание четкого алгоритма прицельной визуализации элементов височно-нижнечелюстного сустава, стандартизированной

интерпретации различными исследователями одностипных нарушений в суставе.

Таким образом, на основании ранее изложенного можно сделать вывод о том, что окклюзионно-артикуляционные нарушения способны вызвать развитие дисфункции ВНЧС только посредством нейромускулярного звена, но не самостоятельно: а также, оказание им помощи является сложной проблемой. Её успешное решение возможно лишь при комплексном подходе к диагностике и лечению с участием ряда специалистов. Такая коллегиальность обеспечивает условия для скорейшего достижения оптимальных функциональных и эстетических результатов.

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ПОКАЗАТЕЛИ ПОЛОСТИ РТА У РАБОТНИКОВ ПРЕДПРИЯТИЯ СИНТЕТИЧЕСКИХ МОЮЩИХ СРЕДСТВ

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В настоящее время в ряде производств наблюдается превышение содержания веществ выше предельно-допустимых концентраций (ПДК), что приводит к нарушению здоровья рабочих. К таким производствам можно отнести заводы по производству как сырьевых компонентов (СК), так и самих синтетических моющих средств (СМС). Как известно, современные СМС занимают одно из ведущих средств среди химических товаров бытового назначения. Иллюстрацией сказанного являются основные пути воздействия средств бытовой химии на организм человека.

Патология полости рта встречается с большой частотой у рабочих, занятых на производстве СК для СМС. Ведущим неблагоприятным экологическим фактором на указанных предприятиях является как сырьевая пыль, так пыль готового продукта. Пыль готового продукта имеет большую гигиеническую значимость, так как её воздействию подвержены практически все рабочие производства вне зависимости от оборудования, пунктов пере-сыпки порошка с транспорта и разрывов картонных коробок на фасовке [4].

Эти факторы оказывают негативное воздействие на состояние здоровья рабочих, занятых на производстве СМС. Функциональные нарушения со

стороны стоматологических органов (СО) являются ранними доклиническими признаками профессионального воздействия токсических веществ на организм [5, 6].

Цель исследования: изучить изменение клинко-функциональных показателей полости рта у работников производства СК для СМС.

Материалы и методы: проведено изучение состояния клинко-функциональных показателей СО (гигиенический индекс полости рта, кислотоустойчивость эмали, электропроводимость твердых тканей зубов, пробы Шиллера-Писарева и Кулаженко) у 96 работников производства СК для СМС ОАО «Навоиазот» (основная группа).

В репрезентативную группу для сравнения включены 94 работников данного предприятия ОАО «Навоиазот», не имевших производственного контакта с СК (контрольная группа). С целью сравнения данных и исключения влияния пола, возраста и стажа работы на изучаемые показатели, исследования проводили только у мужчин в возрасте 21-40 лет со стажем работы до 5 лет в обеих группах. Для оценки кислотоустойчивости эмали зубов использовали метод Т.А. Рединовой и соавторов (1982), электропроводимость твердых тканей зубов изу-

Таблица 1

Клинико-функциональные показатели СО у работников СК для СМС и лиц контрольной группы ($M \pm m$)

Показатели	Физиологическая норма	Основная группа	Контрольная группа	P
Гигиенический индекс в баллах	10	5,2±0,7	5,6±0,6	>0,05
Кислотоустойчивость эмали зубов, %	40	65,9±2,8	44,1±1,7	<0,001
Электропроводимость твердых тканей зубов, мкА	0	3,3±0,5	1,7±0,2	<0,01
Проба Шиллера-Писарева	0	76,5±1,8	37,4±2,1	<0,001
Проба Кулаженко	5060	28,4±1,3	49,7±1,5	<0,001

чали по методу Г.Г. Ивановой (1984), состояние тканей пародонта оценивали по Шиллеру-Писареву, индекс гигиены полости рта вычисляли по Л.В. Федоровой (1982).

Результаты: полученные результаты приведены в таблице. Уровень гигиенического состояния полости рта оказался одинаково низким в обеих группах обследованных, но он статистически был недостоверным ($p > 0,05$).

Податливость эмали зубов к действию кислотного буфера у работников производства СК для СМС оказалась на 21,8 % ниже, чем у лиц контрольной группы при уровне достоверности $p < 0,001$, а электропроводимость твердых тканей зубов, наоборот, была выше на 1,6 мкА ($p < 0,01$), что свидетельствует, вероятно, о развивающихся факторах риска формирования кариеса зубов и является ранним симптомом указанной патологии у работников предприятия СМС.

При анализе данных пробы Шиллера-Писарева установлено, что хронические воспалительные процессы в десне в основной группе были на 39,1

% интенсивнее, чем в группе контроля ($p < 0,001$; таблица 1).

Проба Кулаженко в основной группе была снижена ($p < 0,001$). Стойкость капилляров в тканях пародонта понижалась на 17 с ($p < 0,001$).

Эти данные подтверждают тот факт, что среди работников предприятия СМС ОАО «Навоиазот» мы чаще выявляли хронические гингивиты и пародонтиты, чем у лиц контрольной группы, что согласуется с данными других авторов [1, 4].

Выводы: у работников предприятия СК для СМС выявлено снижение большинства физиологических параметров СО, которые, вероятно, предшествуют развитию кариеса зубов и болезней пародонта. Эти нарушения могут служить интегральными показателями негативного влияния производственных факторов на предприятии СМС, оказывающих влияние на здоровье и состояние полости рта работников ОАО «Навоиазот». Также с увеличением интенсивности загрязнения воздуха рабочей зоны и длительности контакта с вредными веществами развиваются снижение стойкости

капилляров десны и местного иммунитета полости рта эти показатели могут служить одним из интегральных тестов в оценке состояния здоровья и органов полости рта работающих.

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O'SMIRLIK DAVRIDAGI XARAKTER AKSENTUATSIYASINING DIOGNOSTIKASI VA KORREKSIYASI.

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***Anotatsiya:** O'smirlik davridagi xarakter aksentuatsiyasini aniqlash va shuningdek o'smir xarakter aksentuatsiyasini bilish orqali o'smirlarga individual yondashishni shakllantirish masalalariga bag'ishlangan.*

Kalit so'zlar: O'smir, xulq-atvor, taraqqiyot, inqiroz, ta'lim-tarbiya, o'qituvchi, qarama-qarshilik, mehribonlik, talabchanlik, norozilik, qo'pollik, korreksiya, diagnostika.

Keywords: Adolescence, behavior, development, crisis, education, teacher, confrontation, kindness, demanding, protest rudeness, correction, diagnosis. **Ключевые слова:** Подростковый и возраст, поведение, развитие, кризис, воспитание, учитель, противостояние, доброта, требовательность, протест, грубость, коррекция, диагностика.

Mustaqillik yillarida mamlakatimizda yoshlarni vatanparvarlik, milliy an'ana va qadriyatlarimizga hurmat ruhida tarbiyalash, ma'naviy yetuk va jismonan sog'lom barkamol avlodni voyaga yetkazish, ularning huquq va manfaatlarini himoya qilish borasida muayyan ishlar olib borildi. Xususan, O'zbekiston Respublikasi Vazirlar Maxkamasining 2016 yil 14-avgustdagi «Yoshlarga oid davlat siyosati to'g'risida» gi qarori va O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning PF-5106-son 2017 yil 5-iyuldagi Farmoni e'lon qilingani yoshlarga bo'lgan e'tiborni yanada oshirdi. [1] O'qituvchi va tarbiyachi uchun bolalarning o'smirlik davri hususiyatlarini bilish psixologik nuqtai nazaridan ham pedagogik nuqtai nazaridan ham muximdir. Bu davrni biz yana o'tish davri ham deb ataymiz. O'smirlik davri asosan 10-11yoshdan 14-

15 yoshgacha bo'lgan bolalarni o'z ichiga qamrab oladi, ya'ni 5-8 sinf o'quvchilarini. [2] O'smir o'quvchilarni ta'lim va tarbiya berish ishlarida uchraydigan ayrim qiyinchiliklar bu yoshdagi bolalarning psixik rivojlanishi va xususiyatlarini ba'zan yetarli darajada bilmaslikdan yoki inkor qilishdan kelib chiqadi. Kichik va katta yoshdagi maktab o'quvchilariga qaraganda o'smirlik yoshidagi bolalarni tarbiyalashda juda ko'p qiyinchiliklar bo'ladi. Chunki, kichik bolaning katta odamga aylanishi jarayoni juda qiyin kechadi. Bu jarayon o'smirlar psixologiyasining odamlar bilan bo'lgan munosabat shakllarining jiddiy o'zgarishi, hamda hayot sharoitining o'zgarishi bilan bog'liqdir. O'smirlik davriga kimningdir xatti-harakatini imitatsiya – qilish xosdir. Ko'pincha ular o'zlariga tanish va yoqadigan kattalarning xatti-harakatlariga imitatsiya, taqlid

qiladilar. O`smirlik davri uchun xarakterli bo`lgan norozilik, qo`pollik, qaysarlik, o`z-o`zini analiz qilishga moyillik kabi hislatlar o`smirni jiddiy psixik inqirozga va hayajonga soladi. O`smir avval bajonidil bajaradigan talablarga endi qarshilik ko`rsata boshlaydi: uning mustaqilligini cheklashganda, vasiylik qilishganda, yo`naltirishganda, nazorat qilishganda, quloq solishni talab qilishganda, jazolashganda, uning qiziqishlari, munosabatlari va fikrlari bilan hisoblashishmaganda u juda xafa bo`ladi va norozilik bildiradi. Bu esa o`smirlik davridagi inqirozga sabab bo`ladi. Inqiroz boladagi mavjud tushkunlik, yolg`izlikka intilish, passivlik yoki aksi, o`jarlik, qaysarlik, agressivlik, hayotga salbiy munosabatlarning kechishida namoyon bo`ladi. Bunday paytlarda u o`zi singari katta fiziologik, psixologik o`zgarishlar kechayotgan o`rtog`i bilan muloqot qilishga katta ehtiyoj sezadi. Insondagi xarakter xususiyatlarini birinchi bo`lib Aristotel o`rgana boshlagan. Xarakter- shaxsning o`ziga, o`zgalarga ma`lum bir vaziyat yoki jarayonlarga bo`lgan munosabatida namoyon bo`luvchi shaxsning yurish-turishida xatti xarakatida, muloqotida ifodalanuvchi fazilatlar majmuasidir.[3] Xarakterning o`zgarishiga ta`sir qiluvchi omillar quyidagilar:

1.Shaxsning jamoaga va ayrim odamlarga bo`lgan munosabatida namoyon bo`luvchi xarakter xususiyatlari. Mexribonlik, talabchanlik, yaxshilik,takabburlik;

2.Shaxsning mexnat faoliyatida bo`lgan munosabatida namoyon bo`luvchi xarakter xususiyatlari. Ma`suliyatlilik, mexnatsevarlik;

3.Shaxsning buyum,predmetga bo`lgan munosabatida namoyon bo`luvchi xarakter xususiyatlarida. Tejash, extiyot qilish;

4.Shaxsning o`z-o`ziga munosabatida namoyon bo`luvchi xarakter xususiyatlari. Izzat-nafslilik, shuhratparastlik, mag`rurlik, kamtarlik;

Xarakter aksentuatsiyasi – Karl Leongard tomonidan kiritilgan tushuncha bo`lib, xarakter ba`zi sifatlarning yorqin ifodalanganligining namunasidir. Xarakter aksentuatsiyasini bilish o`smirlarga individual yondashish,kasbga yo`naltirish kabilarda zarurdir. O`z-o`zini baholash – shaxsning o`zini boshqalar bilan taqqoslash va refleksiya natijasida o`z-o`zini baholash murakkab va o`zgaruvchan bo`lib, shaxs strukturasi katta o`rin tutadi.Xarakter fazilatlarining o`rganish chizig`idan ya`ni meyordan o`tsa xarakter aksentuatsiyasi paydo bo`ladi. Xarakter aksentuatsiyasi o`smirlik davrida ko`proq uchraydi. Shuning uchun ham o`smirlik davridagi xarakter aksentuatsiyasini o`rganish diagnostika qilish va korreksiyalash lozim. A.Lichko (1977) bo`yicha xarakter aksentuatsiyasi nazariyasi.[4]

1.**Gipertim-** (haddan tashqari) aksentuatsiyasi turg`un, ko`tarinki kayfiyat ohangi, nazoratsiz faoliyat va aloqa uchun tashnalik, tarqalishga moyillik va boshlagan ishni tugatmasligida namoyon bo`ladi. Gipertim shaxslar yolg`izlikka, cheklangan aloqaga va beparvolikka toqat qila olmaydilar.Ular energiya, faol hayot pozitsiyasi, suxbatdoshlik va yaxshi kayfiyat bilan ajralib turadilar.O`zgaruvchan shaxslar hisoblanadi.

2. **Sikloid**-tipida ikkita farazning majvudligi kuzatiladi: Gipertizmva subdepressiya ular keskin ifodalanmaydi, odatda qisqa muddatli (1-2 hafta) va uzoq tanafuslar bilan almashtirilishi mumkin. Sikloidlarda tushkinlik ko'tarinki kayfiyat bilan almashinadi. Siklli kayfiyat o'zgaradi. Kayfiyatning pasayishi bilan bunday odamlar tanbexlarga nisbatan sezgirlikni oshiradilar. Biroq bunday insonlar faol, ochiq va quvnoq bo'lishadi. Jinsiy hayot ularning kayfiyati ko'tarilishi va pasayishiga juda bog'liq. Ko'tarinki kayfiyatda ular Gipertimlarga o'xshash bo'lishadi.

3. **Labil**-tipi kayfiyatning keskin o'zgaruvchanligini anglatadi. Yorqin urg'u beradigan, boy xissiyot soxasiga ega. Ular diqqat belgilariga juda segirdir. Ularning zaif tamoni yaqinlikning hissiy rad etilishida, yaqinlarining ajralishida namoyon bo'ladi. Bunday odamlar xushmuomilalik, yaxshi tabiat, samimiy mehr va ma'suliyatlar namoyon etadi. Ular muloqotga qiziqishadi va tengdoshlarini o'zlariga jalb qila oladilar. Labil tipidagi o'smir suhbat jarayonida juda sezgir bo'ladi. Birinchi suhbatdayoq suhbatdoshining yaqinligi yoki befarqligini sezadi. O'ziga nisbatan yomonlik va yoqtirmaslikni yashirishganini his qiladi.

4. **Asteno-nevrotik**- charchoqning kuchayishi va asabiylashish bilan tavsiflanadi. Ular ipoxondiryaga moyildirlar. Ular shuningdek raqobatli muhit faoliyatida yuqori charchoqqa ega bo'ladilar. Agar ular o'zlarining rejali imkonsizligini anglasalar ular ahamiyat sababga ko'ra ham to'satdan portlashni boshdan kechirishi mumkin. Ular intizomli va tozadirlar.

5. **Ta'sirchan**-O'ziga xos ta'sirchan, sezgir, tortichoqlik va uyatchanlik hissi bilan ajralib turadilar. Ko'pincha o'smirlik davridagi masxara qilishlarini yoqtirmaydilar. Ular mehr, osoyishtalik va o'zaro yordamni osongina namoyon etadilar. Ularning qiziqishlari intellektual va estetik sohada yotadi, ular uchun ijtimoiy tan olinish muhimdir.

6. **Psixostenik**-introspeksiya va aks ettirishga moyillikni belgilaydi. Psixosteniklar ko'pincha qaror qabul qilishda ikkilanadilar shuningdek o'zlari va boshqalar uchun yuqori talablarga va javobgarliklarga dosh beraolmaydilar. Ularning o'ziga xos xususiyati o'zini tanqid qilishi va ishonuvchanligidir. Odatda ular keskin o'zgarishsiz tekis kayfiyatga ega bo'ladilar. Jinsiy munosabat va aqloqada ular ko'pincha xato qilishdan qo'rqishadi.

7. **Shizoid**-bunday insonlarning asosiy xususiyati yakkalik va yolg'izlikni xush ko'rishi bilan ajralib turadi. Shizoidlarda sezgi va empatiya xissi yo'q. Ichki dunyosi hamisha boshqa insonlar uchun yopiq bo'ladi. Ular sevimli mashg'ulot xayoli bilan to'lib toshganlar. Bu faqat o'zlarini xursand qilish uchun mo'ljallangan. Ular spirtli ichimliklarni is'temol qilishga moyil bo'ladilar bu hol odatda Eforiya xolatini keltirib chiqarmaydi. Shizoid tipdagi insonlar uchun alkogol ichimligi Kommunikativ rol uchun zarurdir. Ya'ni alkogol ichimligini is'temol qilish shizoidlar uchun insonlar bilan muloqat qilishni osonlashtiradi va o'ziga ishonchini oshiradi. Ozodlik reaksiyasi ko'pincha o'ziga xos tarzda namoyon bo'ladi. Shizoid o'smir uzoq vaqt davomida kundalik

hayotda kichik qamoqqa dosh bera oladi. Hayot va rejimning belgilangan tartibiga bo'ysunadi. Ammo sevimli mashg'ulotlari va hayollari dunyosiga ruxsat bermasdan ishg'ol qilish uchun eng kichik urinishlarga bo'ronli norozilik bilan javob beradi.

8. Epileptoid-Shaxsning qo'zg'a-luvchanligi, keskinligi va avtoritarizmi bilan ajralib turadi. Aniqlik, puxtalik barcha qoidalarga extiyotkorlik bilan rioya qilish, hatto ishning zarariga qadar hizmat qilsa xam. Odatda o'zlarining harakatsizligi uchun kompensatsiya sifatida o'zini qurshab turgan insonlarga nisbatan pedantik kayfiyatda bo'lishadi. Shuningdek aytilgan joyga vaqtida yetib kelishadi. Tengdoshlari orasida ustunlik qilishga intiladi. Intim-shaxsiy soxada ular xasadgo'ylikni aniq ifoda etadilar. Ko'pincha alkogolli mastlik holatlari g'azab va tajavuzkorlik namoyon etishiga zamin yaratadi. Ular o'z sog'lig'iga g'amxo'rlik qiladi (infeksiyalardan qo'rqishadi). Ushbu turdagi vakillarning sevgisi deyarli har doim hasadgo'y ohanglar bilan bo'yalgan. Begunoh nozkarashmalarni jiddiy xiyonat deb talqin etadi. Epileptoid o'smirlardagi ozodlik reaksiyasi ko'pincha juda qiyin kechadi. Epileptoid o'smirlar nafaqat erkinlik, mustaqillikni balki «huquqlar»ni, mol-mulk, uy-joy, moddiy boyliklarni ham talab qiladi. Ota-ona bilan ziddiyatlarda, ular ularga g'amxo'rlik qilayotgan bobosi va buvilariga yopishib ulardan madad olishlari mumkin.

