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KIBERXAVFSIZLIKDA KIBERJINOYAT TUSHUNCHASI VA STATISTIKASI

Radjabova M.Sh., Obidov B.X., Suyunov K., Odilov O.

Muhammad al-Xorazmiy nomidagi Toshkent axborot texnologiyalari universiteti

Annotatsiya: *Kiberxavfsizlik hamda kiberxavfsizlikda kiberjinoatchilikni anglashda asosiy tushunchalarni bilish hamda kiberjinoatlarning qo'llanilish sohaslarini doimiy tahlil qilib borish.*

Kalit so'zlar: *Kiberjinoat, ichki va tashqi kiberjinoatlar, kiberetika, xavfsizlik, ishonchlilik, kiberqonunlar.*

Asrimizning global muammolari qatoriga yangidan-yangi turlari bilan tilga olinayotgan kiberjinoatchilik kirib kelganiga ham ancha bo'ldi. Uning bizga ma'lum bo'lgan virusli dasturlarni tarqatish, parollarni buzib kirish, kredit karta va boshqa bank rekvizitlaridagi mablag'larni o'zlashtirish talon-toroj qilish, shuningdek, internet orqali qonunga zid axborotlar, xususan, bo'hton, ma'naviy buzuvchi ma'lumotlarni tarqatish bilan bashariyat hayotiga katta xavf solayotganidan ko'z yuma olmaymiz.

«Kiberjinoatchilik» tushunchasi axborot-kommunikatsiya texnologiyalari vositalaridan foydalangan holda, virtual tarmoqda dahshat solish, virus va boshqa zararli dasturlar, qonunga zid axborotlar tayyorlash va tarqatish, elektron xatlarni ommaviy tarqatish (spam), xakerlik hujumi, veb-saytlarga noqonuniy kirish, firibgarlik, ma'lumotlar butunligi va mualliflik huquqini buzish, kredit kartochkalari raqami hamda bank rekvizitlarini o'g'irlash (fishing va farming) va boshqa turli huquqbuzarliklar bilan izohlanadi.

Shu o'rinda kiberterrorizm va uning jamiyat hayotiga solayotgan xavfining ko'lami ham oshib borayotganini ta'kidlash joiz. Kiberterroristik harakat (kiberhujum) - kompyuterlar va axborot kommunikatsiya vositalari yordamida amalga oshirilgan, odamlarning hayoti va sog'lig'iga bevosita xavf tug'diradigan yoki potentsial xavf tug'dirishi mumkin bo'lgan, moddiy ob'ektlarga katta zarar etkazishi yoki shunga olib kelishi mumkin bo'lgan, ijtimoiy xavfli oqibatlarining boshlanishi yoki maqsadi bo'lgan siyosiy sababdir. Zamonaviy terrorchilar uchun kibermakondan foydalanishning jozibadorligi kiberhujumni amalga oshirish katta moliyaviy xarajatlarni talab qilmasligi bilan bog'liq.

Kiberjinoyat — [kompyuter](#) va [tarmoqning](#) birgalikdagi aloqasi ostida sodir etiluvchi jinoyat turi. Kompyuter jinoyat paytida maqsadli yo‘naltirilgan qurol vazifasini bajarib beradi. Kiberjinoyat kimningdir xavfsizligi va moliyaviy saviyasiga zarar yetkazish maqsadida sodir etiladi.

Maxfiy ma‘lumotlar qonuniy tarzda himoyalangan holatda yuz beruvchi kiberjinoyatlar bilan bog‘liq ko‘pgina jinoyatlar mavjud. Xalqaro miqyosda hukumat ham, nodavlat sub’yektlar ham kiberjinoyatlar, jumladan, josuslik, [moliyaviy o‘g‘irlik](#) va boshqa transchegaraviy jinoyatlar bilan shug‘ullanadi. Xalqaro chegaralarni kesib o‘tuvchi va kamida bitta milliy davlatning xatti-harakatlarini o‘z ichiga olgan kiberjinoyatlar ba‘zan kiberurush deb ataladi. Uorren Baffet kiberjinoyatni “insoniyatning birinchi raqamli muammosi” deb ta’riflaydi va “insoniyat uchun real xavf tug‘diradi”, deya qo‘shimcha qilib o‘tadi.

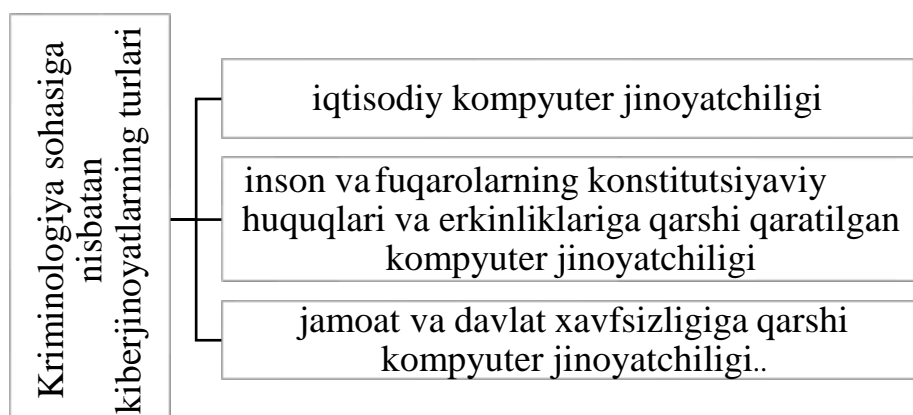
Kiberjinoyatchilik – g‘arazli yoki xuliganlik maqsadlarida himoyalashning kompyuter tizimlarini buzib ochishga, axborotni o‘g‘irlashga yoki buzishga yo‘naltirilgan alohida shaxslarning yoki guruhlarining harakatlari.

Kiberhujumga duch kelgan tashkilot uchun kiberjinoyatlar ichki yoki tashqi bo‘lishi mumkin:

Ichki kiberjinoyatlar: tarmoqqa yoki kompyuter tizimiga, ular bilan tanish va ulardan qonuniy foydalanish huquqiga ega bo‘lgan shaxs tomonidan, amalga oshiriladi. Mazkur turdagi kiberjinoyatlar odatda tashkilotning xafa bo‘lgan va norozi xodimlari tomonidan amalga oshiriladi. Ushbu xodimlarning maqsadi esa tashkilot yoki uning rahbaridan o‘ch olish yoki ochko‘zlik bo‘lishi mumkin. Xafa bo‘lgan xodim, AT infrastrukturasini, xavfsizlik arxitekturasini va tizimi bilan yaqindan tanish bo‘lgani bois, mazkur turdagi jinoyatchilik tashkilotga jiddiy ziyon yetkazishi mumkin. Bundan tashqari, kiberjinoyatchi tashkilot tarmog‘idan foydalanish imkoniyatiga ega bo‘ladi. Shuninguchun, ichki kiberjinoyatchilik natijasida maxfiy axborotning sirqib chiqish imkoniyati yuqori bo‘ladi.

Tashqi kiberjinoyatlar: odatda tashqaridan yoki tashkilot ichkarisidan yollangan hujumchi tomonidan amalga oshiriladi. Mazkur kiberjinoyatchilik tashkilotning nafaqat moliyaviy yo‘qotishlariga, balki obro‘sining yo‘qolishiga ham sababchi bo‘ladi. Hujum tashqaridan amalga oshirilgani bois, hujumchi harakatni tashkilot AT infrastrukturasini skaner qilish va unga aloqador ma‘lumotlarni to‘plashdan boshlaydi. Xususan, malakali buzg‘unchi dastlab tashkilotda foydalanilgan tarmoqlararo ekran vositasining log faylini tahlil qilishdan boshlaydi. Shu bois, tarmoq ma‘muri mazkur imkoniyatni buzg‘unchiga taqdim etmasligi shart.

Kiberjinoyat amalga oshirilganidagi asosiy maqsadlar



Ular jinoyatchilarga millionlab AQSh dollari miqdoridagi noqonuniy daromadlar keltiradi. Ular orasida keng tarqalgani firibgarlik, asosan, bank hisob raqamlari va bank kartalari orqali amalga oshiriladi. Xalqaro amaliyotda plastik kartalar bilan sodir etilgan jinoyatlar yo‘qolgan yoki o‘g‘irlangan kartalar, soxta to‘lov kartalarini yaratish yoki ulardan foydalanish, karta taqdim etmasdan bank hisob varag‘i ma’lumotlarini olish va noqonuniy foydalanish, shuningdek, karta egasi tomonidan sodir etilgan jinoyatlar bilan bog‘liq.

Kiberjinoyatlarning yana bir turi inson va fuqorolarning huquqlariga va erkinliklariga qaratilgan jinoyatlar - “kompyuter qaroqchiligi”dir. Ushbu jinoyatlar dasturiy ta’minotni noqonuniy nusxalash, ishlatish va tarqatishda namoyon bo‘ladi.

Iqtisodiy kompyuter jinoyatchiligi amalda ko‘p uchraydi. Ular jinoyatchilarga millionlab AQSh dollari miqdoridagi noqonuniy daromadlar keltiradi. Ular orasida keng tarqalgani firibgarlik, asosan, bank hisob raqamlari va bank kartalari orqali amalga oshiriladi. Xalqaro amaliyotda plastik kartalar bilan sodir etilgan jinoyatlar yo‘qolgan yoki o‘g‘irlangan kartalar, soxta to‘lov kartalarini yaratish yoki ulardan foydalanish, karta taqdim etmasdan bank hisob varag‘i ma’lumotlarini olish va noqonuniy foydalanish, shuningdek, karta egasi tomonidan sodir etilgan jinoyatlar bilan bog‘liq.

“Maykrosoft Armaniston” kompaniyasining direktori Grigor Barsegyanning ta’kidlashicha, “kompyuter qaroqchiligi”ning ishlabchiqaruvchilarga yetkazgan zarari yiliga 66 milliard dollarni tashkil etgan. Uning so‘zlariga ko‘ra Armanistonlik iste’molchilar, o‘zlarining moliyaviy resurslarini tejash maqsadida, viruslarni yuqtirish xavfi yuqori bo‘lgan dasturlardan ongli ravishda foydalanganlar.

Kompyuter jinoyatchiligining oxirgi turi - jamoat yoki davlat xavfsizligiga qarshi kompyuter jinoyatchiligi, ularga davlat yoki jamoat xavfsizligiga qaratilgan

xavfli xatti - harakatlar taalluqli. Ular ko‘pincha ma’lumot uzatish qoidalarining, mamlakat mudofaa tizimining yoki uning tarkibiy qismlarining buzilishi bilan bog‘liq.

Kiberqonunlar. Qonun (huquq) — inson, jamiyat va davlat manfaatlari nuqtai nazaridan eng muhim hisoblanadigan ijtimoiy munosabatlarni mustahkamlash, rivojlantirish va tartibga solish vositasi. Qonunning nima maqsadga qaratilganini u yo‘naltirilgan munosabatga qarab aniqlash mumkin. Shu bois qonunlar turli sohaga oid maqsadlarga ega bo‘lishi mumkin. Umumiy nomda kiberjinoatchilikni tartibga solishni maqsad qilgan qonunlar kiberqonunlar deb ataladi.

Qonunni ishlab chiquvchilar va uni himoya qiluvchilar butun dunyo bo‘ylab kiberjinoatchilikni aniq belgilaydigan va kiber dalillarni qabul qilishni to‘liq madadlovchi kiberqonunlar zarurligi haqida ogohlantirib keladilar. Mamlakatning biror xalqaro shartnomadagi ishtiroki bu shartnomani qonuniylashtiradigan ichki qonunlar ishlab chiqilgan va tasdiqlangan taqdirdagina kuchga kiradi. Masalan, Yevropada 2004-yilda Yevropa Kengashi butun dunyo mamlakatlariga taklif qilingan Kiberjinoatchilik to‘g‘risidagi Shartnoma (Budapesht konvensiyasi deb ham ataladi) loyihasini qabul qildi. Mazkur Shartnomani ko‘pchilik davlatlar imzolagan bo‘lsada, ularning bir nechtasigina shartnomaga mos keladigan milliy qonunlarga ega.

2020 yil fevral oyiga kelib, Birlashgan millatlar tashkilotiga a‘zo bo‘lgan 106 ta (yoki 55%) davlatlar Budapesht konvensiyasiga muvofiq milliy kiberjinoatchilik to‘g‘risidagi qonunlarga ega bo‘ldilar. Bundan tashqari, hozirda rivojlanayotgan davlatlar kiberjinoatchilarni tergov qilish va bu jarayon uchun kerakli ma’lumotlarni yig‘ish bo‘yicha ma’lum vakolatlarni qabul qildilar.

Xususan, Respublikamizda ham “Ilm, ma’rifat va raqamli iqtisodiyotni rivojlantirish yili”da amalga oshirishga oid davlat dasturi (mualliflik huquqiga) jiddiy zarar yetkazadi. Bundan tashqari, dasturiy ta’minot kompaniyalariga katta moliyaviy yo‘qotishlarni olib keladi.

Kiberetika – kompyuterlar bilan bog‘liq falsafiy soha bo‘lib, foydalanuvchilarning xatti-harakatlari, kompyuterlar nimaga dasturlashtirilganligi, umuman insonlarga va jamiyatga qanday ta’sir ko‘rsatishini o‘rganadi.

Mulk. Axborotdan foydalanishdagi etikaga oid munozaralar uzoq vaqtdan beri mulkchilik tushunchasini tashvishga solmoqda va kiberetika sohasidagi ko‘plab to‘qnashuvlarga sabab bo‘lmoqda. Egalikka oid nizolar egalik huquqi buzilgan yoki noaniq bo‘lgan hollarda yuzaga keladi.

Intellektual mulk huquqlari. Internet tarmog‘ining doimiy ravishda o‘sib borishi va turli ma’lumotlarni zichlash texnologiyalarining (masalan, mp3 fayl formati) paydo bo‘lishi “peer-ro-peer” fayl almashinuviga katta yo‘l ochdi. Bu imkoniyat dastlab Napster kabi dasturlar yordamida amalga oshirilgan bo‘lsa,

endilikda BitTorrent kabi ma'lumotlarni uzatish protokollarida foydalanilmoqda. Uzatilgan musiqalarning aksariyati mualliflik huquqi bilan himoyalangan bo'lsada, mazkur fayl almashinuvi noqonuniy hisoblanadi.

Hozirgi kunda aksariyat elektron ko'rinishdagi media fayllar (musiqa, audio va kinofilmlar) intellektual mulk huquqlariga rioya qilinmasdan ommaga tarqalmoqda. Masalan, aksariyat katta mablag' sarflangan kinofilmlarning "qaroqchilarcha (piratskiy)" versiyasining chiqishi bois o'z sarf xarajatlarini qoplay olmaslik holatlari kuzatilmoqda. Bu holatni dasturiy ta'minotlarda ham ko'rish mumkin. Masalan, aksariyat dasturlar litsenziyaga ega hisoblansada, turli usullar yordamida ularning "darz ketgan (crack)" versiyalari amalda keng qo'llaniladi.

Masalan, litsenziyaga ega bo'lmagan Windows 10 OT, antivirus dasturiy vositalari, ofis dasturiy vositalari va h.

Mualliflik huquqini himoyalashning texnik vositalari. Mualliflik huquqini ta'minlashda turli himoya usullaridan foydalaniladi. Ular CD/DVD disklardagi ma'lumotlarni ruxsatsiz ko'chirishdan himoyalashdan tortib oddiy PDF fayllarni tahrirlash imkoniyatini cheklash kabi jarayonlarni o'z ichiga olishi mumkin. Shu bilan birga, aksariyat insonlar litsenziyali CD diskni sotib olib, undan ko'chirish imkoniyatiga ham ega bo'lishi mumkin deb o'ylaydilar.