9. Isteroid-bunday insonlar egosentrizmga va diqqat markazida bo'lishga intilishadi. Ular egosentrizmga bo'lgan hujumlarga ham toqat qiladilar.

Ta'sir qilish qo'rquvi va masxara bo'lishdan qo'rqishadi. Shuningdek namoyishkorona o'z joniga qasd qilishga (parasuidsida) moyil insonlar bo'lishadi. Ular qat'iylik, tashabbuskorlik, va faol pozitsiya bilan ajralib turadilar. Osonlik bilan o'zlashtirish mumkin bo'lgan sevimli mashg'ulotlarni tanlaydilar.

10. Barqarorlik- bunday tipdagi insonlar dangasalikni odat qilib, o'quv faoliyati bilan shug'ullanishni xoxlamasligi bilan ajralib turadilar. Bunday insonlar o'yin kulgini, bo'sh vaqtni, be'manilikni xush ko'rishadi. Ularning ideali tashqi nazoratsiz qolishdir. Ular shuningdek do'stona va ochiq insonlar bo'lishadi. Jinsiy aloqa ular uchun ko'ngil ochish bo'lib, jinsiy hayot ularda erta boshlanadi. Bu tipga kiruvchi insonlar spirtli ichimliklar va giyoxvand moddalar is'temol qilishga moyil bo'lishadi.

11. Konformal tip- atrof-muhitga mosligi bilan tavsiflanadi, bunday odamlar boshqalar kabi fikrlashga moyildirlar. Ular hayotning steriotipini buzib, tanish muhitdan maxrum bo'lgan tub o'zgrishlarga toqat qila olmaydilar. Ularning idroklari o'ta qattiq va ular kutgan narsalar bilan cheklangan. Ushbu tipdagi odamlar do'stona, intizomli va ziddiyatsiz bo'lishadi. Ularning sevimli mashg'uloti va jinsiy hayoti ijtimoiy muhit tomonidan belgilanadi.[5]

Xarakter aksentuatsiyasi kontseptsiyasining muallifi nemis psixiatr Karl Leongard. Uning fikricha 20-50% kishilarda ba'zi xarakter xususiyatlari shu darajada kuchliki, ba'zan bir xil tipdagi ziddiyat va hissiy portlashlarga olib keladi Xarakter aksentuatsiyasi-biror xususiyat-

ning boshqalari zarariga kuchli rivojlanishi va atrofdagilar bilan munosabatning yomonlashishiga olib kelishidir. Xarakter aksentuatsiyasi turli darajada yengil va hatto psixopatiya darajasigacha bo'lishi mumkin. O'smirlar orasida xarakter aksentuatsiyasi ko'p (50-80%) uchraydi. Uni turli psixodiagnostik testlar, masalan, Shmishek test orqali aniqlash mumkin. Karl Leongard (1968) tamonidan xarakter aksentuatsiyasi quyidagicha tavsiflanadi:

1. **Gipertim tip.** Haddan tashqari aloqaga kirishuvchan, ko'p gapiradigan, imo-ishora, mimikaga boy, suhbat mavzusini burib yuborishga moyil, ko'pincha xizmatga doir va ommaviy majburiyatlarni qo'yanligi sababli ziddiyatlar kelib chiqadi.

2. **Distim tip.** Kamgap, muloqotga kirishga qiynaladi, pessimist, ziddiyatlardan o'zini olib qochadi, uyda yolg'iz qolishni yoqtiradi.

3. **Tsikloid tip.** Kayfiyati tez o'zgarishga moyil, kayfiyati yaxshi paytda-gipertim, kayfiyati yomon paytda-distim tipga o'xshab qoladi.

4. **Qo'zg'aluvchan tip.** Muloqotda passiv, verbal va noverbal reaksiyalari sust qaysar, ba'zan urushqoq, ko'pincha turli mojarolarning tashabbuskori hisoblanadi.

5. **Kuchaytiruvchi tip.** Kamgap, aql o'rgatishni yoqtiradi, yuqori natijalarga erishishni xoxlaydi. Tez xafa bo'lishga moyil, shubxalanuvchan, qasoskor. Kichik-kichik muommolarni bo'rttirishga moyil.

6. **Pedant tip.** Ziddiyatlarga kam qo'shiladi, ko'pincha passiv holatda bo'ladi, atrofdagilarga ko'plab rasmiy talablar qo'yadi, tartibli, jiddiy, ishonchli.

7. **Xavotirli tip.** Kamgap, odamovi, o'ziga ishonmaydi, ziddiyatlardan o'zini olib qochadi, tinchliksevar, o'z-o'zini tanqid qiladi. Topshiriqlarni vaqtida bajaradi. 8. **Emotiv tip.** Tor doiradagi kishilar bilan muloqotga kirishishni yoqtiradi.

9. **Namoyishkorona (demonstrativ) tip.** Muloqotga tez kirishadi, yetakchilikka intiladi, hokimiyat va motivni yoqtiradi, boshqalarni o'ziga jalb qila oladi, noyob tafakkurga, xulq-atvoriga ega.

10. **Ekzaltirlashgan tip.** O'ta muloqotga kirishuvchan, ko'p gapiradi, qiziquvchan, do'stlari va yaqinlariga e'tiborli, boshqalarga yordam beradi, did-farosatli, samimiy.

11. **Ekstrovertlashgan tip.** Muloqotga kirishuvchan, do'stlari ko'p, ziddiyatlardan o'zini olib qochadi, boshqalarni diqqat bilan eshitishi mumkin. Topshiriqlarni vaqtida bajaradi.

12. **Introvertlashgan tip.** Muloqotga kirishishga qiynaladi, "Ichimdagini top" falsafiy fikr yuritishni yoqtiradi, qat'iyatli, e'tiqodi mustaxkam, qaysar, tafakkuri qotib qolgan [6].

Xulosa qilib aytganda xarakter aksentuatsiyasi haddan tashqari ifodalangan belgilardir. Jiddiylik darajasiga qarab, xarakter aksentuatsiyasining ikki darajasi ajratiladi: aniq va yashirin. Aniq xarakter aksentuatsiya normaning ekstremal versiyalarini anglatadi, u ma'lum bir belgi turining xususiyatlarining doimiyligi bilan ajralib turadi. Yashirin urg'u berish bilan, ma'lum bir belgilarining xususiyatlari zaif namoyon bo'ladi yoki umuman ko'rinmaydi, lekin ular aniq vaziyatlarning ta'siri ostida aniq namoyon bo'lishlari mumkin. Xarakter aksentuatsiyasi psix-

ologik kasalliklarning rivojlanishiga hissa qo'shishi mumkin, bu holat xulq-atvor, nevroz, psixozning patologik kasalliklari tufayli yuzaga keladi. Ammo shuni ta'kidlash kerakki, xarakter aksentuatsiyasi hech qanday tarzda ruhiy patologiya tushunchasi bilan tenglashtirilmaydi. Xarakter aksentuatsiyasi jamoada diqqatga sazovor shaxslarni aniqlash ularga individual yondashuvni ishlab chiqish, kasbiy yo'naltirish, ular uchun boshqalarga qaraganda (psixologik moyilligi tufayli) yaxshiroq vazifalarni bajara oladigan muayyan vazifalarni ta'minlash uchun zarurdir. Psixologlar tomonidan amalga oshiriladigan asosiy vazifa ota-onalarga, pedagoglarga, o'smirning shaxslararo munosabat doirasidagi insonlarga, shaxsan uning o'ziga xulq buzilishlari

korreksiyasi va profilaktikasi bo'yicha muayyan maslahatlar berishdir.[7]

Foydalanilgan adabiyotlar ro'yxati

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ШАРҚ МУТАФФАКИРЛАРИНИНГ ЁШЛАРИНИНГ ТАЪЛИМ- ТАРБИЯСИГА ОИД ҚАРАШЛАРИ

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***Аннотация:** Мазкур мақолада Шарқ мутафаккирларининг таълим – тарбия борасидаги қарашлари акс эттирилган.*

Калит сўзлар: таълим- тарбия бирлиги, тарбия турлари, одоб ва ахлоқ бирлиги, баркамол инсон сифатлари, ахлоқий гўзаллик.

Бугунги кунда ёш авлоднинг таълим- тарбияси кун тартибидagi муҳим масалалардан биридир. Таълим ва тарбия бир-бирини тўлдирувчи, бири-бирига боғлиқ тушунча ҳисобланади. Таълимнинг аввали яхши тарбия одобидир. Тарбия меҳр ва ширин сўз билан берилиши лозим. Зўрлаб берилган таълим боланинг хотирасидан тезда ўчиб кетади, қизиқиши сўнади. Бирорта ота ўз фарзандига одоб ва ахлоқдан афзалроқ мерос беролмайди. Болага, аввалло, чиройли исм танлай билиш муҳимдир. Муҳаммад (а. в): Албатта, қиёмат куни ўз исмларингиз ва оталарингиз исми ила қақирилурсиз. Бас, исмларингизни гўзал қилинг”,- дейди.

“Ўша жойда Закариё Раббига илтижо қилади: Раббим, менга ўз

хузурингдан пок зурриёд ато эт! Дарҳақиқат, Сен дуони эшитгувчидирсан. “

Менинг фикримча, инсон оила қургунга қадар ҳам ҳалол ва софдил

бўлиб умр ўтказиши керак. Чунки унинг қон- қонига сингиб кетган юксак инсоний туйғулари, яхши сифатлари ген орқали фарзандига ҳам ўтади.

Алишер Навоий боланинг вояга

етишида, камол топишида тарбиянинг куч ва қудратига алоҳида эътибор беради. Тарбия назариясида боланинг фойдасига ва етук киши бўлиб ўсишига ишонади. “Ёш боланинг жуда кичик ёшидан бошлаб тарбияламоқ зарур. Тарбия инсонга ўзида яхши одат ва фазилатлар ҳосил қилишига ёрдам беради. У одам шахси кишилар билан муносабатда, кишиларнинг бир-бирига бўлган руҳий маънавий таъсирлари натижасида тарбия туғилади” деб уқтиради. Шоир ўзининг “ Ҳазоинул маоний” асарида Одам асrorининг ижмолини қилдинг тафсил, Мундин эркинки дединг ”ал валаду сирри абиҳ” ,- дейди.

“Ал валаду сирри абиҳ” ҳадис бўлиб, “ бола ота- она сириди” деган маънони англатади. Бир оилада яшадигандан кейин ота- она боладан ҳеч нарсани яшира олмайди ва шу асосда фарзанд тарбия топади.

Воиз ал Кошифий инсонни қайта тарбиялаш, ақлий қобилиятини ўстириш мумкин, деб ҳисоблайди. У боланинг мустақил фикрлаш қобилиятини ўстириш масаласига алоҳида эътибор беради. Тарбия маса-

ласида оилавий ва ташки муҳит муҳим ўрин тутади. Бола тўғри сўзли, ваъдага вафодор, яхши хулқли қилиб тарбияланиши керак.

Муслихиддин Саъди Шерозий (1184)нинг фикрича, оилада ота асосий масъулиятли тарбиячидир. Ота ўз болаларини тарбиялаши, ўқитиши, хунарга ўргатиши, жисмонан чиниқтириши, боладаги қобилиятни ривожлантириши керак. Тарбия бўлмаса боладаги қобилият сўнади. У тарбияни учга ақлий, нафосат ва жисмоний тарбияга бўлиб, оилавий тарбияга катта эътибор қаратади.

Хоразмийнинг фикрича, илм-хунарга, илм-маърифат инсоннинг ақлий камолоти, ижтимоий-маънавий ҳаётининг ривожини учун хизмат қилиши керак.

Мирзо Улуғбек одам соғлом ва бақувват бўлиши учун ёшлик чоғиданоқ жисмоний машқлар билан шуғулланиши, таълим-тарбияда порахўрлик, қаллоблик бўлмаслиги учун мударрислар одил ва ҳалол бўлиши керак,-дейди. Унинг уқтиришича, боланинг билим олишига бўлган қизиқиши, ҳавасини оширишда у тарбияланаётган муҳит муҳим ўрин тутади. Ўқимишли ота-оналар ўз фарзандининг ҳақиқий инсон бўлиб камол топишига алоҳида эътибор бериши керак.

Ибн Синонинг фикрича, болани тарбиялаш оила-ота-онанинг асосий мақсади ва вазифасидир. Ўз камчилигини тузатишга қодир бўлган ота-она тарбиячи бўлиши керак.

Фаробий: “ҳар кимки илм-ҳикматни ўрганаман деса, уни ёшлигидан бошласин, соғ-саломатлиги яхши бўлсин,

яхши ахлоқ ва одоби бўлсин, сўзининг устидан чиқсин, ёмон ишлардан сақланган бўлсин, барча қонун-қоидаларни билсин, билимдон ва нотик бўлсин, илм ва аҳли илмдан мол-дунёсини аямасин, барча мавжуд моддий нарсалар тўғрисида билимга эга бўлсин”, -дея уқтиради. Унинг фикрича, билим, маърифатли бўлишни истаган ҳар бир киши ўзини яхши ахлоқ билан безатмоғи лозим. Акс ҳолда бола етук бўлиб етишмайди, қутилган натижага эриша олмайди.

Жомий “Баҳористон” асариде таълим ва тарбия масалалари хусусида фикр билдиради. Билимларни чуқур эгаллашга даъвогар кишиларни одилликка, хушмуомалаликка ва доно сўз билан зулмга қарши таъсир этишга чақиради.

Абдулла Авлоний “тарбия қилгувчилар табиб кабидирки, хастанинг баданидаги касалига даво қилиш каби тарбияни боланинг вужудидаги жаҳл маразига “яхши хулқ” деган давонинг ичидан, “поклик” деган давонинг устидан бўлиб, катта қилмоғи лозимдир.” Авлонийнинг фикрича, бола эшитганидан кўра кўпроқ кўрганига эргашади.

Моҳлар ойм Нодира ҳаётнинг туб моҳиятини яхшилик биносини барпо этишдан иборат деб билади. Ёшлар тарбиясида миллий анъаналарнинг ўрни бекиёслигини таъкидлайди. Нодира ўз шеърларида баркамол инсонни улуғлайди.

Муҳаммад Ризо Огаҳий ўз ижтимоий фаолиятида ёшларни, одамларни халқ, ватан, жамият фаровонлиги

йўлида хизмат қилишга даъват этади. У дўстликни, меҳмондўстликни, ахлоқий гўзалликни улуғлайди, инсонларни зийракликка, тўғрисиўз бўлишга чақиради. Бу фикрлар хозир ҳам педагогик кадрятлар сифатида қимматлидир.

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ФАУНА И ЭКОЛОГИЯ ПРЯМОКРЫЛЫХ НАСЕКОМЫХ (ORTHOPTERA) ПЛАТО УСТЮРТ

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***Аннотация:** В статье рассматривается решение вопроса по изучению экологии и полного определения видового состава прямокрылых плато Устюрт, так как их решение одна из главных задач. Поэтому по данной теме проводились исследовательские работы. Но резкая изменчивость атмосферной температуры и непостоянство и нехватка осадков для развития растений на данной территории образовали своеобразную микроклиматную среду на естественных стациях, а это периодически влияет на развитие и распространение насекомых.*

Введение. На сегодняшний день сведений о фауне насекомых Устюрта недостаточно, исследования проводились только по фауне некоторых видов насекомых.

В связи с экологическими изменениями, происходящими в течение последних 40-50 лет в Приаралье наблюдаются заметные процессы изменения в популяции прямокрылых насекомых данной территории. Формирование вредных саранчовых Приаралья под влиянием этих изменений освещены в работах ряда исследователей [1, 2, 3]. Но недостаточно проведены исследовательских работ по видовому составу прямокрылых данной территории, их распространению и экологии.

Материалы исследования и методы

Работы по исследованию прямокрылых проводились в течение 2017-

2019 годов. Для определения их фауны работы по сбору материалов проводились на стационарных площадях и по определенным маршрутам. Биоматериалы были собраны с образцов прямокрылых насекомых естественных ландшафтов автомагистралей Кунград-Бейнеу Устюрта, исследовательских биостанций территорий Устюрта, в чинковых частях и вблизи озера Сарыкамыш. Собранные образцы насекомых были помещены в матрацы, на них были отмечены название места, срок, краткая информация о ландшафте. Все собранные образцы были переработаны в лабораториях Энтомологии АН Узбекистана, они были разбиты на фазы развития, образцы подверглись первичному осмотру, были определены их таксономическое состояние. При определении таксономи-

ческого состояния насекомых для саранчей был использован определитель “Саранчовые Казахстана, Средней Азии и сопредельных территорий» [4], а для определения кузнечиков и сверчков – “Закономерности распространения прямокрылых насекомых Северной Азии” [5].

Комплексе Устюрта биюргуна-баялыша, с зарослей полыни, зарослей биюргуна с полынью и асафетидой, зарослей типичных биюргунов, саксаулов и смешанно-кустарниковых зарослей гребенщиков.

Полученные результаты и их анализы

На сегодняшний день сведений о фауне насекомых по изучению фауны отрядов Устюрта недостаточно проведены исследования. Были собраны образцы с прямокрылых насекомых автомагистраля Кунград–Бейнеу Устюрта и исследовательских биостанций на территориях Устюрта.

Выявлена фауна прямокрылых насекомых При анализе образцов насекомых, собранных с плато Устюрт, было выявлено распространение 3 отрядов прямокрылых – кузнечиковых (*Tettigonoidea*), сверчковых (*Grylloidea*) и настоящих саранчовых (*Acridoidea*) больших семейств, 65 видов, относящихся 41 поколению, и подвидов. На данной территории распространены 54 вида саранчи, 6 видов кузнечиков, 5 видов сверчков. В частности, было определено распространение на территории плато Устюрт по одному виду, принадлежащих роду *Caereocercus*

Uvarov, *Melanogryllus* Chop., *Tartarogryllus* Serg.Tarb., *Velarifictorus* Rand., *Eremogryllodes* Chop., *Gryllotalpa* Latr., *Tetrix* Latr., *Pyrgomorpha* Aud.-Serv., *Chrotogonus* Aud.-Serv., *Asiotmethis* Tarb., *Thrinchus* F. d. W., *Strumiger* Zub, *Anacridium* Uv., *Egnatius* Stal., *Locusta* L., *Mioscirtus* Sauss., *Pseudosphingonotus* Shum., *Sphingoderus* B.-Bien., *Ochridia* Stal., *Euthystira* Fieb., *Ptetica* Sauss., *Oedaleus* Fieb., *Locusta* L., *Mecostethus* Fieb., *Duroniella* I. Bol., *Helioscirtus* Sauss., *Mesasippus* Serg.Tarb., *Acrotylus* Fieb., *Pseudosphingonotus* Shum., *Kazakia* B.-Bienko., *Ramburiella* I. Bol.; по два вида, принадлежащих поколению *Tettigonia* L., *Platycleis*., *Decticus* Aud-Serv., *Heteracris* F.Walk., *Oedipoda* Latr., *Egnatioides* Voss., *Leptoternis* Sauss., *Dociopterus* Fieb., *Notostaurus* B.-Bien.; по три, принадлежащих роду *Dericorys* Aud.-Serv., *Calliptamus* Aud.-Serv., *Eremippus* Uv и самое большее восемь видов рода *Sphingonotus* Fieb. или последнего вида.