Xavfsizlik. Internet tarmog'idagi axborotdan xavfsiz foydalanish axloqiy munozaralar mavzusi bo'lib kelmoqda. Bu birinchi navbatda jamoat faravonligini himoya qilish yoki shaxs huquqini himoya qilish masalasini o'rta qo'yadi. Internet tarmog'idan foydalanuvchilar sonining ortishi, shaxsiy ma'lumotlarning ko'payishi natijasida kiberjinoiyatlar soni ortmoqda.

Ishonchlilik. Internetning mavjudligi va ba'zi bir shaxs yoki jamoalar tabiati tufayli ma'lumotlarning ishonchliligi bilan shug'ullanish muammoga aylanmoqda. Boshqacha aytganda, Internetdagi ma'lumotlarning ishonchliligiga kim javob beradi? Bundan tashqari, Internetdagi ma'lumotlarni kim to'ldirishi, undagi xatolar va kamchiliklar uchun kim javobgar bo'lishi kerakligi to'g'risida ko'plab tortishuvlar mavjud. *Intellektual mulk huquqlari.* Internet tarmog'ining doimiy ravishda o'sib borishi va turli ma'lumotlarni zichlash texnologiyalarining (masalan, mp3 fayl formati) paydo bo'lishi "peer-to-peer" fayl almashinuviga katta yo'l ochdi. Bu imkoniyat dastlab Napster kabi dasturlar yordamida amalga oshirilgan bo'lsa, endilikda BitTorrent kabi ma'lumotlarni uzatish protokollarida foydalanilmoqda. Uzatilgan musiqalarning aksariyati mualliflik huquqi bilan himoyalangan bo'lsada, mazkur fayl almashinuvi noqonuniy hisoblanadi.

Foydalanuvchanlik, senzura va filtrlash. Foydalanuvchanlik, senzura va axborotni filtrlash mavzulari kiberetika bilan bog'liq ko'plab axloqiy masalalarni

qamrab oladi. Ushbu masalalarning mavjudligi bizning maxfiylik va shaxsiylikni tushunishimizga va jamiyatdagi ishtirokimizga shubha tug'diradi. Biror qonun qoidaga ko'ra ma'lumotlardan foydalanishni cheklash yoki filtrlash asosida ushbu ma'lumotni tarqalishini oldini olish foydalanuvchanlikka ta'sir qilishi mumkin. Senzura ham past darajada (masalan, kompaniya o'z xodimlari uchun) yoki yuqori darajada (hukumat tomonidan xavfsizlikni ta'minlash uchun amalga oshirilgan) bo'lishi mumkin. Mamlakatga kiruvchi ma'lumotlarni boshqarishning eng yaxshi misollaridan biri - "BuyukXitoy Fayrvoli" loyihasi.

Axborot erkinligi. Axborot erkinligi, ya'ni, so'z erkinligi, shu bilan birga ma'lumotni qidirish, olish va uzatish erkinligi kiberhujumda kimgava nimaga yordam beradi degan savol tug'iladi. Axborot erkinligi huquqi, odatda, jamiyat yoki uning madaniyatiga ta'sir ko'rsatadigan cheklovlarga bog'liq. Cheklovlar turli ko'rinishda bo'lishi mumkin. Masalan, ayrim mamlakatlarda Internet ommaviy axborot vositalaridan foydalanishning bir shakli hisoblanib, undan barcha davlat rezidentlari foydalanadilar. Bundan tashqari, Internetdan foydalanish bo'yicha cheklovlar ayrim davlatlarning turli shtatlarida farq qilishi mumkin.

Raqamli to'siqlar. Axborot erkinligi bilan bog'liq axloqiy masalalardan tashqari, *raqamli to'siq* deb ataluvchi muammo turi mavjud bo'lib, u kiberfazodan foydalanish imkoniyati cheklanganlar o'rtasidagi ijtimoiy tafovutni anglatadi. Dunyo mamlakatlari yoki mintaqalari o'rtasidagi bu tafovut global raqamli to'siq deb ataladi.

Taqiqlangan kontentlar (pornografiya). Internet tarmog'ida mavjud bo'lgan taqiqlangan kontentlarni voyaga yetmaganlar tomonidan foydalanish doimo axloqiy munozaralarga sabab bo'lgan. Ayrim davlatlarda bunday kontentlardan foydalanish qat'iy taqiqlansa, ayrim davlatlarda bunga ruxsat berilgan.

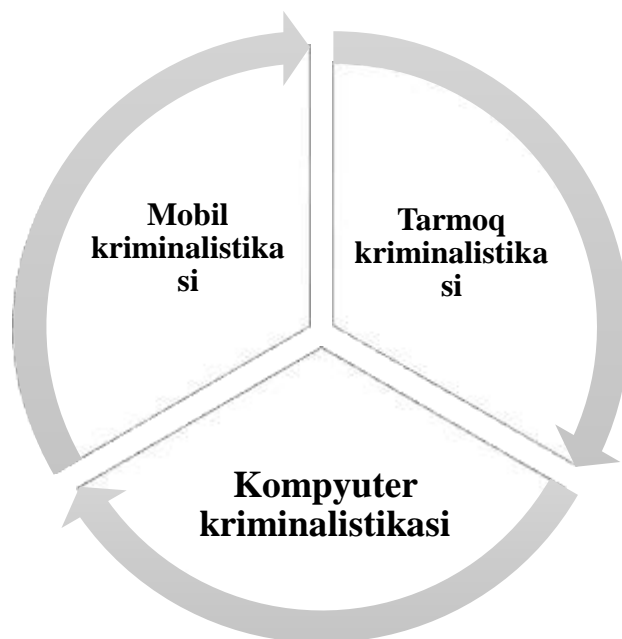
Kompyuterdan foydalanish etikasi. Kompyuterdan foydalanish etikasi instituti notijoriy tashkilot bo'lib, vazifasi texnologiyani axloqiy nuqtai nazaridan targ'ib qilish hisoblanadi.



1.3-rasm. Buxgalteriya tizimiga qo'yiladigan talablarni ta'kidlaydigan beshta prinsip

1.2. Kiberjinoyat va ularning qo'llanilish sohalari tahlili

Kiberjinoyat virtual makondagi ijtimoiy xavfli qilmish bo'lib, uni kompyuter texnologiyalari va boshqa axborot telekommunikatsiya vositalari yordamida modellashtirilgan kiberjinoyat deb ta'riflash mumkin. Kiberjinoyatga kompyuter tizimi yoki tarmog'ida axborot-kommunikatsiya texnologiyalaridan foydalangan holda sodir etilishi mumkin bo'lgan har qanday jinoyat kiradi. Kibermakonda sodir etilgan ushbu jinoyatlar kompyuterlar, kompyuter dasturlari, kompyuter tarmoqlari faoliyatiga qonunga xilof ravishda aralashish, kompyuter ma'lumotlarini ruxsatsiz kirish, nusxa olish, o'zgartirish, shuningdek axborot-kommunikatsiya texnologiyalari, kompyuter tarmoqlari yordamida yoki ular orqali sodir etilgan boshqa noqonuniy ijtimoiy xavfli harakatlardir. Jinoyat huquqida kiberjinoyat umumiy ta'rif berilgan bo'lib, uning tor ma'nosida axborot texnologiyalari bilan bog'liq jinoyatlarni ham qamrab oladi, bunda kompyuter texnologiyalari sub'yekti, axborot xavfsizligi jinoyat ob'yekti hisoblanadi.



1.4.-rasm. Kiberjinoyat qo'llanilish sohalari

Kompyuter kriminalistikasi - bu ilm va san'at, u qayta tiklash uchun maxsus usullardan foydalanishni, kompyuter jinoyatlari bilan bog'liq elektron ma'lumotlar tahlili va haqiqiylikini tekshirishni talab etadi. Unda qonun bilan kompyuter ilmlari, axborot texnologiyalari va boshqa texnik masalalar birlashtiriladi.

Tarmoq kriminalistikasi - ancha oldin paydo bo'lgan va xavfsizlik tahlili bo'yicha mutaxassislar ancha yillardan beri Wireshark va boshqa trafik analizatorlaridan foydalanishadi. Birinchidan, foydalanuvchilar maksimal tezroq shubhali harakatlarni aniqlash maqsadida tarmoq kriminalistikasi vositalariga faolroq tayanadigan bo'lishdi. Ikkinchidan, xavfsizlik tizimlari ishlab chiquvchilar bunday shubhali harakatlarni aniqlash bo'yicha ixtisoslashgan yechimlar yaratishdi.

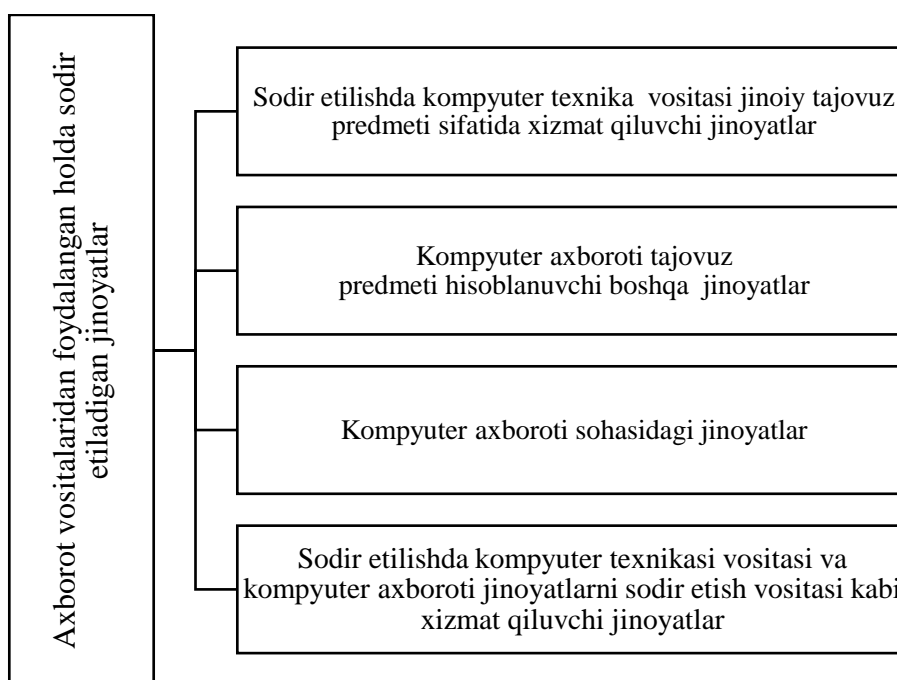
Mobil kriminalistika - uyali aloqa mavzulariga qo'llaniluvchi – mobil qurilmalarning raqamli ma'lumotlarini olish va dekodlash imkoniyati.

Kompyuter vositalari va yangi axborot texnologiyalaridan foydalangan holda sodir etiladigan jinoyatlarning o'sishi 1.5-rasmda keltirilgan faktorlar bilan tushuntiriladi. Kompyuter texnika vositalari va yangi axborot texnologiyalaridan foydalangan holda sodir etiladigan jinoyatlarning turi va soni doimiy o'smoqda. Bunday jinoyatlarni sodir etishda tajovuz qilish predmetlarini ikki guruhga ajratish mumkin:

- kompyuter texnikasining o'zi va axborot;
- kompyuter texnikasi va axborotdan jinoiy tajovuz qilish quroli kabi foydalanilib hujum qilinishi mumkin bo'lgan ob'ektlar.

Mulkka qarshi jinoyatni sodir etishda – o‘g‘irlash, yo‘q qilish, zarar yetkazishda jinoiy tajovuz predmeti sifatida kompyuter texnikasi xizmat qiladi. Tajovuz qilish predmeti sifatida texnik vositalarning o‘zi moddiy ob‘yekt kabi xizmat qiladi. Kompyuter texnikasi va axborot jinoyat sodir etish vositasi sifatida ham xizmat qilishi mumkin. Bu ma’noda kompyuter qurol yoki transport vositasi sifatida jinoyat quroli kabi bir qatorda ko‘rilishi mumkin.

Axborot vositalarining qo‘llanilishi bilan sodir etiladigan barcha jinoyatlarni mos holda to‘rt guruhga ajratish mumkin :



1.6- rasm. Axborot vositasidan foydalangan holda sodir etiladigan jinoyatlar sxemasi

Kompyuter jinoyatchiligi (Kiberjinoyat) – bu axborot texnologiyalari sohasidagi maxsus bilimlarni qo‘llash orqali muayyan bir jinoyatni sodir etgan holda moddiy yoki ma’naviy zarar yetkazish mumkin bo‘lgan jinoiy qonunbuzarlikdir.

Xulosa

Kiberjinoiyat statistikasi esa kiberxavfsizlik sohasidagi jinoyatlar haqida ma’lumotlarni to‘plash va tahlil qilishning asosiy vositasi hisoblanadi. Bu statistika, jinoyatlar turi, ulardan kelib chiqishning odatiy va zamonaviy yo‘nalishlari, kompyuter viruslaridan, firibgarlikdan yoki ma’lumotlarni olish vaqtlaridan foydalangan holda tuzilgan hamjinsliklarni aks ettiradi. Bu statistikalar, kiberxavfsizlik sohasidagi jinoyatlar va ulardan to‘g‘ri kelib chiqish uchun zarur resurslarni, strategiyalarni va qo‘llanmalarini belgilashda muhim ahamiyatga ega.

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NIVELIR TURLARI VA ANIQ NIVELIR N3 NI TEKSHIRISH

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Abstract: *When solving many problems, for example, to describe reliefs on a topographic map, it is necessary to know the absolute height of the location points. For this, leveling works are carried out. That is, the relative height between the points in the place is determined, and the absolute height of other points is calculated for a point whose absolute height is known.*

Key words: *Absolute height, level, relative height, errors, mechanical leveling, radio leveling, circle level, cylindrical level.*

Аннотация: *При решении многих задач, например, для описания рельефа на топографической карте, необходимо знать абсолютную высоту точек расположения. Для этого проводятся работы по выравниванию. То есть определяется относительная высота между точками в месте, а абсолютная высота других точек рассчитывается для точки, абсолютная высота которой известна.*

Ключевые слова: *Абсолютная высота, уровень, относительная высота, погрешности, механическое нивелирование, радионивелирование, круговой уровень, цилиндрический уровень.*

Nuqtaning balandligini o'lchash yoki nivelirlash yo'li bilan yer yuzidagi nuqtalarning bir-biriga yoki boshlang'ich deb qabul qilingan sathiy yuzaga nisbatan balandligi aniqlanadi.