Известно что из данных, с Устюрта собраны образцы прямокрылых насекомых, принадлежащих к 65 видам из 7 семейств и к подвиду. Здесь, в основном, широко распространены саранчовые, зарегистрированы 6 видов кузнечиковых и 4 вида сверчков. Наблюдается широкое распространение видов, принадлежащих поколению *Sphingonotus*. Определение видов представителей поколения *Sphingonotus*, в том числе и видов *Pseudosphingonotus savignyi*, *Sphingoderus carinatus*, *Leptopternis gracilis*, *Helioscirtus*

moseri, широкое развитие популяции видов, адаптированных жизни в условиях пустыни определяет, что основу фауны прямокрылых насекомых Устюрта составляют виды, принадлежащих поколению *Sphingonotus*.

Для анализа распределения видов прямокрылых плато Устюрт по растительным сообществам с образцов нескольких растительных сообществ приведены данные только с 8 растительных сообществ. С других сообществ сочли уместным отдельно привести данные по представителям главного отряда прямокрылых таких как термиты, богомол и тараканы. Такие виды как *Dericorys albidula*, *Dericorys tibialis*, *Calliptamus italicusitalicus*, *C.turanicus*, *C.barbarus cephalotes*, *Heteracris adspersa*, *Locusta migratoria migratoria*, *Notostaurus albicornis* являющиеся доминантом фауны данной территории считаются очень вредоносными для пастбищных растений и требуется разработать методов борьбы против них. Наоборот, такие как *Platycleis affinis*, *Caereocercus fuscipennis*, *Eremogryllodes semenovi*, *Ochrlidia hebetata kazaka*, *Sphingonotus halocnemi* считаются малочисленными, полностью изучены их экологические особенности, предложены внести некоторых из них в Красную книгу Узбеки-

стана. Такие виды из выявленных как *Ptetica crustulata*, *Caereocercus fuscipennis*, *Thrinchnus campanulatus*, *Sph. eurasius* в Узбекистане являются характерными только для изучаемой территорий.

Вывод. Таким образом, на плато Устюрт распространено 65 видов, принадлежащих 7 семействам и последний вид прямокрылых насекомых, в основном, они распространены на 8 растительных стадиях.

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RECLAMATION SYSTEMS AND ITS EFFICIENCY IN WATER ECONOMY

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***Abstract:** The article describes the work on improving the water management system in the country, improving the reclamation of irrigated lands, strengthening the material and technical base of water management organizations.*

Keywords: reclamation, irrigation, system, collector-drainage, water resources, water supply.

During the years of independence, measures have been taken to radically reform the water industry, improve the functioning of its structural units, strengthen the material and technical base and develop it on an innovative basis.

Due to global climate change, population growth and economic growth, their demand for water is increasing year by year, the shortage of water resources is increasing year by year.

Sustainable water supply to the population and all sectors of the economy in the country in 2020-2030, improving the reclamation of irrigated lands, the widespread introduction of market principles and mechanisms and digital technologies in water management, ensuring reliable operation of water facilities and improving land and water resources.

Since the technical condition of irrigation systems is directly related to the level of land and water use efficiency, the more technologically perfect the land reclamation system, the greater the impact on increasing the efficiency of land and water use in agriculture. Thus, the improvement

of irrigation technology, reduction of water consumption, as well as the large-scale introduction of innovative developments to increase the volume of products per unit of resource consumption are important areas of innovative development of the industry.

Only 20.7% of the 20.2 million hectares of agricultural land are irrigated. Over the past 15 years, per capita irrigated land has decreased by 24% (from 0.23 to 0.16) [1].

This is due to population growth, reduced water supply and the transfer of agricultural land to other land categories.

Forecasts suggest that irrigated land could shrink by another 20 to 25 percent over the next 30 years.

Insufficient guarantees of land use rights hinder the efficiency of farm management and limit investment.

At present, clear and transparent mechanisms for land allocation and protection of land users' rights have not been fully established.

Also, the lack of secondary lease of land plots prevents the transfer of agricultural land to relatively potential land users.

About 80% of the country's water resources are formed by transboundary water bodies. This situation underscores the importance of regional cooperation for sustainable water management in Central Asia, particularly in the Republic of Uzbekistan. 70% of irrigation networks in the country do not have anti-filtration coating, as a result some of the water is lost during the delivery to the field.

The existing irrigation infrastructure, most of the pumping stations have been in use for more than 30-40 years and are in need of reconstruction or overhaul.

Currently, drip irrigation is introduced in only 1.7% of irrigated lands.

The situation may be further complicated by the continued use of traditional irrigation methods due to the high dependence of agriculture on irrigation and the sharp increase in drought as a result of climate change.

According to the forecast of the World Resources Institute, by 2040 Uzbekistan will become one of the 33 countries with the highest water shortages. Decreased productivity has serious negative consequences for food security and balance of payments, which necessitates the sustain-

able management of water resources and the use of resource-saving technologies in the cultivation of agricultural crops.

By 2030, it is necessary to reduce the water consumption used to irrigate one hectare by 20%, and to improve the mechanisms of state support for local water-saving technology producers and buyers [2].

The lack of a mechanism to cover the cost of water supply for agricultural needs hinders the widespread introduction of water-saving technologies.

In short, in order to further improve the reclamation of irrigated lands and the rational use of water resources in our country, there will be an opportunity to address the problems of water scarcity and land reclamation.

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АХБОРОТЛАШГАН ЖАМИЯТ ЁШЛАРИДА ИННОВАЦИОН ТАФАККУР

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***Аннотация:** Ушбу мақолада ахборот, ахборотлашган жамият, унда ёшлар тафаккуруни шакллантириш, ёшларнинг замонавий илимларни ўзлаштириш орқали дунё ҳамжамияти билан ҳамнафас яшаш гоёлари илгари сурилган.*

Калит сўзлар: глобаллашув, ахборот, ахборотлашган жамият, ёшлар, интернет, информатсион борлик, инновацион тафаккур, оммавий онг.

Ахборот коммуникация технологияларининг кундан-кунга ривожланиши, интернет ва у билан боғлиқ жараёнларнинг одамлар ҳаётининг барча жабҳаларига кириб келиши натижасида инсоният ҳаёти глобаллашиб, ахборотлашган жамият хусусиятлари билан боғлиқ жараёнлар ўзининг кўламини кенгайтириб бормоқда. Ҳар бир даврда соҳалардан қаттиқ назар, мамлакатлар ўз ички имкониятларидан келиб чиқиб янги технологияларнинг ҳаётга тадбиқ этиши натижасида жадаллашув ва ривожланиш вужудга келган. Янгиликлар инсонлар, айниқса ёшлардан мослашувчанлик, илғор фикрлаш, инновацион ёндашувларни талаб қилган. Бу ҳолат эса ўз навбатида ўқиш, ўрганиш, илм олишга қизиқишни орттирган. Илимли ва билимли инсонлар жамият тараққиётида ўз ўрнига эга бўлиб, сиёсий ва иқтисодий фаолиятда, инновацион ривожланишда, давлатчиликни мустаҳкамлашда, мафкуравий муаммолар ва таҳдидларни фақат ва фақат илму-маърифат, ақл ва фан уйғунлиги орқалигина енгиб ўтиш мумкинлигига ишонишган.

Глобаллашган ва ахборотлашган дунёда ахборот халқлараро ва давлатлараро муносабатларда катта аҳамият касб этади. Яъни у жаҳон ҳамжамияти ҳаётида ҳам ижобий ҳам салбий куч сифатида намоён бўлиши мумкин. Шу маънода техникавий-технологик соҳада катта имкониятга эга бўлган мамлакатлар қулай шароитга эга бўладилар. Мана шу устунлик туфайли улар ўз манфаатларига мос келувчи кадриятлар ва гоёларни, илгари сурадилар.

Жаҳонда ахборотни тезкорлик билан барча соҳаларни қамраб олиши, унинг ижтимоий, иқтисодий ва ҳатто сиёсий аҳамият касб этиши ахборотлашган жамиятни вужудга келишига сабаб бўлди. Ахборотлашган жамиятга Интернет луғатда “телекоммуникация, радио, телевидение, Интернет, шунингдек, анъанавий ва электрон оммавий ахборот воситаларидан фойдаланаётган ахборот жамияти бўлиб, глобал ахборот маконини яратиш, одамларнинг самарали ахборот алмашинуви, уларнинг жаҳон ахборот ресурсларига кириш имконияти, ахборот махсулотлари ва хизматларига

бўлган эҳтиёжларини қондириш”¹, деб таъриф берилган.

Шубҳасиз, зарур ахборотларга эга бўлишга интилиш – давр талаби. Бироқ, бугунги кунда, шахс, ижтимоий гуруҳ, миллат, жамият ва давлатнинг ўзи ҳақида ахборотларни тарқатиши ҳам муҳим аҳамият касб этади. Бунинг икки асосий жиҳати мавжуд. Масалан, интернет тармоғи имкониятлари кенгайиб бораётган ҳозирги даврда, улардан мамлакатимизнинг жаҳон ҳамжамятида тутган ўрнини мустаҳкамлашда кенг фойдаланиш зарур. Чунки, жаҳонга танилиш учун нафақат реал дунёда, балки, ахборот дунёси (виртуал олам)да ҳам ҳаракатлар олиб бориш зарур.

Ҳозирги кунда интернет тизимининг ижтимоий тармоқлари, ҳар хил кўнгилочар сайтлар хизматлари кенг оммалашиб бормоқда. Ижтимоий тармоқнинг мақсади интернетда ўзаро қизиқишлар ёки фаолиятга эга шахсларни бир гуруҳга жамлаш ва уларнинг ўзаро мулоқатини ташкил этишдан иборат.

Фойдаланувчиларнинг сони бўйича 2019 йилнинг якунига кўра Facebook ижтимоий тармоғи 550 миллион фойдаланувчилари билан етказилик қилмоқда. Ундан кейинги ўринларда MySpace (265 миллион фойдаланувчи), Одноклассники (215 миллиондан ортиқ фойдаланувчи), Twitter (220 миллиондан ортиқ фойдаланувчи), Windows Live Spaces (132 миллион фойдаланувчи) ижтимоий тармоқларни келтириш мумкин.

2020 йида бутун дунёда тарқалган коронавирус пандемияси сабаб, инсонларнинг уйда қолиши, карантин қоидалари, масофавий ишлаш, ўзини-ўзи яққалаш, иш жойларининг уйларга кўчирилиши натижасида ижтимоий тармоқлардан фойдаланиш ва мулоқат қилиш натижасида Facebook ижтимоий тармоғи 1 миллиард 600 миллиондан кўпроқ фойдаланувчиларга эга бўлди. Яъни ижтимоий тармоқ фойдаланувчилари 3 баробар ошишига эришилди.

Аmmo ҳамма нарсанинг яхши ва ёмони бўлганидек, бу қулайликлар билан бирга интернетдан самарали ва мақсадли фойдаланувчилардан ташқари ундан вақтни бекорга ўтказиш, турли кўнгилочар ҳамда беҳаё сайтлардан фойдаланувчилар ҳам кўпайиб бормоқда. Бунинг асосий сабаби интернетдан фойдаланувчиларнинг, айниқса, ёшларнинг тизимдан мақсадли фойдаланиш кўникмалари ва маданияти шаклланмаганлиги деб айтиш мумкин.²

Ўзбекистон Республикаси Президенти Ш.Мирзиёевнинг “Ёшларга оид давлат сиёсати самарадорлигини ошириш ва Ўзбекистон ёшлар иттифоқи фаолиятини кўллаб-қувватлаш тўғрисида”ги Фармонида “Демократик давлат куриш ва фуқаролик жамиятини ривожлантириш борасидаги ислохотларда ёшлар фаоллигини ошириш, юксак маънавиятли, мустақил фикрлайдиган, қатъий ҳаётий позиция, кенг дунёқараш ва чуқур билимларга

² Яҳшиликов Ж.Я., Муҳаммадиев Н.Э. Миллий ғоя: Ўзбекистонни ривожлантириш стратегияси. Тошкент: Чўлпон номидаги нашриёт-матбаа ижодий уйи. 2018. Б 503-504

¹ Информационное общество. <https://ru.wikipedia.org/wiki> .

эга ташаббускор, шижоатли, эл-юрт манфаати йўлида бор куч-ғайрати, билим ва салоҳиятини сафарбар қиладиган, мамлакат истиқболи учун масъулиятни ўз зиммасига олишга қодир ёшлар сафини кенгайтиришни”³ таъкидланган ҳамда улар билан ишлашда янги инновацион ғоялардан фойдаланиш лозимлигини уқтириб ўтган.

Ахборотлашган жамият шароитида ёшларни инновацион тафаккурини шакллантириш муҳим вазифа ҳисобланади. Мазкур вазифани бажаришда таълим ва тарбия жараёни муҳим роль ўйнайди. Замонавий билимларни эгаллашда ҳар бир педагог ёшларнинг мустақил фикрлашлари учун шароит яратиши лозим, акс холда унинг онги тайёр шаблонлар, қолипларга жуда тез ўрганадики, улар охир-оқибат ҳар қандай эскича фикрлашдан воз кеча олмайдилар. Яъни, дарсни ташкил этишнинг ноанъанавий усуллари кенг йўл очиш, дарсларда ўқувчилар билан интерактив мулоқотини ташкил этиш, уларнинг онгига инновацион фикрлаши, миясининг яхшироқ ишлаши, қизиқиши ва мустақил фикрлашига ёрдам беради.

Бугунги технологиялар ривожланаётган ахборотлашган жамият шароитида Ўзбекистон ахборот оламида ёшларни инновацион тафаккурини шаклланиши ва ривожланишида қуйидагилар муҳим омил бўлиши мумкин:

–бугунги кун ёшлари Ўзбекистон информацион борлигини ҳимоя қилиш, уни ривожлантириш, дунё ҳамжамияти информацион борлигига чуқур интеграциясида ўзига хос ҳисса қўшиш, бу борада инновацион чоралар олиб бориш;

–Ўзбекистоннинг ахборот соҳасидаги сиёсати, меъёрий нормалари ва бу борада олиб борилаётган ислохотлар ва жараёнлар мазмун-моҳиятини теран англаб етиш;

–таълим, ишлаб чиқариш, интернет соҳаларида информацион борлиқнинг салбий жиҳатлари шаклланишига йўл қўймаслик; –ижтимоий-фалсафий аҳамиятга эга ахборотларни қўлга киритиш, уни сақлаш ва тарқатиш тартибини инновацион йўллари ишлаб чиқиш ва йўлга қўйиш;

замонавий илмларни ўзлаштириш, ахборотлашган жамият орқали кўлами ва мазмуни ошиб бораётган фан-техниканинг охириги натижаларини, хорижий давлатлардаги инновацион ютуқларни ўзлаштириш орқали янги ғоялар яратиш.

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УСТЮРТ ПЛАТОСИ ТАБИЙ ИҚЛИМ ШАРОИТИНИНГ ТЎҒРИҚАНОТЛИ ҲАШАРОТЛАР РИВОЖЛАНИШИГА ТАЪСИРИ

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***Аннотация:** Моқалада ҳозирги кунда дунёдаги иқлим ўзгаришлари ва ландшафтлараро содир бўлаётган салбий таъсири йилдан-йилга ортиб бормоқда. Устюрт платоси табиий иқлим шароитининг тўғриқанотли ҳашаротлар ривожланишига таъсирини ўрганиб, бу гуруҳ ҳашаротлари ривожланиши динамикаси тўғрисида маълумотларни Устюрт текислигидаги ҳар йил давомида кечадиган табиий иқлим шароитлари кўрсаткичлари билан таққослаб таҳлил қилиниб муҳокама қилинган.*

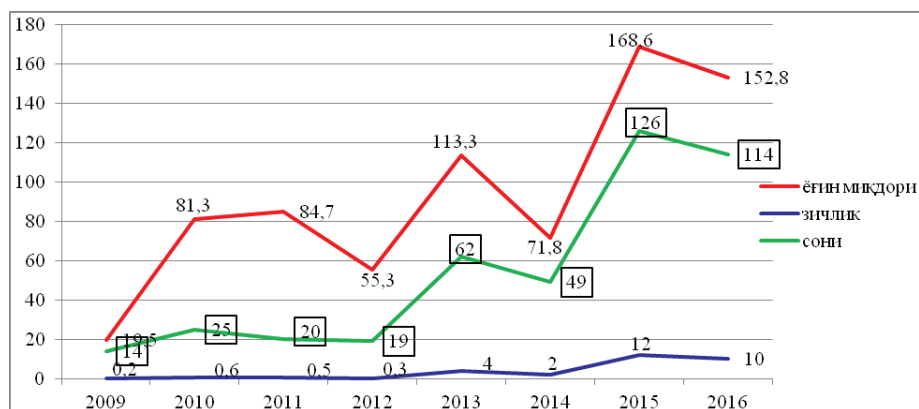
Калит сўзлар: плато, иқлим, континентал, ҳашарот, тўғриқанотлилар, чигирткалар, ҳарорат, динамика, атмосфера, зичлиги, сони, табиий, ёгин миқдори, салбий, ижобий.

КИРИШ. Устюрт платоси кескин континентал иқлим хусусиятига эга бўлиб, киши курук, совук, қор қолами юпка, ёзи эса иссик, курук бўлиб, узок давом этади. Қишда Устюрт округи Қуйи Амударё сингари шимоли-шарқий шамоллар таъсирида бўлиб, ҳарорат пасайиб кетади. Май ойдан бошлаб шимоли-шарқий шамоллар кучсизланиб, шимолдан ва шимоли-ғарбдан шамол эса бошлайди ҳамда нам олиб келади. Сентябрь ойдан бошлаб яна шимоли-шарқий шамоллар эса бошлайди ва ҳароратни аста-секин пасайишига сабабчи бўлади [1].