Qo'llaniladigan usul va asboblarga qarab nivelirlash quyidagi turlarga bo'linadi:

1. Geometrik nivelirlash.
2. Trigonometrik nivelirlash.
3. Barometrik nivelirlash.

4. Mexanik nivelirlash.
5. Hidrostatik nivelirlash.
6. Radio nivelirlash.
7. Stereofotogrammetrik nivelirlash.

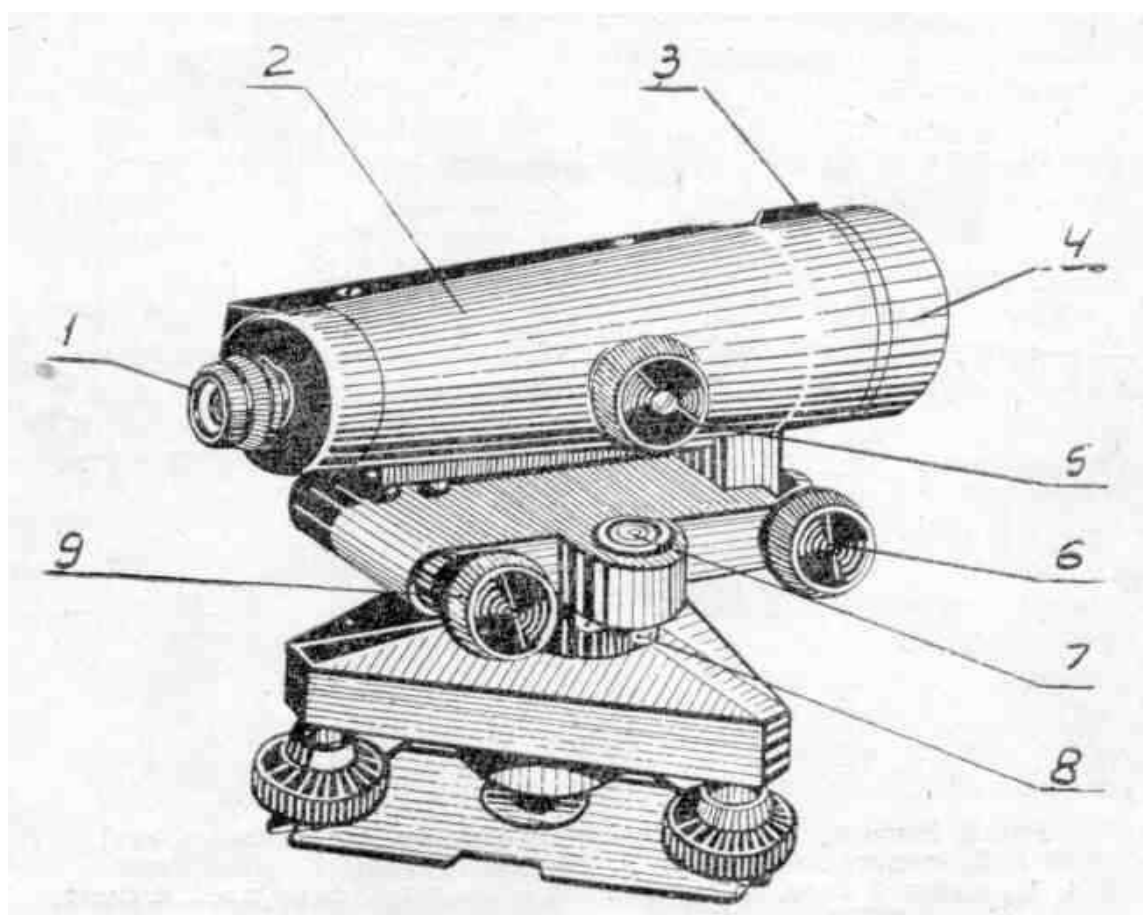
Nivelir aniqligi bo'yicha uch turga bo'linadi:

1. Yuqori aniqlikdagi nivelirlar: H-0,5 I, II sinf nivelirlash ishlarini bajarish uchun;
2. Aniq nivelirlar: H-3, H-3K, H-3KL III va IV sinf nivelirlash ishlari uchun;
3. Texnikaviy nivelirlar: H-10, H-10K Texnik nivelirlash uchun qo'llaniladi.

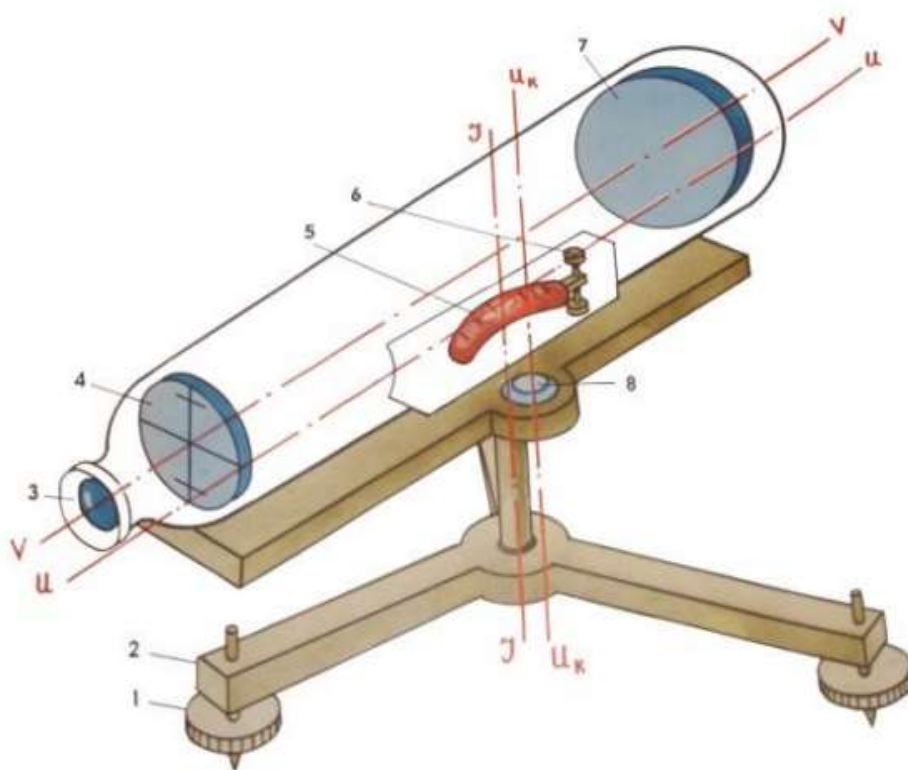
Nivelir shifri yonidagi son 1 km ikkilangan yo'lni nivelirlash aniqligini, harflar esa K-kompensatorli, L-limbl ekanligini ko'rsatadi. Konstruksiyasiga ko'ra nivelirlar ko'rish o'qi, adalok yordamida gorizantal holga keltiriladigan va gorizantal ko'rish chizig'i, o'zi o'rnatiladigan nivelirlarga bo'linadi.

ANIQ NIVELIR N3 NI TEKSJIRISH.

1-rasm N3 nivelirining tashqi ko'rinishi.



1. Okulyar; 2. Qarash trubasi; 3. Nishon; 4. Ob'yektiv; 5. Fokuslaydigan vint;
6. Yunaltiruvchi vint; 7. Dioraviy adilak; 8. Aylana adilakni tug'rilash vinti;
9. Elepsion vinti.



2-rasm Nivelirning tuzilish sxemasi va uning asosiy geometrik o'qlari: JJ- asbobning aylanish o'qi; VV- asbobning ko'rish trubasining o'qi; UU- silindrik adilak o'qi; UkUk – doiraviy adilak o'qi.

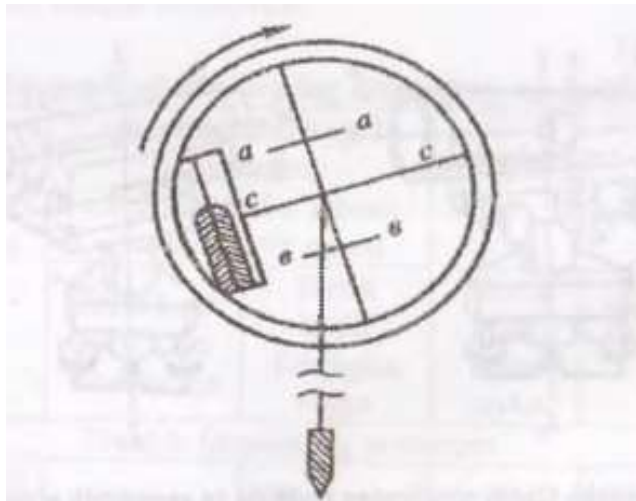
N3 Nivelirini tekshirish shartlari:

1. Doiraviy adilak o'qi asbob aylanish o'qiga parallel bo'lishi kerak. Bu shartni tekshirish uchun ko'tarish vintlari yordamida doiraviy adilak pufakchasi o'rtaga keltiriladi, so'ngra nivelir ustki qismi 180° ga buriladi, bunda doiraviy adilak pufakchasi ampula o'rtasidagi nol punktida qolsa shart bajarilgan hisoblanadi. Aks holda doiraviy adilakning tuzatish vintiri yordamida pufakcha yarim og'ishga o'rtaga keltiriladi, so'ngra ko'tarish vintlari yordamida pufakcha ampula o'rtasiga keltiriladi. Bu ish tekshirish sharti bajarilgunga qadar davom ettiriladi.

2. Nivelir aylanish o'qiga iplar to'rining vertikal ipi parallel bo'lishi, gorizont ipi esa perpendikulyar bo'lishi kerak.

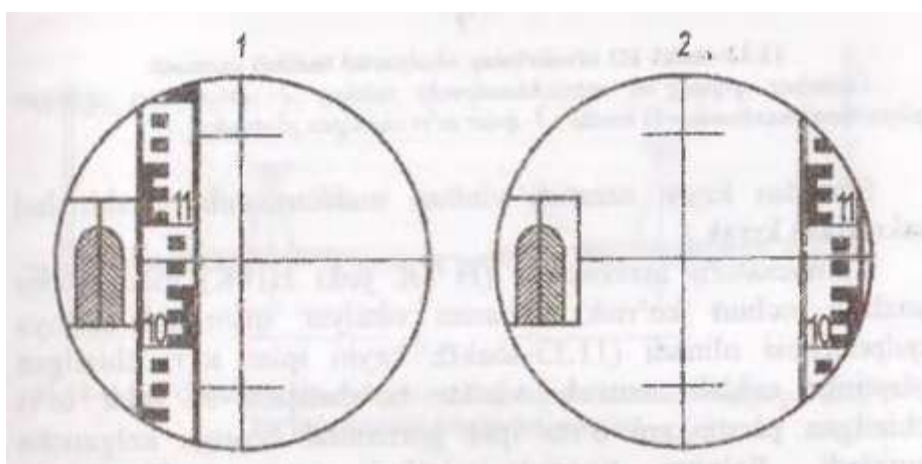
Iplar to'rining gorizont va vertikal iplarini o'zaro perpendikulyarligi kafolatini asbob ishlab chiqaruvchi zavod beradi. Shu sababli nivelirni ushbu shartini tekshirishning turli usullari bor. Ulardan ikkitasini ko'rib chiqamiz.

1-usul. Nivelirdan 20-25 metr uzoqlikdagi shamoldan pana joyda shovun osiladi. Nivelir doiraviy adilak yordamida ish holatiga keltiriladi va vertikal ip shovun ipiga qaratiladi, agar u shovun ipi bilan ustma-ust tushsa yoki 0,5 mm dan ko'pga og'masa shart bajarilgan hisoblanadi.



3-rasm Nivelir aylanish o'qiga iplar to'rining vertikal ipi parallel bo'lish shartini tekshirish sxemasi.

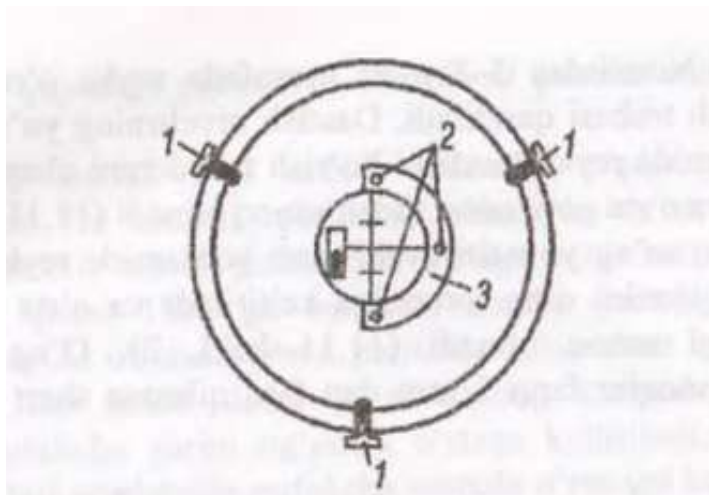
2-usul. Nivelirdan 5-8 metr masofada reyka o'rnatiladi va unga ko'rish trubasi qaratiladi. Dastlab nivelirning yo'naltiruvchi vinti yordamida reyka tasvirini ko'rish maydonini chap tomoniga keltiriladi va o'rta gorizont ipdan sanoq olinadi (1-shakl). Shundan so'ng yo'naltiruvchi vinti yordamida reyka tasvirini ko'rish maydonini o'ng tomoniga keltiriladi va o'rta gorizont ipdan yangi sanoq olinadi (2-shakl). O'ng va chap holatdagi sanoqlar farqi 1 mm dan farq qilmasa shart bajarilgan hisoblanadi.



4-rasm Nivelir aylanish o'qiga iplar to'rining gorizont ipi esa perpendikulyar bo'lish shartini tekshirish sxemasi

Agarda shart bajarilmasa nivelirini tuzatish kerak bo‘ladi. lilcvatsion vintli H3 yoki H10 nivelirlarni tuzatish uchun okulyar oldidagi g‘ilof yechilishi kerak. Shundan so‘ng iplar to‘ri chizilgan plastinkani (3) mahkamlovchi vintlar (2) bo‘shatiladi.

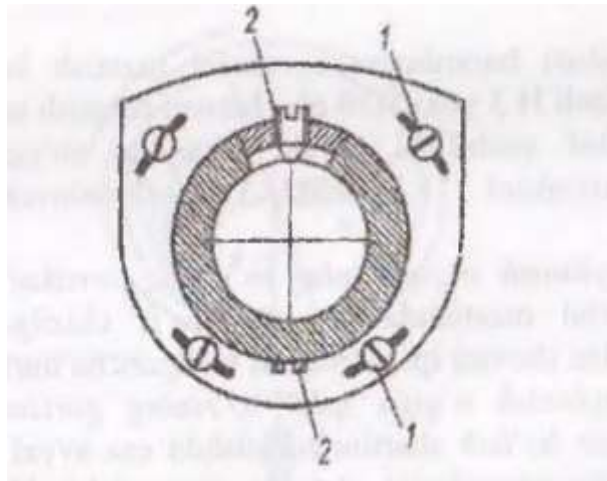
Nivelir aylanish o‘qiga iplar to‘rining vertikal ipi parallel bo‘lish shartini tuzatishda va iplar to‘ri chizilgan plastinka vertikal ip bilan shovun ipi ustma-ust tushguncha buriladi.



5-rasm H3 nivelirining okalyarini tuzilish sxemasi: 1-okulyar qopqog‘ini mustahkamlovchi vintlar; 2-iplar to‘ri chizilgan plastinkani mahkamlovchi vintlar; 3- iplar to‘ri chizilgan plastinka

Nivelir aylanish o‘qiga iplar to‘rining gorizontali ipi esa perpendikulyar bo‘lish shartini tuzatishda esa avval chap reyka so‘ng o‘ng reyka sanoqlarini o‘rtacha qiymati hisoblanadi, keyin iplar to‘ri bo‘shatilib, iplar to‘ri gorizontali ipining uchida o‘rtacha sanoq hosil bo‘lguncha buriladi.