Устюрт округида январнинг ўртача ҳарорати $-11-12^{\circ}$, июльники эса $-27-28^{\circ}$ атрофида ўзгаради. Қишда баъзан ҳарорат пасайиб, энг паст ҳарорат -37°

га, энг юқори ҳарорат $+44^{\circ}$ га етади. Бу округда ёгинлар бошқа округларга нисбатан ёзда ҳам (23%) кўпроқ тушади. Бунга асосий сабаб, округнинг нисбатан шимолда жойлашиб, ғарбдан ва шимоли-ғарбдан эсаётган ҳаво массаларининг таъсир кўшганидир [1].

Материал ва тадқиқот усули. Устюрт платоси табиий иқлим шароитининг тўғриқанотли ҳашаротлар ривожланишига таъсирини ўрганиш учун 2009 – 2018 йиллар давомида, маълумотлари ййғилиб борилди. Уларнинг фаунасини аниқлаш учун материаллар ййғиш ишлари стационар майдонларда ва белгиланган маршрутлар бўйича олиб борилди. Био материаллар Устюртнинг Қўнғирот-Бейнеў автомагистрали, Устюрт худудидаги тадқиқот био-



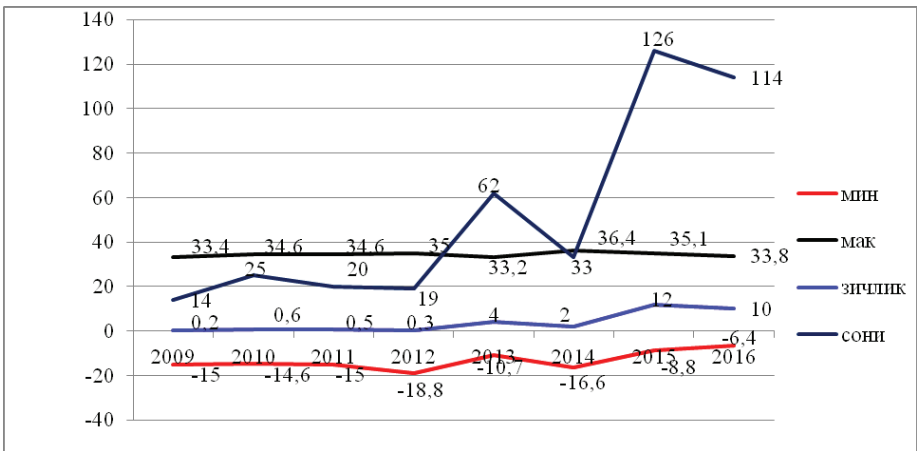
1 – расм. Устюрт текислигида ёгин миқдори, тўғриқанотлиларнинг зичлиги ва сони

станциялари ҳудудлардан, чинк қисмларида ва Сари қамиш қўллари яқинидаги табиий ландшафтларидан тўғриқанотли ҳашаротларидан намуналар йиғилди. Йиғилган ҳашарот намуналари матрацларга жойланиб уларга иш олиб борилган жой номи, муддати, ландшафт тўғрисида қисқача маълумот қайд қилиб борилди. Жами тўпланган намуналар Ўзбекистон ФА Зоология институти, Энтомология лабораториясида қайта ишланиб, уларнинг ривожланиш фазалари бўйича ажратилди, намуналар дастлабки кўриқдан ўтказилиб, уларнинг таксономик ҳолати аниқланди.

Натийжалар ва муҳокама. Устюрт платоси табиий иқлим шароитининг тўғриқанотли ҳашаротлар ривожланишига таъсирини ўрганиш учун бу гуруҳ ҳашаротлари ривожланиш динамикаси тўғрисида маълумотлар йиғилиб, бу маълумотларни Устюрт текислигидаги ҳар йил давомида кечадиган табиий иқлим шароитлари кўрсаткичлари билан таққослаб таҳлил қилиб борилди. Устюрт текислигидаги ёгин миқдори,

атмосфера ҳарорати ҳамда тўғриқанотлиларнинг зичлиги ва сони тўғрисидаги кўп йиллик маълумотлар 1 ва 2 – расмларда келтирилган.

Келтирилган маълумотларга кўра, Устюрт текислигида ёгин миқдори 2009 йилдан 2016 йилгача муттасил ортиб борган. Агарда 2009 йилда йиллик ёгин миқдори ўртача 19,5 мм. бўлган бўлса, 2016 йилга келиб бу кўрсаткич 152,8 мм. ни ташкил қилиб, ёгин миқдори ушбу даврда 7,8 баробар ошган. Шу даврда ёгингарчиликнинг энг кўп миқдори 2015 йилда (168,6 мм.) кузатилган ва энг паст миқдори 2012 йилда (55,3 мм.) ва 2014 йилда (71,8 мм.) кузатилган. Атмосфера ҳавоси ҳароратининг салбий ва ижобий кўрсаткичларида яққол динамик ўзгаришлар аниқланмаган бўлса ҳам, 2012 ва 2014 йиллар давомида ҳаво ҳароратининг қишги кўрсаткичи энг паст даражада бўлган. Олинган маълумотларга кўра тўғриқанотлиларнинг зичлиги ва сони Устюрт текислиги иқлим шароитининг, яъни унинг ўртача



2 -расм. Устюрт текислиги атмосфера ҳарорати, тўғриқанотлиларнинг зичлиги ва сони

ёгин миқдори ва ҳаво ҳароратининг салбий кўрсаткичларига боғлиқ бўлиб, кишнинг қаттиқ совуқ келиши натижа-сида уларнинг миқдори камайган ва ёгин миқдори баланд бўлган йиллар давоми-да уларнинг зичлиги ва сони ортган. Тўғриқанотлиларнинг 2012 ва 2014 йил-лар давомида уларнинг зичлиги ва со-нини бошқа йилларга нисбатан кам бўлиши кишги атмосфера ҳароратининг пасайиб кетиши ва айни вақтда ёгин миқдорининг ҳам камайишига бевосита боғлиқ эканлигини кўрсатди.

Агарда 2012 йил ҳаво ҳароратининг совуқлиги – 18,8° бўлиб, ёгин миқдори 55,3 мм. бўлган ҳолда тўғриқа-нотлиларнинг зичлиги 0,5 дона/ кв.м.дан 0,3 дона/ м² гача камайиб, мос равишда бир соат давомида йиғилган ҳашаротлар сони 2 0 донадан 19 донагача пасайган бўлса, 2014 йилги бу кўрсаткичлар ўртасидаги фарқлар 1,5 ва 2 мартагача камайган. 2014 йилда тўғриқанот-лиларнинг зичлиги 4,0 дона/ м² дан 2,0 дона/ м² гача камайиб, мос равишда

бир соат давомида йиғилган ҳашаротлар сони 62 донадан 49 донагача пасайган.

ХУЛОСА. Шундай қилиб. Устюрт текислигида атмосфера ҳароратининг кескин ўзгариши ва ёгин миқдорининг ортиши ёки унинг камайиши, тўғриқанотлиларзичлиги ва сонига таъ-сир кўрсатади. Ўртача ёгин миқдорининг ортиши ва кишнинг илик келиши, ҳашаротлар зичлиги ва сонининг ортишига олиб келади ва аксинча.

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THE ROLE OF TEACHING ENGLISH LANGUAGE IN SCHOOLCHILDREN

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***Abstract.** This article deals with how the importance of learning and teaching language in schoolchildren. Moreover, it provides information about a huge impact of learning English language for junior school to get effective outcomes in early age. Learning foreign language plays a crucial role to acquire high language proficiency as early as possible particularly in the English Language.*

Keywords: language, schoolchildren, education, bilingual

It is true that learning foreign language is a vital role of our actions and aims. Learning a second language boosts problem-solving, critical thinking, and listening skills, in addition to improving memory concentration, and the ability to multitask. By acquiring a second language during elementary school, young pupils can get cognitive advantages that will help them to succeed not only academically, but in their future careers. A growing mind can pick up languages quickly, which is why it is an excellent idea to teach children various language when they are young.

K.D Ushinskiy who was the great Russian educator hoped that the real organization of educational process offers training pupils foreign languages at an early age. In his ideas, children can increase their speech development by improving child's cognition, basing on specific visual images and visibility.

Children who are 8-9 years old are the most sensitive for his or speech development, language skills at this age are developed and absorbed much easier, than in

subsequent years. Chances are that young English language learners (ELLs) come from a culture with traditions and family values that differ from mainstream American culture. These schoolchildren not only have the challenge of learning a new language, but also of adjusting to an unfamiliar cultural setting and school system. Besides it, pupils go through stages of English language learning, they may also pass through stages of cultural accommodation.

Teachers should treat them appropriately to effect their psychological developments: for the movement; for communication; feeling safety; a praise for each small successful step; for drawing, designing, mimicry; for feeling themselves as an individual.

According to Cummins, positive aspect of knowledge and skills across languages is enhanced by explicitly bridging the languages, such as often occurs in bilingual education (Cummins, 1991).

In addition, it is true that there is no negative effect of bilingual education on language development, and some re-

searchs even inform a positive effect in contrast to monolingual education (Bialystok,2016; Valentino and Reardon 2014).

There are some ways to teach effectively English language at school:

1. Creating a Supportive Teaching and Learning Environment for schoolchildren.

It is important to organize supportive and responsive atmosphere that will make children feel more confident and capable of accessing the language and content.

2. Utilizing innovative techniques.

Technology which helps to encourage child's physical activity such as singing, dancing, dramatization, staging, brings many opportunities to expand their intellectual progress also, to teach a new language. Juniors can realize fastly English language with computers by listening short stories or watching funny video lessons.

3. Developing a student-centered approach to teaching and learning.

Children can better gain language when teachers prepare interesting activities beforehand that actively include pupils. The desire of small pupils to broaden their horizons, wish to learn more about the life of the country of the studied language, its culture, history etc.

Pupils can learn a second language at schools that incorporate immersion education programs. Indeed, some recent studies have shown that language immersion programs can enhance intelligence,

and brain structure in children and adults (Bialystok,2018; Deluca, Rothman,& Pliat sikas,2018Nicolay&Poncelet,2013;Woumans, Surmont,Struys,&Duyck,2016).

In conclusion, the importance of an early foreign language learning is officially demonstrated familiarity with the socio-cultural features of native speakers, development of such qualities as tolerance and sensitivity to distinctions in traditions. In the early stages of the acquisition of a second language, children learning two languages can show some developmental lags relative to children who speak only one.

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O'QUVCHILARNING O'QUV FAOLIYATI SAMARADORLIGIGA HISSIY ZO'RIQISHNING TA'SIRI MUAMMOSI VA UNING PSIXOKORREKSIYASI

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Bugungi kunda har tomonlama yetuk, jaxon standartlariga to'la javob bera oladigan, raqobatbardosh kadrlarni tayyorlash davlatimiz va jamiyatimiz tomonidan ilgari surilayotgan eng muhim maqsadlardan biri hisoblanadi. Ushbu maqsadni amalga oshirish uchun esa, bo'lajak kadrlarni har tomonlama sog'lom bo'lishlarini ta'minlash ham ustuvor vazifa sanaladi. O'zining mustaqil taraqqiyoti yo'lidan borayotgan O'zbekiston Respublikasida har bir fuqaroning ma'naviyati, shaxsiy rivoji va kamoloti shaxs va jamiyat manfaatlarining uyg'unligi har qachongidan ham muhim qadriyat sifatida qaralmoqda. SH. Mirziyoyev o'zining "O'zbekiston Respublikasini rivojlantirishning beshta ustuvor yo'nalishi bo'yicha harakatlar strategiyasi" farmonida ham xalqimiz ma'naviy hayotini yanada yuksaltirishga qaratilgani alohida e'tiborga molik.

Yosh avlod ta'lim jarayonida o'zining o'qish faoliyatida ijobiy motivlarni to'la anglay olsagina, u kelajakda o'z oldida turgan vazifalarni muvaffaqiyatli hal qilib, ijodiy maxsullar yarata oladi. SHu jihatdan olib qaraganda, o'spirinlik davri inson hayotidagi muhim jihat sanalib, ushbu davrda shaxs o'zining turmush, o'qish va kasbiy faoliyatlarini ma'lum asosda tizimlashtirishi talab etiladi. O'spirinda o'zining ruhiy dunyosini, shaxsiy fazilatlarini, intellektual salohiyatini, qobiliyatini, hamda, imkoniyatini aniqlash-

ga intilish kuchayadi. Ularda o'z hissiyotlarini, ichki kechinmalarini tushunishlariga, yuzaga kelayotgan qiyinchiliklarni to'g'ri yo'l orqali bartaraf etishlariga yordam berish muhimdir. Umuman olganda, ularda vujudga kelishi mumkin bo'lgan psixologik nosog'lomlikni oldini olish va kelgusi faoliyatlarini to'g'ri tashkil eta olishlari uchun ulardagi hissiy zo'riqishlarning ijtimoiy-psixologik omillarni aniqlash va psixoprofilaktik hamda psixokorreksion dasturlar ishlab chiqish psixologiya sohasidagi dolzarb muammolardan hisoblanadi.

Har qanday faoliyatni amalga oshirishda inson u yoki bu darajadagi jismoniy va psixologik zo'riqishlarga duch keladi. Faoliyat maqsadi, motivlari, shaxs ustanovkalari va individual psixologik xususiyatlariga mos xolda mazkur zo'riqishlar turlicha ko'rinish va shakllarda namoyon bo'ladi.

Xususan, o'quvchilarning o'quv faoliyatida ham turli ko'rinishdagi buzilishlar yuzaga keladi:

Diqqat ko'rsatkichlariga xos buzilishlar, eng avvalo, muhim obektlar ustida diqqatning to'planishi qiyinlashadi, tez chalg'ish kuzatiladi.

Ongning doimo hissiy zo'riqishni vujudga keltirgan sabablarni tahlil qilish bilan bandligi, undan chiqish yo'llarini axtarish xotira ko'lamini toraytiradi, zarur materialni qayta esga tushurishni qiyinlashtiradi.

Shuningdek, hissiy zo'riqishlar paytida

ikkita yarim sharning o'zaro ta'sirining o'zgarishi ham mumkin, ya'ni «emotsional» – o'ng yarim shar «mantiqiy» – chap yarim shardan ustun bo'ladi. Aqliy faoliyatning susayishi stressni vujudga kelishiga ta'sir ko'rsatgan vaziyatdan chiqish yo'llarini topish imkoniyatini cheklaydi.

Stress va hissiy zo'riqishlar intellektual faoliyatda ham o'ziga xos tarzda namoyon bo'ladi.

Diqqat – to'planishi qiyinlashadi, tez chalg'iydi, ko'lami torayadi.

Tafakkur – mantiqiylik buziladi, fikrlash tarqoq, qaror qabul qilish qiyinlashadi, ijodiy imkoniyatlar pasayadi.

Xotira – operativ xotira yomonlashadi, qayta esga tushurish qiyinlashadi. Stress vaqtida puls chastotasining ortishi yoki uning bir maromda bo'lmasligi, qon bosimining ko'tarilishi, oshqozon – ichak trakti ishining buzilishi, terining qarshilik ko'rsatish quvvatining pasayishi va boshqalar kuzatiladi. O'quvchilar bilan o'tkazilgan tadqiqotda turli hissiy holatlar paytida kuzatiladigan fiziologik jarayonlar namoyon bo'lishini 10 ballik shkala bo'yicha baholash so'ralgan. Tadqiqot natijalariga ko'ra:

- bosh og'rig'i – 5,7 ball;
- pulsning tezlashishi yoki yurak sohasidagi noxush hislar – 4,2 ball;
- mushaklardagi zo'riqishlar – 3,9 ball;
- oshqozon – ichak traktidagi buzilishlar – 3,5 ball;
- nafas olishning qiyinlashuvi – 2,8 ball bilan baholangan.

O'spirinlardagi hissiy zo'riqishning ijtimoiy-psixologik omillarini o'rganishga bag'ishlangan mazkur ishimiz yuzasidan olingan natijalar hamda xulosalar asosida

ushbu tavsiyalarni berishni zarur deb hisoblaymiz:

- o'quvchi yoshlar uchun shaxslararo munosabatlar mohiyati, shaxs shakllanishiga ta'sirini ko'rsatib berishga oid maxsus suhbat va munozaralarni tashkil etish va malakali mutaxassislar bilan uchrashuvlar o'tkazish;

- o'quvchi yoshlarga stress, zo'riqish vaziyatlarida psixologik autotrening mashqlarini bajarishni o'rgatish;

- o'quvchi yoshlarga ota-onalar, o'qituvchilar, ustozlar, katta yoshdagilar bilan munosabat o'rnatishda vazmin, bosiq va muhohazali bo'lish zarurligini uqtirib borish;

- joylarda psixologik maslahatxonalar tashkil etish va psixotreninglar o'tkazish

O'spirinlik davri murakkab davr bo'lishi bilan birga ham o'qish, ham mehnat faoliyati uchun kerakli bilim, malaka va ko'nikmalarni o'zida aks ettirish va namoyon etish davri hisoblanadi. O'quv faoliyati jarayonida va shaxslararo munosabatlarda zo'riqish va stresslarning kuzatilishi muqarrar hodisadir. Shuning uchun o'spirinlarda stressga barqarorlikni shakllantirish va uzoq muddatga saqlab qolish o'ta muhim masaladir.

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ADABIY MUHIT TUSHUNCHASI VA UNING BADIY BELGILARI: QADIMGI TURKIY ADABIYOT DAVRIDA

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O'zbekiston Respublikasi Andijon shahridagi Muhammad Yusuf nomidagi ijod maktabi ona tili va adabiyot fani o'qituvchisi, mustaqil-ilmii tadqiqotchi, O'zbekiston.

***Annotatsiya:** Muayyan barcha sharoitlar hozirlangan adabiy jarayonga aloqador ijod kishilari tomonidan yaratilgan adabiy muhit tushunchasining badiiy-poetik belgilari adabiy atmosferadagi haqiqiy adabiy hayot manzarasini ko'rsatib beradi. Adabiy muhitning badiiy va falsafiy, adabiy –estetik dastlabki belgilari va taraqqiyoti, albatta, qadimgi turkiy adabiyot bilan bog'liq holda akslanadi.*

Kalit so'zlar: Aksidensiya, substansiya, adabiy asarlarda tur, shakl, mazmun, uslub uyg'unligi, vazn, turoq, janr, she'rlarning tur va navlari, badiiy tasvir vositalari, barmoq, aruz, erkin, marosim qo'shiqlari.