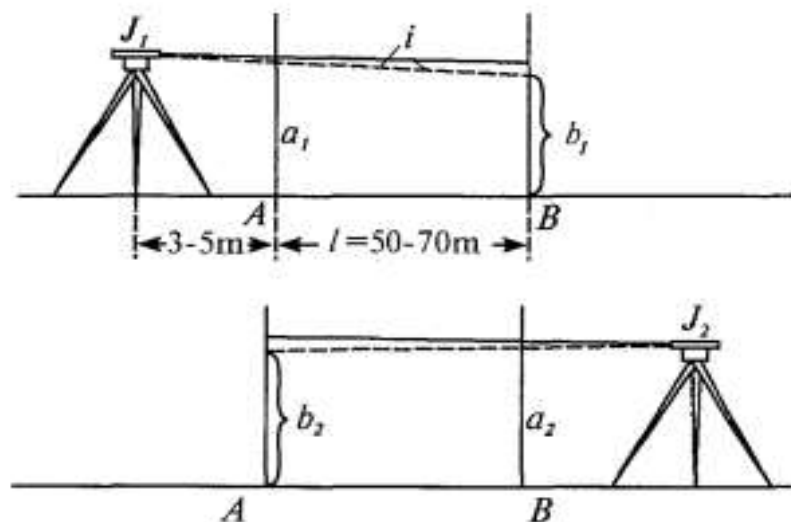
Shundan keyin tuzatish vintlari mahkamlanib, tekshirishni takrorlash kerak. Kompensatorli nivelirlarda (H 3K yoki H 10K) iplar to‘rini sozlash uchun ko‘rish trubasini okulyar qismidan himoya qalpoqchasi olinadi (3-shakl), keyin iplar to‘ri chizilgan plastinka ushlab turuvchi vintlar bo‘shatiladi va iplar to‘ri chizilgan plastinkani o‘rta ipni gorizontali holatga kelguncha buraladi. So‘ngra tuzatish vintlari qayta mahkamlanib tekshirishni takrorlanadi.



6-rasm. Kompesatorli nivelirning okulyarini tuzilish sxemasi: 1-okulyarni mustahkamlovchi vintlar; 2- iplar to‘ri chizilgan plastinkani mahkamlovchi vintlar;

3. Qarash trubasining vizir o‘qi silindrik adilak o‘qiga parallel bo‘lishi kerak (silindrik adilakli nivelirlarda) yoki qarash trubasining vizir o‘qi gorizontaal bo‘lishi kerak (kompesatorli nivelirlarda). Bu shartga nivelirni asosiy geometrik sharti deyiladi.

Nivelirning bosh shartini tekshirish ikki marta nivelirlash orqali bajariladi. 50-70 m uzunlikdagi A B chiziqda ikkita qoziq qoqiladi. Nivelir A nuqtadan 3-5 m masofaga AB chiziq stvori bo‘yicha J1 stansiyasiga o‘rnatiladi. A va B nuqtalarga reykalar o‘rnatiladi. Reykadan a_1 , b_1 sanoqlar olinadi.



7-rasm Nivelirni tekshirish.

Keyinchalik nivelir B nuqtadan 3-5 m masofada va nivelirlanadigan chiziqda joylashgan J2 stansiyaga o‘rnatiladi. Reykalardan a_2 va b_2 sanoqlar olinadi.

Olingan natijalar yordamida A va B nuqtalar orasidagi nisbiy balandlikni ikki marta hisoblash mumkin:

$$1. h = a_1 - (b_1 + x),$$

$$2. h = (b_2 + x) - a_2$$

bu yerda $a_1 - (b_1 + x) = (b_2 + x) - a_2$.

Bu tenglikni yechib, reyka bo'yicha sanoqdagi xatolikni topamiz:

$$x = \frac{1}{2}(a_1 + a_2) - \frac{1}{2}(b_1 + b_2)$$

Agar x ning qiymati 4 mm ga teng voki undan kichik bo'lsa unda nivelir asosiy sharti bajarilgan hisoblanadi.

Xar qanday geodezik asboblari kabi raqamli nivelirlar ham bir yilda bir karra tekshiriladi. Tekshirishda asosan vizir o'qini gorizont tekisligidan og'ishi aniqlanadi. Tekshirishda aniqlangan nosozlikni servis markazlari bartaraf etadi.

XULOSA

Nivelir asbobini qanday o'rnatish va ishlatilishini, asbobni qay yo'sinda tekshirishni, asbobni tekshirishda nimalarga e'tibor qilish kerakligini, aniqligi bo'yicha nechta turga bo'linishini bilgan holda ish tashkil qilinsa xatoliklardan holi bo'lish ehtimoli yiroq bo'ladi. Aks holda ya'ni nivelirni tekshirmasdan ishni olib borilsa yoki bosh sharti bajarilmagan holatda ishni davom ettirilsa bu qo'pol xatoliklarga olib klead.

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OZIQ-OVQAT SANOATI KORXONALARIDA VETERINARIYA SANITARIYA LABORATORIYALARINING VAZIFALARI

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***Annotatsiya:** Oziq-ovqat korxonalari va mahsulotlar sifatini nazorat qiluvchi tashkilotlarda laboratoriya vazifalari va oziq-ovqat tovarlari ekspertizasi faoliyatining ob'ektlari haqida ma'lumot berish. Oziq-ovqat korxonalari va mahsulotlar sifatini nazorat qiluvchi tashkilotlarda laboratoriya juda muhim ro'l o'ynaydi, chunki u nazorat qiluvchi organ bo'lib, uning asosiy vazifasi-standart yuqori sifatli mahsulot ishlab chiqarishni ta'minlash. Laboratoriyaning vazifalari quydagilardan iborat. - korxonaga kiradigan xom ashyo, yarim tayyor mahsulotlar va yordamchi materillarning, shuningdek omborlarda saqlanadigan materillarning, shuningdek omborlarda saqlanadigan materilalarning sifati monitoringi (kirish nazorati); - tayyor mahsulotni yaroqsizligini oldini olish, texnologik parametrlarga muvofiqligini tekshirish uchun ishlab chiqarish jarayonining oraliq bosqichlarida tahlil qilish (oraliq nazorat); - tayyor mahsulot sifatini nazorat qilish va ko'rsatkichlarga, standartlashtirilgan standartlarga muvofiqlikni o'rnatish.*

***Ka'lit so'zlar:** xom ashyo, yarim tayyor mahsulotlar, yordamchi materillar, Oziq-ovqat korxonalari, oziq-ovqat tovarlari ekspertizasi.*

Oziq-ovqat korxonalari va mahsulotlar sifatini nazorat qiluvchi tashkilotlarda laboratoriya juda muhim ro'l o'ynaydi, chunki u nazorat qiluvchi organ bo'lib, uning asosiy vazifasi-standart yuqori sifatli mahsulot ishlab chiqarishni ta'minlash. Laboratoriyaning vazifalari quydagilardan iborat. - korxonaga kiradigan xom ashyo, yarim tayyor mahsulotlar va yordamchi materillarning, shuningdek omborlarda saqlanadigan materillarning, shuningdek omborlarda saqlanadigan materilalarning sifati monitoringi (kirish nazorati); - tayyor mahsulotni yaroqsizligini oldini olish, texnologik parametrlarga muvofiqligini tekshirish uchun ishlab chiqarish jarayonining oraliq bosqichlarida tahlil qilish (oraliq nazorat); - tayyor mahsulot sifatini nazorat qilish va ko'rsatkichlarga, standartlashtirilgan standartlarga muvofiqlikni o'rnatish.