Insoniyatda turli ilmlarning paydo bo'lishi adabiy tafakkur hamda estetik qarashlar taraqqiyotini belgilaydi. Adabiyot ilmi paydo bo'lish va o'zlashtirilish jarayonida insoniyat yangicha olam, adab borlig'ini kashf qiladi. Bu ilmlar o'zaro mavjudlik kasb etar ekan, jamiyat kishilari orasida ijtimoiylashadi va insoniyatning bir bo'lagiga aylanadi. “Olamda substansiya (javhar) va aksidensiya (javhar bo'lmagan, aruz) hamda substansiya, aksidensiyani yaratuvchi marhamatli ijodkordan boshqa hech narsa yo'qdir”.¹ Ya'ni, insoniyat – bu substansiya, o'z zoti bilan borliqda mavjud (javhar), adabiyot esa o'z zoti bilan mavjud bo'lmagan substansiya bilan yuzaga chiquvchi aksidensiyadir. Bu ikkisini yaratuvchi, borliqqa taqdim etuvchi ijodkor esa bu, albatta, Haqdir. Darhaqiqat, adabiyot ilmi insoniyat bilan asriy yondosh

bo'lib kelayotgan ilm sanaladi. Shu boisdan, adabiyot ilmi katta jarayon va ulkan badiiyatni o'zida mujassamlashtiradi. Bu ilm bilan shug'illanganlar shoir, yozuvchi, dramaturg, munaqqid, olim kabi ijodkorlar guruhini tashkil qiladi. Mavjud davr va biror hududda qalam tebratgan, ma'naviy-estetik qarashlari, fikr va mulohazalari uyg'unlik hosil qiluvchi, yoki ayrim integral va differensial belgilari bilan farqlanuvchi ma'lum bir ijodkorlar jamoasi o'z navbatida adabiy muhitni shakllantiradi.

Bugungi kunda yangilanayotgan, shiddat bilan rivojlanayotgan adabiy hayot doirasida o'zbek adabiyoti ham o'z oldiga turli maqsad va vazifalarni belgilaydi”

Adabiyot ilmi oldidagi dolzarb vazifalardan biri mavjud turli –tuman qarashlarning eng xarakterlilarini sintezlashtirib, badiiyatning umumiy qonuniyatlari va estetik tamoyillarini belgilash, yangicha konsepsiyalarni

¹ Abu Nasr Farobiy, Fozil odamlar shahri. Ilmlarning kelib chiqishi haqida. Toshkent. Yangi asr avlodi. 2016. B. 266.

yaratishdir.”² Mavjud adabiy qonuniyatlar hamda adabiy –estetik qarashlar majmui sifatida adabiy muhit tushunchasi ham reallashadi.

Muayyan adabiy muhitda yozuvchi va shoirlar tomonidan yaratilgan badiiy asarlar, adabiy muhitning sof energiyasini, taraqqiyoti va rivoj pillapoyalarini belgilaydi. Adabiy asarlarning qimmat quvvatini esa o‘z o‘rnida badiiylik elementlari belgilaydi. Shu o‘rinda badiiylik tushunchasi adabiy asarlarda tur, shakl, mazmun, uslub uyg‘unligi, vazn, turoq, janr, she‘rlarning tur va navlari, badiiy tasvir vositalari kabi bir qancha elementlarni o‘zida mujassamlashtiradi.

O‘zbek adabiyoti ko‘hna tarix bilan uzviy bog‘liq. Turli davrlarda shakllangan adabiy asarlar qimmat va qudrati ularning badiiyati bilan boyitilar ekan, ular chin ma‘noda adabiyotning ajralmas bo‘lagiga aylanadi. Tarixga nazar tashlaydigan bo‘lsak, milodiy VII asrgacha bo‘lgan Markaziy Osiyo xalqlari adabiyotida umumiylik kasb etuvchi “Avesto” adabiy yodgorligida turkiy adabiyotdagi dastlabki murojat shakllarini uchratishimiz mumkin, Mitra ilohini ta‘rif va tavsif o‘rinlarida ifodaviylikni, badiiy tasvir vositalaridan, xususan, sifatlash va o‘xshatishlardan mohirona foydalanilgan o‘rinlarni uchratamiz. Aynan mana shunday badiiylik elementlari O‘rxun –Enasoy yodgorligidagi toshbitiklarda ham mavjud. VII- XIII asrlar qadimgi turkiy adabiyot davrida

esa Ahmad Yassaviy asarlari orqali tasavvuf ilmining dastlabki shakllari va tasavvufiy istilohlarning paydo bo‘lishi hamda orifona she‘riyatning boshlanishini ko‘rishimiz mumkin. Xalqimizning qadimiy dostoni “O‘g‘uznoma” da epos tur sifatida shakllangan, Mahmud Qoshg‘ariyning “Devoni lug‘atit turk” asari bizga 20 dan ortiq turkiy xalqlarning an‘ana va udumlarining badiiy usulda namoyon etilganligiga misol bo‘ladi, ushbu noyab asardagi to‘rtliklar badiiy jihatdan to‘la shakllangan bo‘lib, ishq-muhabbat haqidagi lirik qo‘shiqlarda yorni go‘zalligi, oshiqlikni, ishqiy sarguzashtlarni hamda mehnat va marosim qo‘shiqlarini o‘z ichiga oladi. Asarda inson omili asosiy obyekt sifatida gavdalanadi. Boisi bu asarda oila, mehnat jarayonlari, turli hil an‘na va qadryatlar va farzand tarbiyasiga ham doir o‘rinlarni kuzatishimiz mumkun. “Devondagi” she‘riy parchalarning asosiy qismi xalq og‘zaki ijodi mahsuli hisoblanadi. Asarda juda ko‘p o‘rinlarda jonlantirish, sifatlash, qarshilantirish kabi badiiy tasvir vositalaridan mohirona foydalanilgan. Yusuf Xos Hojibning “Qutadg‘u bilig” asari orqali ham adabiyotning ijtimoiylashuvini va adabiyotga yangi janr va she‘riy tizimlarning kirib kelishini ko‘rishimiz mumkin. Aynan bu davrda adabiyotda nasr va nazm tur sifatida farqlanib, she‘riyat o‘z shakliga (barmoq, aruz, erkin) ega edi.

Xulosa o‘rnida aytish mumkunki, qadimgi davr adabiy muhitida shakllangan adabiyotdagi ilk badiiylik belgilari bugungi kunga qadar dolzarblik

2 B.Nazarov.A.Rasulov.
Sh.Ahmedova.Q.Qahramonov.O‘zbek adabiy
tanqidi tarixi.Toshkent -2012.B-210.

kasb qilmoqda va adabiy qarashlarning, badiiyatning asl negizi sifatida yuksak baholanadi.

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BOSHLANG`ICH TA`LIM O`QUV-TARBIYA JARAYONIDA PEDAGOGIK INNOVATSIYANING O`RNI

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Insonning kamolotida kichik maktab yoshi muhim psixologik va ijtimoiy vazifalarni amalga oshirish davri hisoblanadi. Boshlang`ich sinfdagi ijtimoiy-psixologik o`shishning xususiyatlaridan biri o`qish faoliyatining ongli motivlarini kuchayishidir. O`quvchilarda axloqiy jarayonlarning o`shishi sust amalga oshsada, lekin xulqning eng muhim sifatleri – mustaqillik, tashabbuskorlik, madaniyatlik, topqirlik, farosatlik kabi fazilatlar takomillashib boradi. Shuningdek, ularda ijtimoiy holatlarga, voqe`likka, axloqiy qoidalarga qiziqish, ularni anglashga intilish tobora kuchayadi.

Innovatsion texnologiyalarni ta`lim jarayoniga tatbiq etish uchun o`qituvchi nafaqat axborot texnologiyalaridan foydalanish malakasiga ega bo`lishi, balki axborot uzatish va qayta ishlash mahoratini to`la egallashi, ayni paytda ta`lim oluvchilarning madaniyatini shakllantirishi lozim.

“Integratsiya, integratsiyalash jarayonlari zamonaviy maktabga kirib kelib, faqat uning mazmunini emas, balki kichik maktab o`quvchilarini ekologik ta`limining tashkiliy shakl va uslublariga ham faol kirib boriyapti”¹ deb ta`kidlab o`z fikrini davom ettiradi olim R.Mavlonova.

O`qituvchi bilim olish jarayonini shunday tashkil etishi kerakki, unda o`quvchilar ko`proq mustaqil izlanishlari, o`z harakat va faoliyatlarining oqibatlarini oldindan bilishga o`rganishlari, bahs-munozaralarda ishtirok etishlari, tabiiy va ijtimoiy muhitni obodonlashtirishning amaliy ko`nikmalarini egallashlari kerak. Shuning uchun o`qish vaqtining yarmini o`quvchilar tabiat va ijtimoiy muhitda o`tkazishlari, amaliy ijodiy va tekshirish ishlari olib borishlari kerak. Bu vazifani ta`limning turli shakllari bajarish mumkin: kuzatishlar, tajriba va sinovlar o`tkazish, san`at asarlarini qayta tiklash, modellashtirish, ijtimoiy muhitdagi o`z harakat va faoliyatlari natijasini ko`ra bilish, kitob bilan ishlash.

O`qituvchi dars samaradorligini oshiruvchi, matematika, rus tili, o`qish, tabiatshunoslik fanlarini o`qitishning turli-tuman usul va shakllariga ega. Har bir dars o`quvchiga ilmiy bilim, tasavvur va tushunchalarning ma`lum bir yig`indisini berishi, tarbiyalashi va rivojlantirishi kerak. Dasturdagi materialni ular dars davomida o`zlashtirishlari zarur. Bu o`quvchilarning o`quv mashg`ulotlari bilan ortiqcha yuklanmasligining muhim shartidir, chunki yaxshi o`zlashtirilgan dars uy vazifasini bajarish uchun ketadigan vaqtni ancha qisqartiradi. Bu holatdagi asosiy prinsip: kichik maktab o`quvchilarining eng muhim vazifasi –

¹ Mavlonova R.A., N.Raxmonqulova
“Boshlang`ich ta`lim pedagogikasi innovatsiyasi va integratsiyasi. T.: G`G`ulom 2013 y

o`qish, mustahkam bilim olish, darsdagi vazifa esa o`qituvchi boshchiligidagi mehnat. Bundan tashqari darsni tashkil qilishda, uni o`tkazish metodlarini tanlashda bir xil qolipdan foydalanish maqsadga muvofiq emas, chunki zamonaviy ilg`or ta`lim texnologiyalari, innovatsiyalar va integratsiyalashgan dars tiplaridan foydalanish endilikda yangilik emas.

O`qituvchi darsga tayyorlanar ekan, birinchi navbatda ta`limning maqsadini anglaydi va shu asosda darsning mazmuni tanlanadi, asosiy savollar belgilanadi. Bunda o`qituvchi faqat darslik matnini gapirib berish bilan cheklanmasligi kerak. O`quvchilarni qo`shimcha material bilan ko`mib tashlamagan holda, ularga kitobda yo`q misollarni ham berib borishi kerak: turli she`rlar, badiiy asarlardan parchalar, maqollar, topishmoqlar va boshqa materiallar o`quvchilarda jonli qiziqish uyg`otadi va ta`sirlantiradi.

Har bir dars mazmuni belgilanayotganda predmet ichidagi va predmetlararo aloqalar hisobga olinadi. Darsning mazmuni belgilangach o`qituvchi qanday tasavvur va tushunchalar unda o`z rivojini topishini, o`quvchi qanday bilim va ko`nikmalarga ega bo`lishini aniqlaydi. Darsning maqsadi va mazmuniga mos ravishda o`qituvchi ta`lim metodlarini tanlaydi. Darsda o`qituvchi va o`quvchining faoliyatlari bir-biri bilan uzviy bog`liq bo`lganligi sababli, bu faoliyatlarining aniq bosqichlarini belgilab olish kerak. Butun dars davomida sinfning faol ishlashi uchun usul va vositalarning to`g`ri almashinuvini aniqlab olish kerak.

Har qanday jamiyatda pedagogik ti-

zinning maqsadi shaxsni shakllantirishga qo`ygan talablari asosida belgilanadi va jamiyat talablari asosida tizim ham o`zgarishi mumkin. Juda ko`p tadqiqotlarga asoslangan holda V.R. Bepalko pedagogik tizimning o`zaro bog`liq 6 ta elementini ko`rsatadi.

Bular: o`quvchi; ta`lim tarbiyaning maqsadi; mazmuni; didaktik jarayoni; o`qituvchi yoki texnik vositalar; ta`lim – tarbiyaning tashkiliy shakllari.

Hozirgi zamon darsining eng muhim xususiyatlari yangi o`quv materialini va uni amalda qo`llashni o`zlashtirish bilan birga, ilgari o`rganilgan narsalarni o`zlashtirish, sintez qilish, takrorlash va mustahkamlash, nazorat qilish kabi elementlarning o`zaro bog`lanishidir.

Bizningcha pedagogik faoliyatni tahlil qilishda uning barcha tarkibiy qismlarini ajratib ko`rsatish, ularning uzviy bog`liqligini chuqur tushunish, o`qituvchi qo`ygan masalalar, uni yechish yo`llari va ko`zlangan maqsadlar qanchalik uyg`unlashib ketishini his etish lozim.

Dars o`qituvchi va o`quvchining o`zaro muloqoti, ham munosabati doirasida amalga oshadi. Darslar asosan 3 ta komponentdan iborat bo`ladi:

1. Tayanch bilimlarni aktualashtirish, ya`ni avvalgi o`tilganlarni xotirada tiklash.

2. Yangi tushunchalarni o`rganish usullarini aniqlash.

3. Olingan bilimlarni amaliyotda qo`llash, ko`nikma va malakalarni shakllantirish.

An`anaviy darslarni ko`z oldimizga keltirsak, o`qituvchi mavzuni chiroyli tushuntiradi, savol-javob mavzu doirasida

qiziqarli uyushtiriladi. Keyingi darsda o'quvchilar o'qituvchi kabi gapirishga harakat qiladi, kitobdan mavzuni qayta-qayta o'qiydi, aytib beradi. Berilgan savollar ham asosan shu o'tilgan mavzu doirasida bo'ladi. Oradan bir oz vaqt o'tib mavzu so'ralganda o'quvchi aytishga qiynalib qoladi. Yuzaki yodlashning natijasi shunday mavhum holatlarga olib keladi.

Masalan, boshlang'ich sinf o'quvchilari uchun tabiatga, insonga, jamiyatga muhim manba bo'lib xizmat qiladigan quyosh, suv, yerning ahamiyatini ochib beruvchi muammoni o'rtaga qo'yish mumkin. Boshlang'ich sinf o'quvchilari tabiatshinoslik fanidan "Tabiatda suvning aylanishi" mavzusini o'tishadi. Dars jarayonida o'quvchilarga suvning inson hayotidagi ahamiyatini qiziqarli misollar bilan tushuntirib beradi². Birinchidan, texnik vositalardan foydalanib slaydlar yordamida mavzuning mohiyatini kengroq ochib berish niyatida dengizlarning suvi issiq havoda bug'ga aylanishi, osmonda sovuq havoda ta'sirida qorga aylanib, yana erga tushishi va qor asta-sekin erib ariqlardan daryolarga daryolardan yana dengizga tushishini o'qituvchi ko'rsatib, tushuntirib beradi. Ammo, shu havoning nega avval issiq, keyin sovuq bo'lish jarayonini va suvning bug'ga aylanishiyu bug'ning yana qor bilan yomg'irga aylanishini qanday qilib o'quvchilarga bir dars davomida lo'nda, ma'noli va qiziqarli qilib yetkazish mumkin?

Bugungi darslar o'quvchini mustaqil fikrlashga, bahs munozaraga, o'zini-o'zi tahlil eta olishga, egallagan bilimlarini amaliyotga qo'llay olishga, bola tafakkurini rivojlantirishga xizmat qilishi kerak.

Amerikalik olim Jeff Halsted "Uning tafakkurida Blum"-ni ishga tushuring, deb talab qo'yadi. O'qituvchilar bolalarni o'ylantirishganda ular darslarni o'quvchilar uchun "konstruktiv" ma'noli mashg'ulotlar bilan to'ldirishadi. Boshqa so'z bilan aytganda, qiziqarli mashg'ulotlar orqali bolalar o'z bilimlarini maketini qurishadi. Bu o'qitish uslubi nafaqat an'anaviy dars uslublariga qarshi chiqadi, balki uning miyasida "Blum"-ning sistematikasini ishga tushiradi.

1980 - yillarning boshida "Blum"-ning sistematikasi ishga tushirilayotganda (aniqrog'i 1986 - yilning bitiruvchilarga "Tanqidiy fikrlash mahoratini o'rgatish" darslarini o'tayotgan vaqtlar) o'sha paytlardagi fikrlar sistematikasidagi o'qituvchilar buyuk "tahlil", "sintez", va "baholash" lardan oldin "tushunish" va "foydalanish"ni o'rganishlari kerak edi. Boshqacha qilib aytganda, o'qituvchilar birinchi o'qish, ma'ruzalar yoki tushuntirishlar orqali bilim to'plashadi. So'ng ular ma'lumotni tushuntirib berishlari va iloji bo'lsa buni amalda qo'llashlari lozim bo'ladi.³ Natijada o'quvchilar integratsiyalashgan usullar yordamida o'zlashtirgan bilimlarini ko'nikma, mahoratga aylantirib, albatta hayotga tadbiq etishga erishadi.

2 Abdullayeva B. Ochilov M., K.Nazarov, S.Fozilov, N.Bekbayeva «Boshlang'ich maktab darsliklarini yaratish mezonlari. T.: 1999.

3 Жефф Халстед. "Янги педагогикани бошқариш". <http://www.ruwmaneducatojn.com> Rowman va Littlefield nashriyotchilari bo'limi Lanham. Nyu York. Toronto. Plymouth, UK

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«ХИБАТУЛ ҲАҚОЙИҚ» АСАРИДАГИ ПОЛИСЕМАНТИК СЎЗЛАР

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Сўзнинг кўп маъно англатиши тилда мустақил тизим бўлиб, у ҳодиса умумий тилшуносликда полисемия термини билан номланади. Сўз дастлаб бир маънони аташ учун қўлланилиб, даврлар ўтиши ва турли лингвистик таъсирлар воситасида бир неча маънони билдиради. Полисемия бир туркум доирасида лексик маънолардан таркиб топиши, уларнинг ўзаро боғлиқ бўлиши, маъноларнинг айна сўзнинг ўзига оидлиги билан бошқа ҳодисалардан ажралиб туради¹.

Туркологияда кўп маъноли сўзлар бир қатор ишларда ёритилган². Шу боис, қисса тилидаги полисемия ҳодисасини тадқиқ этишда мазкур аънамага таяндик.

Сўз маъноларини ўрганишнинг хилма-хил йўллари бор. Шулардан бири сўзнинг семантик структурасини маъноли қисмларга ажратиб таҳлил қилишдир. Кўп маъноли лексемаларнинг ҳар бир семемасини семаларга ажратиб тадқиқ этиш уларнинг лексик маъносини нисбатан аниқ белгилашга ёрдам беради. Семеманинг мазмуни фақат лексик маънодангина иборат

бўлмайди, унга стилистик, нутқий хосланиш каби белги-хусусиятлар киради, булар барчаси биргаликда семантик структурани ташкил қилади³.

Сўзнинг маъносини нутқдан ажратиб алоҳида тадқиқ қилиб бўлмайди. Чунки лексик қуршов сўз маъноларини очиб беришга кўмаклашади. Ҳар бир сўз ўзига хос лексик қуршовга эга бўлиб, у билан семантик ва грамматик жиҳатдан боғланади. Шу боис, лексик қуршов табиатини ўрганмасдан туриб, сўз маъноларини аниқлаш мушкул. Кўп маъноли лексемалар семаларини бир-биридан фарқлаш учун уларнинг лексик қуршови ҳам қиёсланади. Натижада семемаларнинг мустақиллик даражаси белгиланади.

Полисемияда сўзнинг лексик маънолари ўзаро елпигичсимон ва занжирсимон кўринишда боғланади. Бу кўринишларнинг иккиси ҳам бир полисемантик сўзда учраб, мураккаб кўринишдаги боғланишни юзага келтиради. Уларнинг ўзаро қайси кўринишда боғланиши бошқа лексик маъноларнинг бош маънога воситали ёки бевосита боғланиши билан алоқадордир.⁴ Полисемантик лексема қанча маънога эга бўлмасин, битта сўз

1 Мирзожиев М. Ўзбек тилида полисемия. –Т.: ФАН, 1975. –Б. 47.

2 Алиқулов Т. Полисемия имен существительных в узбекском языке. Автореф. дис. ...канд. филол. наук. –Т., 1966; Абдурахманов И. Полисемия и антонимия в современном узбекском литературном языке. Автореф. дис. ...канд. филол. наук. – Т., 1973.

3 Раҳматуллаев Ш. Лексик маънони компонентлаб таҳлил қилиш//Ўзбек тили ва адабиёти. –Т.: 1978. №4. –Б. 56.

4 Мирзожиев М. Ўзбек тили семасиологияси. –Т.: MUMTOZ SO'Z, 2010. -Б. 186.

саналади. Яна шуни айтиш керакки, кўп маънолилик асосан матнда яққол кўзга ташланади. Яъни полисемантик лексик бирликлар қанчалик кўп бўлса, матн ҳам шунчалик ранг-баранг, жозибатор ҳисобланади. Буни «Ҳибатул ҳақойиқ» асари мисолида ҳам кўриш мумкин.

Достон лексикасини тарихий жиҳатдан ўрганиш жараёнида ёдгорликда қўлланилган лексик бирликларнинг кўпчилиги полисемантик сўзлар ҳисобланиб, моносемантик бирликлар ҳам ўз ўрнига эга эканлигининг гувоҳи бўлди. Хусусан, Юсуф Хос Ҳожининг “Қутадғу билиг” асарида *biliglig* сўзи “билимли”, “доно, олим” семаларини англатган: *biliglig bōgūlār sōzin tinlaǵu* – билимли донолар сўзини тинглаган маъқул; *Biligsiz bedūk bolsa, davlat bilā biliglig bedūkrāk kū čav at bilā* – нодон мол-давлати билан буюк бўлса, доно ундан шон-шухрати билан буюқроқдир (ДТС,100). Тадқиқот объекти қилиб олинган достонда мазкур лексема ўз маъноларини давом эттирган: “билимли”: *Biliglig er ōldi atī ōlmādi*; “доно, олим”: *Aya dost biliglig izin izlāgil*.

Saqin- феъли Култегин битигтошида “хафа бўлмоқ”, “безовта бўлмоқ”, “Олтун ёруғ” ва Турфон матнларида «ўйламоқ» маъноларини билдирган (ДТС,486). «Ҳибатул ҳақойиқ» асарида эса «ўйламоқ»: *Ol işniñ oñini soñini saqin*; “эҳтиёт бўлмоқ”: *Ešim teb inanib sir ayma saqin*; “сақланмоқ”: *Asiqsiz jadal ham mizajt’in saqin* каби семаларда қўлланган. Ушбу сўз Турфон матнларида ишлатилган

“ғамхўрлик қилмоқ” маъносидаги *saqi* -(ДТС,486) феълидан ҳосил бўлган.

Қадимги туркий тил ва «Қутадғу билиг», «Девону луғатит турк» асарларида⁵ а) «олмоқ», б) «эга бўлмоқ», в) «керагини олмоқ», г) «хотин олмоқ», д) «сотиб олмоқ», е) «тортиб олмоқ», ё) «тутмоқ», ж) «ишғол қилмоқ» (ДТС,32) каби маъноларда истифода қилинган *al-* (Тафсир,12964) ҳаракат феъли “Ҳибатул ҳақойиқ”да қуйидаги семаларни билдирган:

1. «Бирор нарсани ушлаб ёки тутиб қўлга киритмоқ» маъносида қўлланишда давом этган: *Aniñ satti mālin sana aldi kōp*.

2. «Кўнгил овламоқ, таскин бермоқ»: *Tiril ezgū fe’lin kōñullar alib*.

3. «Намуна, ибрат олмоқ»: *Baqūǵli, oquǵli asiiǵ alsu(v) teb*.

4. «Қулоқ тутмоқ»: *Yimā pandim alǵil ozatma amal*. «Бирор нарсани ушлаб ёки тутиб қўлга киритмоқ» ўрганилаётган феълнинг дастлабки маъноси бўлиб, қолганлари ҳосила маънолар⁶ ҳисобланади.

Турфон матнларида *asiǵ* «фойда» маъносини англатган: *Yunt kūdā asiǵ bolur* (ДТС,60). Юсуф Хос Ҳожининг “Қутадғу билиг” асарида “наф”, “фойдали” семаларини билдирган: *Ōküš sözdā artuq asiǵ kōrmādim* – кўп сўзлашда фойда, наф кўрмадим (ДТС,60). Қайд этилган сўз «Ҳибатул

5 Древнетюркский словарь. -Л.: Наука, 1969. -С. 32.

6 Сўзнинг лексик маъноси оркали юзага келган иккинчи лексик маъно ҳосил маъно деб номланди. Қаранг: Миртожиев М. Ўзбек тили семасиологияси. –Т.: MUMTOZ SO‘Z, 2010. -Б. 76-112.

хақойиқ» асарида “даромад”, “манфат, ижобий натижа” маъноларида қўлланишда давом этган: *Tavar asiğ nemiş barursan yaliñ; Baqıǵlı, oquǵlı asiğ alsu tep. Asıǵ* “кўпайтирмак, қўшимча қилмоқ” маъносидаги аs-as- (ДТС,62) феъли билан – (i)ǵ қўшимчасидан ясалган. Шу билан бирга, мазкур лексема асарда янги сўзлар ҳосил қилиш учун асос бўлган: *Ne neñ bar biligtin asiǵlıǵ* (фойдали) *öñin; Aña pand nasihat asiǵlız* (беҳуда) *erür*.

Кўп лексемаси Урхун-Енисей манбаларида “Қуёш”: *Kün toǵdı qamuǵ üzä yaruq boltı* – Қуёш чиқди ва ҳамма томон ёришиб кетди; “сутканинг қуёш чиқишидан ботишигача бўлган қисми”: *Tün künniñ qaršisi ol* – тун куннинг зиддидир (ДТС,326) семаларида қайд этилган. “Қутадғу билиг” асарида “24 соатга тенг вақт”ни англатган: *Tiriklik küniǵä tükäl alqinur* – Ҳаёт кун сайин йўқлик томон кетади (ДТС,326). “Девону луғотит турк” асарида “Қуёш”, “сутканинг қуёш чиқишидан ботишигача бўлган қисми” маъноларида келган: *tün künniñ qaršisi ol* – тун куннинг қаршисидир (ДТС,326). Достон тилида уч маънода истифода этилган:

1) “ерга иссиқлик ва нур таратиб турувчи юлдуз”: *Rasullar örünj yüz ol ol yüzrä kün*;

2) “бугун”: *Bu kün qazǵu saqinč yarin yük vabäl*;

3) “хар куни”: *Anin kündä arta turur bu bida*’.

«Тафсир» асарида “ерга иссиқлик ва нур таратиб турувчи юлдуз” (10611), “сутканинг қуёш чиқишидан ботиши-

гача бўлган қисми” (146,21), “ўтган ва келгуси кунларнинг бирида” (9,18), “қачондир, вақти келиб” (133,11), «хаёт, умр» (7065) семаларида келган. Шунингдек, “Ҳибатул хақойиқ» асарида бу атаманинг форс-тожикча *roz* синоними ҳам учрайди: *Tar ersä keñ ersä bitildi rozıñ*.

Tüz сўзи Кул тегин битиги, Турфон матнлари, «Қутадғу билиг», «Девону луғотит турк» манбаларида “текис ер”, “бир хил, айнан”, “ишончли, хақиқий” (кўчма) каби маъноларда кўзга ташланса (ДТС,602), “Ўзбек тилининг изоҳли луғати”да унинг “сайхон, текислик”, “бўз ер” (ЎТИЛ,II,218) семалари кўрсатиб ўтилган. «Тафсир»да «тик, тўғри», «текис ер» маъноларини англатган: *Boyi tüz yüzi körklüg* (138,1); *Tamuǵqa tüşärlär netäğ kim tewä kabi tüzdä tayırlar* (131,10). Тадқиқ этилаётган ёдгорлик тилида лексеманинг учта маъноси кузатилади:

а) “текислик”: *Axiliqni ham xas tüzü haq öǵär*;

б) “хақиқий”: *Tüzü qul qılurlar äzäd özlärin*;

в) “тўғри”: *Valekin kop erga tüzi börlük ol*. Бу ўринда лексема асардаги туркий *köni* ва арабча *haqiqat*, *haq* истилоҳлари билан синонимик қаторни ташкил этган: *Aǵız til bezägi köni söz turur; Majaz boldi dostluq haqiqat qani; Biligsizgä haq söz tatıqsız erür*.

Köz сўзи илк бор Култегин битигигошида учрайди: *körür közüm körmaz tek ...boltı* – кўрар кўзим кўрмасдек бўлди (ДТС,320). Лексема «Қутадғу билиг» асарида “очкўз, хасис”, “тикилиб қарамок”, “табассум қилмоқ” семалар-

да қайд этилган: *Közi ač kiši ačliq qozur* – кўзи оч киши ўлгандан кейин тўяди; *Sevār sevmāz ersä seňä ačti köz; kičigkä köz ačsa bezüklük bolur* (ДТС, 320-321). Текширилаётган дostonда “кўз”, “очкўз, хасис” маъноларида кўзга ташланади: *Tuğa körmäs erdi adibniň közi; Yiğib köňli toymaz közi suq baxil.*

Турфон матнларида уалған сўзи “ёлғончи” маъносида келган: *kertü tñliğlar az ezük yalğan tñliğlar üküš* – тўғри инсонлар оз, ёлғончи кишилар кўп (ДТС,228). “Қутадғу билиг” асарида “ёлғончи”, “алдов, ёлғон” маъноларида берилган: *tilindä čiqarma bu yalğan söziň* – тилингдан чикарма бу ёлғон сўзинг (ДТС,228). Дostonда ҳам айни маъноларни кўриш мумкин: *Tili yalğan ertin yiraq tur tez-ä; Köni söz asal tek bu yalğan basal.* Моний ёзувида битилган ёдгорликларда *ezük* лексемаси “ёлғончи, мунофик”, “ёлғон” тушунчаларини англатиш учун хизмат қилган: *Ezük suy yazuq* – ёлғон, хато, гуноҳ (ДТС,192). Бу сўз сўнгги давр асарларида учрамайди.

Демак, лексема тарихий тараққиёт асносида қўлланиш доираси чекланиб, кейинчалик ўз ўрнини дастлаб синоними сифатида ишлатилган уалған сўзига бўшатиб берган. Бу сифат қадимги туркий тилдаги “алдам-қалдам гаплар” семасидаги уал отидан -ğa қўшимчаси

билан ясалган феълга -п аффиксини қўшиш натижасида ҳосил қилинган (ЎТЭЛ, I,166).

Маълумки, ҳар бир сўз дастлаб муайян маънони ифодалайди. Кейинчалик тарихий тараққиёт, фантехниканинг такомиллашуви, семантик кўчиш натижасида қўшимча янги семалар касб этиб, истеъмол доираси кенгайиб боради. Бинобарин, кўп маънолилиқ тил ривожидида катта ўрин тугиб, унинг луғат таркибини бойишига улкан ҳисса қўшади. Олиб борилган таҳлиллар шуни кўрсатдики, полисемия ҳодисаси ўрганилаётган асарда қайд этилган от, сифат, феъл ва сон (қисман) туркумларига оид лексик бирликлар доирасида содир бўлган.

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ГОТОВНОСТЬ ПОДРОСТКОВ К ВОЛЕВЫМ НАПРЯЖЕНИЯМ И ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ ЕЕ ФОРМИРОВАНИЯ В ПРОЦЕССЕ ФИЗИЧЕСКОГО ВОСПИТАНИЯ В ОБЩЕОБРАЗОВАТЕЛЬНОЙ ШКОЛЕ

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Аннотация: В статье рассмотрены планирование исследовательской работы, а так же основные компоненты в структуре готовности учащихся общеобразовательной школы к волевым напряжениям: когнитивный, мотивационно-эмоциональный, деятельностный. В рамках исследования в эксперименте планируется участие учеников 7-х классов общеобразовательной школы, по результатам констатирующего эксперимента все ученики будут разделены на три условные группы: с высоким, со средним и с низким уровнем готовности к волевым напряжениям. Автор намерен доказать эффективность предложенных педагогических условий и разработать модели формирования у подростков готовности к волевым усилиям в процессе физического воспитания в общеобразовательной школе.

Ключевые слова: волевые напряжения, компоненты, уровни, формирование, педагогические условия

READINESS OF TEENAGERS TO WILL PRESSURES AND PEDAGOGICAL CONDITIONS OF THEIR TRAINING IN THE COURSE OF PHYSICAL TRAINING AT COMPREHENSIVE SCHOOL

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Abstract: The article discusses the planning of research work, as well as the main components in the structure of the readiness of secondary school students to volitional tensions: cognitive, motivational-emotional, activity. As part of the study, the experiment is planned for the participation of 7th grade students of a comprehensive school, according to the results of the ascertaining experiment, all students will be divided into three conditional groups: high, medium and low levels of readiness for volitional tensions. The author intends to prove the effectiveness of the proposed pedagogical conditions and develop models for the formation of adolescents' readiness for volitional tensions in the process of physical education in a general education school.

Key words: volitional tensions, components, levels, training, pedagogical terms.

Введение. Заинтересованность общества в разработке научно обоснованной системы формирования личности требует углубленных исследований теоретических и методических проблем свободы, разработки методов диагностики проявления волевых напряжений. В настоящее время признать уровень исследования проблемы свободы в современной педагогической науке соответствующим задачам, которые поставило общество, не представляется возможным.

Изучение состояния проблемы в образовательной практике общеобразовательной школы показало, что процесс формирования у учащихся готовности к проявлению волевых напряжений можно характеризовать как бессистемный и неуправляемый со стороны педагогов.

Анализ психолого-педагогической литературы по теме исследования позволяет констатировать, что до сих пор не изучены и не определены педагогические условия формирования у учащихся готовности к проявлению волевых напряжений. Не обоснованы также содержание, формы и методы формирования волевой сферы подростков в процессе физического воспитания. Все это указывает на актуальность темы исследования.

Цель, задачи работы, материалы и методы.

Цель исследования – изучить компоненты готовности учащихся к воле-

вым напряжениям, определить и экспериментально проверить эффективность педагогических условий ее формирования.

С целью изучения уровней сформированности у подростков готовности к проявлению волевых напряжений, будет проведен констатирующий эксперимент. В ходе исследования, помимо анализа психолого-педагогической литературы будут использованы: метод экспертной оценки в процессе педагогического наблюдения, метод количественной обработки полученных данных.

Для проверки эффективности предложенных педагогических условий формирования у подростков готовности к волевым напряжениям будет проведен формовочный педагогический эксперимент.

Результаты исследования будут извещаться в научных статьях автора.

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FEMINISM REFLECTED IN THE NOVEL “TESTAMENT OF YOUTH” BY VERA BRITTAİN

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Annotation: *The article presents the analysis of English lady’s feminist approaches in the novel «Testament of Youth» (published in 1933) by a famous English writer, poetess and a social activist Vera Brittain. The author gives a clear representation about military life during the World War I, simultaneously gives an addressee an opportunity to know the wider history of women’s emancipation and suffrage movements in England. She especially advocates the change in women’s roles in marriage, education and society.*

Keywords: Feminism, feminist, emancipation, equal rights, education, nursing.

The autobiographical novel “Testament of Youth” by Vera Brittain is enriched the Post WWI literature not only with the clear representation of military past but also gave a reader an opportunity to know the wider history of women’s emancipation in England. At the beginning of the novel, Brittain attempts to escape from her provincial young ladyhood struggle for personal education. Rebecca West saw this as ‘an interesting piece of social his story, in its picture of the peculiarly unsatisfying position of women in England before the war’ [3; 20]. And in the book’s final section, after the declaration of the Armistice in November 1918, and following the granting of the vote to women over thirty in February of that year (an event that passed unnoticed by Brittain at the time because of her absorption in her work as a nurse in France), “Testament of Youth” returns to feminist themes: to Brittain’s post-war involvement in equal-rights feminism, to her working partnership with her great friend Winifred Holtby and, finally, to her en-

gagement to a survivor of the war generation, and the promise of a marriage that will be defined in feminist terms.

She was acknowledged as a feminist journalist, who wrote articles for *Time and Tide* and published two feminist books, namely *Women’s Work in Modern England* (1928) and *Halcyon, or the Future of Monogamy* (1929) [4;2]. Brittain used her writing to advocate change concerning women’s rights and the roles they had in society, in that women should have equal opportunities, for instance in education, employment, pay, social services, etc. She especially advocated change in women’s roles in marriage and the household: she wanted to get rid of the traditional function of women having to do domestic duties instead of being free to have an occupation of their own outside of the home [4; 54]. Brittain felt some excitement for feminist improvement during the war as she, like other nurses, discovered a new independence serving abroad, away from domestic duties. She also experienced a certain sense of sisterhood with other nurses.

The memoir can partly be seen as a feminist work, as it contains many discourses of feminism. Brittain openly advocates certain feminist ideas, which form an important part of her life and the book. In a first discourse of feminism in the memoir, Brittain talks about where her feminism originated, when she is defending her journalistic feminist writings: Only the other day a fellow-journalist, half rueful and half amused, told me that I had made a better thing out of sex equality than she had ever thought possible for such a portentous topic until I began to scatter articles on equal pay and married women's careers through the pages of the daily and weekly Press. If that is so, I can only reply that I have written nothing on the various aspects of feminism which has not been based upon genuine conviction, and that the foundations of that conviction were first laid, strangely enough, at a school which was apparently regarded by many of the parents who patronised it as a means of equipping girls to be men's decorative and contented inferiors. [1; 23]

More specifically, Brittain goes on by explaining how her feminism originated through her schoolteacher Miss Heath Jones: 'Miss Heath Jones, who from my knowledge of her temperament I now suspect to have been secretly in sympathy with the militant suffrage raids and demonstrations which began after the foundation of the Women's Social and Political Union in 1905, was an ardent though always discreet feminist. She often [...] lent me books on the woman's movement, and even took me with one or two of the other senior girls in 1911 to what must have been a very mild and constitutional suffrage meeting in Tadworth village.

This practical introduction to feminism was to be for ever afterwards associated in my mind with [...] that hectic summer, which provided such wealth of topical detail for my passionate editorial in the 1911 School Magazine'. [1;23]

Aside from the origins of her feminism, Brittain also discusses feminists who have further inspired her feminism, such as the South-African author Olive Schreiner, who was the reason for Vera fully seeing herself as a feminist: *To Olive Schreiner's "Woman and Labour" – that 'Bible of the Woman's Movement' which sounded to the world of 1911 as insistent and inspiring as a trumpet-call summoning the faithful to a vital crusade – was due my final acceptance of feminism[...] I can still tingle with the excitement of the passage which reinforced me, brought up as were nearly all middle-class girls of that period to believe myself predestined to a perpetual, distasteful but inescapable tutelage, in my determination to go to college and at least for a type of life more independent than that of a Buxton young lady: [...] I first visualised in rapt childish ecstasy a world in which women would no longer be the second-rate, unimportant creatures that they were now considered, but the equal and respected companions of men. [1;25, 26]*

Vera and her fiancé Roland also discuss Olive Schreiner's work, and Roland is an openly male feminist: "Roland told me how he had himself been a feminist ever since he discovered that his mother's work as well as his father's had paid for his education and their household expenses" [1; 66]. 'as well as outside his own interests and, his own career. I felt altogether contrary to his professed feminism [...] Women get all the dreariness

that counts at present, is the one field in which women have made no progress- perhaps never will (though Oliver Schreiner thinks differently). [1; 84]

Feminist discourses in the book are thus not solely women's. Roland's home experience differs from Vera's in that she was raised in a household where men, in particular her brother Edward, were privileged over women, meaning that she was faced with sexism growing up:

"I should have been far more patient and docile than I ever showed any symptom of becoming if I had not resented Edward's privileged position as a boy. The most flattering of my school reports have never, I knew, been regarded more seriously than my inconvenient thirst for knowledge and opportunities; In our family, to adapt a famous present-day phrase, what mattered was not the quality of the work, but the sex of the worker. The constant and to me enraging evidences of this difference of attitude towards Edward and myself violently reinforced the feminist tendencies which I had first acquired at school, and which were being indirectly but surely developed by the clamorous drama of the suffragette movement far away in London" [1; 42]. When her parents send her a letter asking her to stop nursing and to move back to Buxton, she replies she will keep doing her nursing work, which she took up for the following reasons: "Because I wanted to prove I could more or less keep myself by working, and partly because, not being a man and able to go to the front, I wanted to do the next best thing. I do not agree that my place is at home doing nothing or practically nothing" [1; 189]. Not being a man and thus unable to

fight, Vera wants to prove she is useful for the war effort nonetheless: nursing gives her a role to play in the war. Her new sense of power can also be seen in the following passage, where she is nursing in Malta and comparing herself to Florence Nightingale, here referred to as the 'Lady of the Lamp,' who represents to Vera a strong female in control: "Do you remember how afraid I used to be of thunder when I was little? Now I feel quite a 'Lady of the Lamp' marching along with the thunder crashing and the lightning – such lightning as you never see in England – flashing around us, to see if other people are afraid" [1; 301]. This shows that Vera gained a new sense of strength as she became a more independent woman due to her nursing work.

To conclude, *Testament of Youth* includes discourses of feminism from Brittain's personal life. Moreover, most of the discourses of feminism found in the book represent Brittain's own feminist reflections – from the origins and inspirations of her feminism to gain more independence as a nurse and maintaining that independence in her interwar life, including in marriage.

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ОЧИҚ ТУРДАГИ ТЕСТ ТОПШИРИҚЛАРИНИНГ АФЗАЛЛИКЛАРИ ВА КАМЧИЛИКЛАРИ

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***Аннотация:** мақолада педагогик тестлар ва уларнинг турлари, очиқ тест турини қоидалари ҳамда унинг афзаллик ва камчиликлари ҳақида маълумот берилган.*

Калит сўзлар: тест, педагогик тест, ёпиқ тест, очиқ тест, очиқ тестнинг турлари, ўзига хос хусусиятлари.

Тестология фани эндигина ривожланиб келаётган фанлардан ҳисобланади. А. Н. Майоровнинг фикрича, “Тест деганда тизимли ўрганиш жараёнидагина юзага келадиган ўзгариш, илмий ютуқлар, инсон шахсиятига оид ҳолатлар ва сифатларни баҳолашда натижаларни таҳлил қилиш, аввалдан лойиҳалаштирилган технологиялар, тест ўтказишнинг меъёрлаштирилган тартиблари ва тест топшириқларининг квалитетрик жиҳатдан солиштирилган тизимларидан ташкил топган восита деб тушунамиз”¹.

В. С. Аванесовнинг таъкидлашича, “Педагогик тест – бу босқичма-босқич тартибда мураккаблашиб борадиган, бир-бирига ўхшаш топшириқлар бўлиб, тест топширувчининг тайёргарлик даражасини самарали ва сифатли баҳолашга қаратилган муайян шакллар тизими сифатида изоҳланади”².

Тест топшириғи қанчалик даражада турлича бўлмасин, исталган тест топшириғи икки асосий тест турининг бирига мансуб бўлади. Бу турлар тест топшириғидаги берилган материалларни узатилиш усулларини акс эттиради. Қуйида тест топшириғининг эҳтимоллий турлари кўрсатилган.

Тест топшириқлари



Ёпиқ ва очиқ турдаги тестларнинг бир-бирларидан асосий фарқи шундан иборатки, ёпиқ турдаги тестларда жавоб вариантлари берилган бўлиб, тест топширувчи берилган жавоб вариантларидан тўғриси танлаши талаб этилади. Очиқ турдаги тест топшириқларида эса тест топширувчи очиқ ташлаб кетилган жойга мустақил тарзда тўғри жавобни топиб қўйиши талаб этилади.

Очиқ турдаги тест топшириқларига (саволда очиқ ташлаб кетилган бўшлиқни)

1 Майоров А.Н. Таълим тизимига мўлжалланган тестларнинг тури шариҳи ва амалиёти. – М.: “Интеллект-центр”, 2001. – С.7.

2 Аванесов В.С. Тест топшириқлари шакли. – М.: Тест маркази, 2005.

тўлдиришни ва нуқталар ўрнига гап мазмунига мос бирликларни қўйишни талаб қиладиган саволлар киради.

Очиқ ташлаб кетилган бўшлиқни тўлдиришни талаб этадиган тест топшириқларида берилган саволда жавоб савол матнида жойлашган бўлади, тест топширувчи нуқталар ўрнини тўлдириши (ёки жумладан ташлаб кетилган жойга керакли сўзни ёзиши) учун матнни ўқиб тушуниш талаб этилади. Масалан:

“Тулчилик” сўзи _____ усули ёрдамида ясалган.

Эркин ифода қилишни талаб этадиган тест топшириғида тест топширувчи нуқталар ёки чизикча ўрнига керакли сўзни топиб қўйиш талаб этилади. Бунда саволга жавоб бериш учун ҳеч қандай таянч матн берилмайди. Мисол учун:

Феъл – мустақил сўз туркумларидан бири бўлиб, _____.

Кўриниб турибдики, мисол тариқасида берилган чизикча ўрнига керакли сўзни топиб ёзишни талаб этадиган биринчи мисолда тест топширувчи сўз ясалишига оид билим ва кўникмаларини ишга солиши керак. Қуйидаги иккинчи мисолда эса тест топширувчидан мактаб ўқув дарсликларида олган билимларига таянган ҳолда, умумий грамматик билимларини ишга солиб, чизикча ўрнига феъл сўз туркуми ҳақида билганларини ёзиб, гапни тугаллаш талаб этилмоқда. Таклиф этиладиган жавоб варианты: Феъл мустақил сўз туркумларидан бири бўлиб, ҳаракат ёки ҳолат маъносини ифодалайди ва нима қилмоқ?, нима бўлмоқ? сўроқларидан бирига жавоб бўлади.

Очиқ турдаги тест топшириқларида тест топширувчиларга ҳеч қандай таваккал қилиш имконияти қолдирилмайди, аммо бундай тестларнинг (айниқса, эркин ифода қилишни талаб этадиган тест топшириқлари) жавобини текшириш текширувчидан кўп вақт талаб этади. Эркин ифода қилишни талаб этадиган тест топшириқларини текшириш мутахассисларни жалб этилишини талаб этади ва уларни текшириш жараёнида ҳолисликка қатта эътибор қаратилиши шарт. Бундан ташқари, бу каби тест топшириғининг тузилишидан келиб чиқиб, унга қандай сўз ёки жумла тўғри жавоб бўлишини ёки қандай жавоб тўлақонли жавоб бўла олишини айтиш (ёки мазкур саволга максимал балл олиш) қийин. Бундан ташқари, агар тест топшириғи нотўғри тузилган бўлса, тест топширувчи учун қўшимча мураккаблик юзага келади. Ёки бунинг умуман акси ҳам кузатилиши мумкин, яъни тест топширувчига берилган савол асоссиз равишда соддалаштирилади.

Айнан топшириқ матни етарли аниқликда тузилмаган тақдирда қўшимча мураккабликлар юзага келади. Тестологияда АҚШ тарихи билан боғлиқ тузилган муваффақиятсиз тест саволи ҳақида сўз боради. Мазкур тест топшириғи қуйидагича:

Америка Қўшма Штатларининг биринчи президенти _____..... бўлган.

Саволга тўғри жавоб “Джорж Вашингтон” бўлиши керак, аммо топшириқнинг бошқа хусусиятидан келиб чиқиб, тест топширувчи мазкур саволга қандайдир маънода тўғри бўлган, “эркак”, “Виржиния штатида яшовчи киши”, “оқ танли инсон” ёки шу каби жавоб вариантларини ҳам бериши мумкин.

Агар тест тузувчи мутахассис тест топширувчининг мавзуга оид керакли билимини баҳолашда етарлича эътиборли бўлмаган бўлса, тест топширувчи олдида турган савол асосиз равишда содда кўриниш олиши мумкин. Масалан: Фонема маъно фарқлаш вазифасини бажаришга хосланган энг кичик тил бирлигидир ибораси орқали берилган жавоб варианты ўқувчининг ўзбек тили бўйича олган билимини текширишда муҳим аҳамият касб этади. Шунинг учун саволни мана бундай тарзда берилиши нотўғри бўлган бўлар эди:

Фонема маъно фарқлаш _____ бажаришга хосланган энг кичик тил бирлигидир.

Топшириқ шаклининг тўғри берилган шакли қуйидагича:

Фонема _____ вазифасини бажаришга хосланган энг кичик тил бирлигидир.

Хулоса қилиб айтганда, мукамал ва ҳар жиҳатдан тўғри тест тузиш осон эмас. Тест тузиш тузувчидан муайян фан доирасида чуқур билимга эга бўлишдан ташқари тест тузиш қонун-қоидаларини ҳам билишни талаб этади.

Фойдаланилган адабиётлар рўйхати:

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ХУДОЖЕСТВЕННОЕ СВОЕОБРАЗИЕ СЕМЕЙНОЙ ХРОНИКИ ЭНН ТАЙЛЕР

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Глубокие по своей проблематике романы Энн Тайлер своеобразны также и с точки зрения их оригинальной художественной формы. Нет сомнения, что писательница обладает талантом психолога и стилиста, который использует в своих произведениях при создании разнообразных художественных образов.

В романах, написанных Энн Тайлер, очевидно художественное изображение реальности. В нашем случае эта реальность связана с повседневной жизнью семьи и её проблемами. Выше мы рассмотрели идейное своеобразие, содержательную сторону двух романов Энн Тайлер, их образную систему, а также события, из которых слагаются эти произведения. Необходимо рассмотреть и другие стороны художественной специфики этих семейных хроник, которые включают такие категории поэтики письма автора, как пейзаж, портреты и поведение (психика) персонажей, интерьер (здание, дом, вещи) и изобразительные средства, символику.

Совершенно очевидно мастерство Энн Тайлер при создании психологического характера персонажей. Психология героя передается с помощью разных приемов. Известный теоретик литературы В.Хализев, говоря о многообразии средств и способов психологического анализа, делит их на

традиционные, суммирующие обозначения того, что испытывают персонажи, и «развернутые, порой аналитические характеристики автором того, что творится в душе персонажа»¹. К последним он относит «несобственно-прямую речь, в которой голоса героя и повествующего слиты воедино, и внутренние монологи, и задушевные беседы персонажей (в устном общении или переписке), и их дневниковые записи, и, наконец, изображение сновидений и галлюцинаций, которые выявляют бессознательное в человеке, его подсознание – то, что прячется в глубинах психики и неведомо ему самому»². Все это в полной мере относится к анализируемым романам жанра семейной хроники Энн Тайлер.

Оба её романа – «Обед в ресторане “Тоска по дому”», «Катушка синих ниток» – глубоко лиричны, писательница подмечает мельчайшие движения души своих персонажей. Чаще всего они передаются с помощью авторского комментария. Так, характеризуя состояние Дженни, обдумывающей свои отношения с Джосайей, писательница выразительно передает состояние её неуверенности, сомнения в правильности своего поведения: “She ached? With something

1 Хализев В.Е. Теория литературы. – М.: Высшая школа, 2002. – С.212-213.

2 Там же

like nostalgia, for contented life with his mother in her snug house, for an innocent, protective marriage. She kissed him back, feeling even through all those layer of wool hoe he tensed and trembled³.

Художественный стиль Энн Тайлер формирует не без влияния других американских писателей. На вопрос редактора издательства, кто оказал наибольшее влияние на ее творчество, в частности, на роман «Обед в ресторане “Тоска по дому”», Тайлер ответила, что это Юдора Уэлти, в частности, ее книга «Человек, который любил детей», написанная в свою очередь под влиянием другой писательницы, Кристины Стид⁴.

Романы в жанре семейной хроники Энн Тайлер, несомненно, являются её художественным достижением. В своих произведениях она поставила проблемы, актуальные для современного общества, прежде всего, американского. Писательнице удалось показать истоки и причины отчужденности человека в современном обществе, с другой стороны, в семейной хронике звучит оптимистический взгляд, вера в общность людей, воспитание в человеке подлинных гуманистических качеств, которые помогут ему жить счастливо и свободно.

Проблема американской семьи затрагивают в своих произведениях и другие американские писатели, представляющие англосаксонское мировоззрение и семейные традиции.

К семейной хронике обращается **Джойс Кэрол Оутс** (Joyce Carol

Oates, **Род 1938**), своим романом «Семья Малвэйни» (*We Were the Mulvaneys*, 1996). В нём рассказывается история двух поколений семьи Макла Малвэйни. Это произведение о распаде американской семьи, которое стало в Америке бестселлером после выбора его в 2001 году Книжным Клубом Опры.

Последние образцы этого жанра представляют произведения профессора литературы из университета Айовы Джейн Смайли (род.1949), которая опубликовала семейную трилогию под названием «Последние 100 лет» (*The Last Hundred Years*). Её произведение состоит из трех романов, первый из которых «Немного удачи» (*Some Luck*, 2014), второй – «Раннее Предупреждение» (*Early Warning*, 2015), третий – «Золотой Век», (*Golden Age*, 2015), где речь идет о трёх поколениях семьи патриарха Уолтера Лэнгдона из Айовы.

Это доказывает что семейная хроника в современной американской литературе продолжает развиваться, модифицируется, отражает проблематику связанную с реалиями американской жизни, рубежа XX-XXI веков. При этом основной проблемой американских писателей продолжает оставаться проблема гуманизма, поскольку социальные и семейные отношения продолжают обостряться.

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³ Tyler Anne. Dinner at the Homesick Restaurant. – N.Y., Ballantine Books, 2008. – P. 79

⁴ A Conversation with Anne Tyler/Tyler Anne. Dinner at the Homesick Restaurant. – p. 307.

CONSCIOUSNESS – AS A PHILOSOPHICAL CATEGORY

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Annotation: *The philosophical study of the mind and spirit is based on the fact that it is a specific spiritual form of being. Therefore, in philosophy, the category of consciousness is closely related to the analysis and understanding of all material and spiritual activities of man. This article argues that consciousness is a philosophical concept.*

Keywords: Mind, spirit, matter, mind, contemplation, thought, reasoning, psychology, neurology, epistemology.

Representatives of various philosophical schools have expressed their views on the interpretation of the question of consciousness. One of the ancient Greek philosophers, Socrates, said, «If you know yourself, you know the world.» Behind this idea lies the conclusion that man, like the universe, is complex, and that he can understand the nature of the universe through self-knowledge and understanding. Socrates' philosophical thoughts and reflections included the study of man and his consciousness. According to Socrates, human consciousness occurs in different states and levels, and consists of several layers. The owner of that complex consciousness is the individual. The consciousness of the individual, on the other hand, is determined by the higher instance of the content of the various social consciousness, and the higher instance is the mind, as Socrates explains.

According to Democritus, one of the Greek philosophers, the object of knowledge is the material world, and our mind is the material world, which is reflected through the senses.

Farabi, one of the founders of the Eastern school of philosophy, said that

man knows the world around him through his intellect. The human mind is the highest attribute of the development of the material world. Pharaoh highly values the role of the human mind. It is said that the human mind is the source of knowledge, the essence of social phenomena and processes.

According to Islamic teachings and mystical philosophy, the mind and spirit are endowed with man by God, and he is immortal and eternal. Man was also created by God and, unlike other creatures, was endowed with a divine mind.

Proponents of subjective idealism claim that the material world is created by consciousness. For example, the English philosopher J. Berkeley (1685 – 1753) said that the things that surround us exist only in our senses. He says that the material world exists only in the human mind, intuition and imagination. The same idea was put forward by the Austrian physicist Ernest Max (1838-1916) and the Swiss philosopher Richard Avenarius (1843-1869).

They are that the human mind is made up of “elements of perception” of the external world, so that the object is insepa-

rable from the subject, things are inseparable from the perception. They argue that things happen as a complex of perceptions.

Gegel (1770-1831), a great representative of German classical philosophy and an objective idealist, says that existence is a product of consciousness. According to him, consciousness is not a normal human consciousness, it is a consciousness outside of it, a worldly spirit. In Hegel's philosophy, the human problem is the problem of the phenomenology of self-awareness. According to him, the essence of humanity is equal to self-awareness.

It should be noted that in the development of philosophical thought, the problem of consciousness has always been in the center of attention of philosophers and is still relevant today.

Philosophy takes the mind as a whole and studies it in all its aspects, in which it acts on the basis of the latest information available in modern science.

Modern sciences (biology, psychology, neurology, physiology, cybernetics, etc.) prove that achievements are the product of the human brain, while consciousness is directly related to human lifestyle and social activity.

In order to fully reveal the essence of consciousness, it is necessary to approach it from all angles, ie ontological, epistemological and sociological. The ontological approach to it, consciousness, is the property of the mental phenomena that have arisen in the course of the evolution of matter, the product of the long historical development of nature.

The human mind is a property of the

brain, a highly structured matter. Such an understanding of the problem of consciousness stems from the view that the origin of organic nature from inorganic nature as a result of the evolution of being was formed on the basis of the evolution and transformation of its specific forms of perception in the development of organic nature.

An epistemological approach to the mind is a recognition of its activity as a means of knowing the world. One of the important signs of consciousness is that it is understood knowledge. Man thinks using his brain. Consciousness includes not only the perception of the objective world, but also the understanding of one's own spiritual activity. The mind encompasses both emotional and mental perceptions of reality.

The social approach to consciousness requires the disclosure of its social essence. The human mind is not only a natural product, but also the result of social relations. Without a social environment, people in a society cannot form consciousness without social relations, and without the influence and upbringing of society.

One of the main shortcomings of Feuerbach's anthropological philosophy was that he did not pay enough attention to the role of society, considering man only a product of nature.

Indeed, the human mind is formed and developed throughout his life activities in society. It is only under the influence of the social environment of society that the human child becomes a conscious being and rises to the level of a person. So consciousness is a socio-his-

torical phenomenon that separates man from the animal world.

According to scientific and philosophical teachings, the mind is the activity of the human brain, its mental function, the specificity of the brain, which is a material substance. The brain, on the other hand, is a highly structured organ of thought. Consciousness in general allows a person to acquire knowledge about the laws of things and events, their connections.

The human race, as a conscious being, sets goals for itself and seeks ways to achieve them, and through the mind, man evaluates his place in nature and society. It is a necessary condition for him to creatively update and improve the conditions.

In short, the higher form of conscious-

ness, the property of the human brain, is the highest spiritual form of the perception of reality in the human brain. The human brain, on the other hand, is the material subject of the mind.

In philosophy, the problem of consciousness is based on the theory of perception. To understand the process by which consciousness arises, it is necessary to divide the principle of perception, that is, the process by which a being is reflected in the human brain.

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O'TKIR HOSHIMOV ASARLARIDA QO'LLANGAN O'ZBEK LINGVOMADANIYATIGA XOS METAFORALAR

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Annotasiya: *Har bir xalq tilida yaratilgan badiiy asarlarda xalq tarixi, mentaliteti, madaniyati aks etadi va ana shu xususiyatlar o'z navbatida lingvokulturologik tahlilni taqozo etadi. Maqolada O'tkir Hoshimov asarlarida qo'llangan lingvomadaniy birlik sifatidagi metaforalar tahlil qilingan.*

Kalit so'zlar: *lingvokulturologiya, metaforalar, milliy-madaniy xususiyat, asardagi ahamiyati.*

Zotan, ta'lim jarayonini, o'qitish sifatini tubdan yaxshilash davlatimiz olib borayotgan ko'p qirrali siyosatda asosiy vazifalardan biri bo'lib qoldi. Uni amalga oshirish uchun esa ma'lum mavzu doirasida keng va atroflicha bilim beradigan hamda bu bilimlarni milliy istiqloq g'oyalari bilan, milliy mafkura va dunyoqarash hamda uzoq yillar davomida shakllangan ma'naviyatimiz bilan uzviy bog'lay oladigan darsliklar, o'quv qo'llanmalari zarur.

Tabiiyki, ana shu zaruriyat bilan bog'liq dunyoqarash tilshunoslik ilmini

o'qitish jarayoniga ham taalluqlidir. Bu sohani o'rganishdagi ko'plab qonunqoidalar, til materiali doirasidagi o'zgarishlar juda sekinlik bilan amalga oshgan bo'lsa-da, tilning sotsialingvistik jihatlari, uni amalda qo'llash jarayonining yangicha, zamonaviy talablarga muvofiqlashtirilishi hayot talabidir. Bu, dastavval, til materialidan nutq jarayonida samarali foydalanish, nutq madaniyatini yanada takomillashtirish borasida me'yoriy muammolarni ma'lum darajada

hal qilish va bunga oid bilimlardan talabalarni, jamoatchilikni xabardor qilib borish bilan bog'liq. Hozirgi o'zbek adabiyoti, xususan, hikoyachiligi jamiyatimizning ma'naviy-ma'rifiy yuksalishiga ham sezilarli ta'sir ko'rsatmoqda, chunki adabiyotning quroli tabiiyki, so'zdir. So'z orqali go'zal tasvir yaratildimi, demak, bunday tilning lug'at boyligi kengdir. Til biror bir millat uchun xos bo'ladi, shu millatning tarixan qadimiyligi bilan ham baholanadi. O'zbek tilshunosligida badiiy asar tili, so'zlarning o'z va ko'chma ma'nolari, ma'no ko'chish usullari, shuningdek, so'zlarning shakl va mazmun munosabati, faol va nofaol qatlam, turli xil ma'no ko'chishlar bu hodisalarning nazariy asoslari masalalarini o'rganishga jiddiy kirishilgan. O'tkir Hoshimov qalamiga mansub hikoyalarida qo'llangan leksik birliklar tekshirilib, ularning lingvomadaniyatiga xos metaforalar yoritilganki, ish bu sohada shu paytgacha maydonga kelgan tadqiqotlarni ma'lum ma'noda to'ldiradi, degan fikrdamiz.

Metafora–biror predmet nomini oʻxshashlik asosida shaxs yoki boshqa predmetlarga nisbatan qoʻllashdir. Ayrim hayvon, oʻsimlik, predmet nomlari insonga yoki aksincha predmetga nisbatan qoʻllanib, insonning yoki predmetning turli xislat-xususiyatlarini tasvirlashda qoʻllanadi. Bu ifodalanayotgan fikrning emotsionalligini oshiradi.

Oʻtkir Hoshimov asarlarida oʻzbek xalqining milliy xususiyatlari nihoyatda teran aks ettirilgan. Shuning uchun quyida lingvokulturologiya obyekti boʻla oladigan metaforalarni tahlil qilamiz. Bunday metaforalar faqat shu tilgagina xos boʻlib, xalqning milliy –madaniy boyligi sanaladi: –Shaftoli yeysanmi?– U qoʻlidagi katta kon zargʻaldoq shaftolini uzatdi. Zargʻaldoq bosh maʼnoda–chumchuqsimonlar turkumiga kiruvchi, qanotlari qoramtir, oʻzi sariq sayroqiqush. Uning shu rangiga nisbiy qiyos asosida baʼzida shu koʻrinish, xildagi tusga moyil rang-tus oʻrnida qoʻllanadi: zargʻaldoq rang gul, zargʻaldoq shaftoli kabi. Bu kabi qoʻllanish mazkur soʻzning milliy-madaniy semantik xususiyatidir. Chunki tabiatda minglab ranglar bor. Baʼzi ranglarni ifodalashda tabiatda mavjud turli oʻsimliklar, maʼdan, baʼzi narsa- predmetlar nomi ham shularga xos oʻz rangini ifodalashda xizmat qiladi.

Faqatgina shu xalq tomonidan rang maʼnosini ifodalash uchun qoʻllanadigan koʻchma maʼnodagi soʻz-metaforalar lingvokulturologik ahamiyatga ega. Masalan: Qulogʻimga shumtaka bolalarning qiy-chuvi kirgandek boʻldi. ...Orif oqsoqol bunaqa adabsiz “taka”larni tarbiyalagan ota-onasi bilan shunaqa gaplashib, shu-

naqangi tanobini tortib qoʻydiki, endi ashula aytishmaydi. Soʻzlashuv tilida shumtaka nihoyatda shoʻx, toʻpolonchi bolaga nisbatan qoʻllanadi. Bu qoʻshma soʻz “oʻta shoʻx, toʻpolonchi maʼnosini bildiruvchi” shum va taka (yaʼni “erkak echki”) soʻzlaridan hosil boʻlgan. Ikkinchi gapdagi “taka” metaforasi ham aynan ana shu maʼnoda. Shumtaka va taka soʻzlari metaforik maʼnoda oʻzbek lingvomadaniyatida aynan juda shoʻx yosh (oʻgʻil) bola(lar)ga nisbatan qoʻllanadi.

...Qani, popuklar,-deydi qandaydir tantanavor ohangda.-Dasturxonga marhamat. Uyalmanglar, tasadduqlar! Popuk bosh maʼnoda ”narsalarga bezak uchun taqiladigan bir bogʻlam tola, pat, ip va h.k.” Bu qizaloqlarga erkalash maʼnosida aytilgan. Tola, pat, ip bu kabilar tarkibida ”yumshoqlik” semasi bor. Bu sema asosida ”muloyimlik”, ”mayinlik” maʼnosi yuzaga kelgan. Metaforik maʼnoda shaxsga koʻchirilganda ”bezak” semasi asosidagi ”chiroy, husn, koʻrk” semalari kuchaygan va ”buyum” semasi ham chetlashib, ”muloyimlik”, ”mayinlik” semasi boʻrttirilgan. Natijada xalqda yosh qizlarga nisbatan ijobiy munosabat ifodalovchi soʻz sifatida qoʻllanadi.

Bay-bay-bay, oʻzi jinqarcha boʻlsayam, shunaqa zahar qiz-ki, xuddi Zulayho opangizga oʻxshaydi. Bu misoldagi jinqarcha soʻzi ham koʻchma maʼnoda. Jinqarcha (shevada) chittak degani. Chittak leksemasida “parranda”, “kichkina” semalari bilan birga “ kuchsiz”, “yengil kun koʻruvchi” kabi yoʻldosh semalar ham bor. Ana shu sema bu soʻzning salbiy maʼnoda qoʻllanishiga asos boʻlgan. Shaxsga nisbatan qoʻllanib, koʻchma “ tirmizak;hali

yosh qoʻlidan ish kelmaydigan” (kesatq) maʼnosida qoʻllangan. Xalqda bu metaforadan salbiy munosabat ifodalashda qoʻllanadi.

Mendan oldingi oʻrindiqa quralay koʻzlari katta-katta, qisqa kesilgan sochi tiniq yuziga xoʻp yarashgan koʻhlik juvon oʻtirar, yonidagi roʻmol oʻragan oʻrta yashar xotin bilan gaplashardi. Quralay aslida “kiyik yoki ohularning yosh bolasi”. Quralay koʻz birikuvida koʻchma metaforik “quralayning koʻziga oʻxshash koʻzli” maʼnosini ifodalaydi.

Insonning dunyoni bilishida metaforadan foydalanishi katta ahamiyatga ega. Ayniqsa turgʻun oʻxshatishlar tilda tayyor birliklar kabi nutqqa olib kiritiladi. Har bir lingvomadaniyatda shu xalqning mentalitetini, uning oʻziga xos milliy-madaniy

xususiyatlarini aks ettiruvchi metaforalari mavjud boʻladi. Muomala jarayonida qoʻllanilgan metaforalar vositasida soʻzlovchi mansub boʻlgan xalqning milliy-maʼnaviy xususiyatlari, ijtimoiy turmush tarzi va dunyoqarashi, eʼtiqodi, anʼanalari va urf-odatlarini bilan bogʻliq jihatlari ham aks etgan.

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ПОНЯТИЕ О РАЗВИВАЮЩЕЙ ФУНКЦИИ ОБУЧЕНИЯ

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Докторант ТГПУ им. Низами.

***Аннотация:** В статье даётся определение развивающей функции обучения в средней школе. Эту методiku уже многие годы используют за рубежом. Методика развивающего обучения учит детей самообучению, саморазвитию, самосовершенствованию, самооценке. В статье также говорится о функциях учителя в развивающем обучении.*

Ключевые слова: развивающая функция, методика, обучение, теория, деятельность, способность, процесс.

Свое начало теория развивающего обучения берет в работах таких ученых как И.Г Песталотий, А.Дистервега, К.Д. Ушинского. Далее в 1996 году Эльконин и Давыдов внедрили эту систему в программу образования. Эта методика называется – методикой развивающего обучения. Развивающее обучение – это направление в теории и практике образования, ориентирующееся на развитие физических, познавательных и нравственных способностей учащихся путем использования их потенциальных возможностей [1].

По методике, разработанной Элькониним и Давыдовым, учащиеся должны принимать активное участие в процессе обучения. Учитель выступает в качестве помощника, который должен направлять и координировать деятельность обучающихся.

Сумина Т.Г. считает, что поскольку развитие предполагает изменение внутреннего состояния человека, а деятельность – это совокупность действий по достижению какой-либо цели, установленной самим человеком, то деятельность человека является

процессом, непосредственно определяющим механизмы развития. Мы придерживаемся мнения, сформированного многочисленными исследованиями философов, психологов, педагогов (Л. С. Выготский, П. Я. Гальперин, В. И. Загвязинский, А. М. Матюшкин и др.) о том, что развитие есть результат не просто деятельности, а усложняющейся деятельности человека, в процессе которой он накапливает опыт, формирует мотивы, оценки, устанавливает новые для себя отношения. Любые педагогические концепции для своей реализации требуют системы действий. Система действий выражается в построении организационной модели образовательного процесса, которая может быть представлена либо в виде методической системы, либо в виде технологии обучения [2].

Файзулина. Н. Р. В своей диссертации определяет основную задачу развивающего обучения в общеобразовательной школе – это обеспечение качественно нового уровня развития самостоятельности учащегося как формы проявления умственной, эмоциональ-

но-волевой, духовно-нравственной активности человека, выражающей его личный вклад в освоение учебно-познавательной деятельности. Главный фактор эффективности развивающего обучения в общеобразовательной школе – профессионально-личностная готовность и способность учителя-предметника к новому виду общения в системе «учитель – ученик», основанному на сотрудничестве в учебно-познавательной деятельности [3].

Система Эльконина-Давыдова включает в себя три главных принципа [4]:

В процессе обучения ведущую роль занимают способы и методы решения задач

Характерность предметно-практического направления

Работа на занятиях направлена на активный поиск способов и средств решения задач.

По методике, разработанной Элькониним и Давыдовы, учащиеся должны принимать активное участие в процессе обучения. Учитель выступает в качестве помощника, который должен направлять и координировать деятельность обучающихся.

Таким образом, можно сделать вывод, что данная система обучения

или применение ее элементов, позволяет достичь основные цели обучения: формирование базы научных знаний, а также воспитание у обучающихся самостоятельности и инициативности. Это позволит ребенку в последующем быть более мобильным, а значит адаптированным к условиям постоянно меняющейся среды [5].

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THE EFFECT OF SOCIAL MEDIA MARKETING ON ENTREPRENEURS (INSTAGRAM)

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Abstract: This thesis focuses on effects of Social Media Marketing (SMM) in branding process of products which home- based new startups on Instagram. With the opportunities of internet and smartphones, SMM is one of the vital tools to appeal customers attention to any type of products. Nowadays, business owners can set up their business on online platforms before deciding to establish off- line stores. Moreover, there has been few researches done in terms of establishing home- based startups on Instagram due to increasing number of internet users globally.

Key words: Social Media Marketing, New set ups, Brand Image, Social Networking Site.

Nowadays, mobile phones are powerful device. According to data of global overview research that 50 % of world population is current internet user and by numbers 3,773 billion. It stands that said that senses and experience can affect significantly to purchasing decision. Moreover, there are several significant senses which affect product brand positioning and purchase decision such as: smell, sound, taste, sight and touch. However, despite having such shortages of Instagram for business, we still see opportunities to growth in terms of businesses being set up on Instagram.

Methodology: Domestication theory is an approach in science and technology studies and media studies that reveals the processes by which innovations. Especially, global new technologies are “tamed” or appropriated by its users. As a n example, we can take smartphones. From the beginning the purpose of using mobile phone was integrated into

everyday life and adapted to daily practices. As time goes by, as a result of mixture of upgrades of innovation and customer feedback smartphone took a great place in our life. Qualitative approach with several in- depth interviews have done by three selected participants. Three chosen respondents who have been selling their products on Instagram at least two years and have followers of more than 15,000 on Instagram pages.

Result: According to the analysis which has done on the transcriptions of the three participants, the researcher undertook through themes which will write in detail below. They are: Famous bloggers of the Instagram, right audience, online word of mouth, Celebrities with strong following, packaging, market positioning. The outcomes of this research demonstrate that pros campaigns of social media are the most major methods of brand loyalty by significance of the content, popularity of the content among

friends and viewing on variety social media platforms. Specially, it is proper tool to appeal Y generation's attention on Instagram based business. Huge number of Instagram users involves gen Ys and echo boomers. Born in the middle of gadgets, gen Ys and echo boomers utilizing of social media is main part of their life style. It's normal that sharing on Instagram life events and everyday actions of life. It gives them satisfaction.

Conclusion: In conclusion, the researcher found that Instagram is a proper platform to home-based startups as it motivates people from all walks of life to give it a go. Instagram is not only convenient for home-based entrepreneurs but also for part-timers, students and etc. Due to the large crowd and very minimal investment in order to start their own business.

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