Laboratoriya vazifalari: - mahsulot sifatini oshirish va nazorat qilish usullarini takomillashtirishga qaratilgan eksperimental ishlarni amalga oshirish; - chiqindilarni kamaytirish va ularga oqilona foydalanish usullarini topish, kam chiqindilar va chiqindisiz texnologik sxemalarni amalga oshirishda ishtirok etish; - yaroqsizlikni sabablarini aniqlash va uni qisqartirish chora-tadbirlarini amalga oshirish; - ichimlik suvi, konteynerlar sifatini nazorat qilish; - ishlab chiqarish sanitariya holatini nazorat qilish, korxonada ishlayotgan barcha shaxslar tomonidan shaxsiy gigiyena qoidalariga rioya qilish, sanitariyatexnik nazorat bo'yicha ko'rsatmalarga rioya etilishi ustidan nazoratni amalga oshirish; Ishlab chiqarish nazoratining barcha bosqichlarida olingan natijalar tegishli jurnallarda qayd etilishi kerak. Jurnallarda nuqsonlar tuzatishga yo'1 5 qo'yilmaydi. Ular birgalikda bir-biriga bog'langan bo'lishi kerak, sahifalar raqamlangan bo'lib oxirgi sahifa laboratoriya boshlig'i tomonidan muhrlandi va imzolanadi. Oziq-ovqat mahsulotlarini ishlab chiqarishni nazorat qilish uchun standart shakllarni qo'llash va to'ldirish misollar keltiraylik: K-1-shakl. "Kiruvchi xom ashyo sifatini nazorat qilish jurnali". Jurnalda har bir xom ashyo uchun alohida varaqda yoziladi. Jurnal laboratoriya xodimi tomonidan to'ldiriladi. K-2-formasi "Yordamchi materillar va konteynerlarga sifat nazorati jurnali". Tegishli standartlarga ko'rsatilgan talablarga muvofiq keladigan yordamchi materiallar va konteynerlar (shakar, tuz, ziravorlar, qopqoqlar, shisha va qalin idishlar, polimer materiallar va boshqalar) ning har bir partiyasini sifatli tekshirish natijalariga ko'ra to'ldiriladi. Jurnalni tahlil qilgan xodim tomonidan to'ldiriladi. K-11 formasi "Tayyor mahsulotlarni sifat nazorati laboratoriya yozuvlari". Tayyor mahsulot sifatini texnik, fizik-kimyoviy tadqiq etish va organoleptik baholash natijalariga ko'ra to'ldiriladi. Tayyor mahsulotlarni tahlil qilish o'rganilayotgan mahsulotlar uchun me'yoriy-texnik hujjatlar tomonidna taqdim etilgan ko'rsatkichlarga muvofiq amalga oshiraladi. Amaldagi tahlil usullari standartlashtirilgan bo'lishi kerak. Har bir turdagi mahsulot uchun jurnalda alohida varaq beriladi. Jurnalni yuqori darajali kimyogar yoki analitik kimyochi to'ldiriladi. K-13 shakl "Tadqiqot jurnali" Jurnalda barcha turdagi mahsulotlarning tanlangan organoleptik baholash natijalari qayd etilgan. 6 Organoleptik baholash korxonada direktori yoki bosh muhandisi boshchiligida komissiya tomonidan amalga oshiraladi. Ovqatlanish qo'imtasing tarkibi korxonada buyurtma bilan tasdiqlanadi. Jurnalni to'ldirilgandan so'ng, tegishli sahifani tekshirib ko'rilga komissiya a'zolari tomonidan imzolanadi. Jurnalni komissiya kotib tomonidan to'ldiriladi. Laboratoriya, qoida tariqasida, alohida jihozlangan xonaga ajratiladi va imkon bo'lsa ustaxonlari yonida bo'lishi kerak. Laboratoriya havo harorati 18-20 0 C gacha saqlanib qolishi kerak, bu ko'plab sinovlar uchun qabul qilingan haroratga to'g'ri keladi. Laboratoriyaning jihozlanishi, zarur mebellarning mavjudligi, asboblar, shuningdek uning tashqi dizayni

muhim ahamiyatga ega. Mebel va uskunlar qulaylik va xavfsizlik talablari nuqtai nazaridan ham qulay va samarali tarzda joylashtirishi kerak. Laboratoriyada quydagilar bo'lishi kerak:

- issiqlik, bug'lanish, distillash va quritish uchun moslamalar (bug'lash uskunalari, elektr pechkalari, quritish shkaflari va termostatlar, turli xil dizayndagi vannalar va boshqalar); - yuqori haroratli (reaktorlar, avtoklavlar va boshqalar) jarayonlarni o'tkazish uchun uskunalar; - maydalash, skrining va aralashtirish uchun uskunalar (tegirmonlar, laboratoriya elektrlari, mikserlar, silkituvchi apparatlar va boshqalar) - sovutgich moddalari va materiallar uchun jihozlar (uy muzlatgichlar, Dyuar idishi va boshqalar); - Vakuum va bosimni hosil qilish uchun uskunalar (mexanik va reaktiv vakum nasoslar, kompressorlar va hakoza); - gazlarni ishlab chiqarish va ulardan foydalanish uchun uskunalar; - distilyatorlar; - elektr tokining manbalari va uni konservatsiya qilish (batareya, transforma-torlar va boshqalar); - yorug'lik manbaalari va optik qurilmalar; Laboratoriyada amalga oshiraladigan ishlar ko'pincha insonga zararli ta'sir ko'rsatadigan va kompleks uskunalarni ishlatish bilan bog'liq. Xavfsizlik choralarini va xavfsizlik ko'rsatmalariga rioya qilmaslik shikastlanishlarga, portlashlarga, kuyishga va boshqa oqibatlariga olib kelishi mumkin. Jabrlanganlarga birinchi yordam ko'rsatilgandan keyin jarohatni oldini olish uchun shifokor yoki tibbiy yordamni chaqirish kerak. Kimyoviy laboratoriyalarda ishlaydigan xodimlar maxsus sutni iste'mol qilish kerak. Ushbu mahsulotlarning profilaktika kundalik istemol kimyoviy moddalardagi zararli ta'sirlarini yo'q qilishga imkon beradi. Kimyoviy yoki fizik-kimyoviy tadqiqotlar oli boriladigan har bir xonada xavfsizlik qoidalariga rioya qilish uchun ma'sul shaxs bo'lishi kerak. Hozirgi vaqtda texnik jihatdan tartibga solish va metrologiya agentligi laboratoriyalarni sertifikatlashtirish tashkil qilish va o'tkazish uchun umumiy tartib o'rnatiladi. Sertifikatlash-ularning o'ziga xosligini hisobga olgan holda metrologik yordamni va amalga oshiradigan ishlarning umumiy darajasini to'liq baholashdir. Oziq-ovqat tovarlari ekspertizasi faoliyatining ob'ektlari bo'lib oziqovqat tovarlari hisoblanadi. Oziq-ovqat tovarlari esa quyidagicha guruhlanadi: - don va don mahsulotlari; - ho'l mevalar, sabzavotlar va ularni qayta ishlab olingan mahsulotlar; - kraxmal, qand, asal va qandolat mahsulotlari; - lazziqli mahsulotlar; - oziqabop yog'lar; - sut va sut mahsulotlari; - go'sht va go'sht mahsulotlari; - tuxum va tuxum mahsulotlari; - baliq va baliq mahsulotlari; - oziqabop konsentratlar. Tovar ekspertizasi faoliyati tijorat faoliyatining tarkibiy qismi hisoblanib, faqat tovar va unga qilingan savdo xizmatlariga qaratiladi (saqlash, sotishga tayyorlash, sifat nazorati bo'yicha va boshqalar). Oziq-ovqat tovarlari ekspertiza faoliyati ob'ekti asosan, to'rtta asosiy ko'rsatkich bilan tavsiflanadi: assortiment, miqdoriy, sifat va narx ko'rsatkichlari. Shulardan birinchi

uchta ko'rsatkich insonning aniq ehtiyojlarini (fiziologik, sotsiologik, psixologik va hokazo.) qondiradi. Ana shu tasniflar orqaligina mahsulotlar iste'molchilarning ma'lum bir segmentlari uchun foydalilikni ta'minlaydi vatovarga aylanadi.

Tovarning assortiment tavsifi tovarning farq qiluvchi belgi, guruh turlarining majmui asosida ularning qanday funksional yoki sotsial maqsadlarga qaratilganligini o'z ichiga oladi. Bular tavsif guruh, kichik guruh, tur, xil, nom, tovar markasini o'z ichiga olib, bir tovarning boshqa bir tovardan tubdan farq qilishini ifodalaydi. Masalan, sariyog', eritilgan sariyog' va o'simlik moylari bir-biridan qaysi maqsadda foydalanishi va oziqaviy qiymati bo'yicha bir-biridan tubdan farq qiladi. Shuningdek, ular sifat ko'rsatkichlari bo'yicha ham turlicha tavsiflanadi. Tavsifning sifat ko'rsatkichlari bo'yicha (sifat) tavsifi-bu iste'molchining talabini qondirishi kerak bo'lgan iste'mol xossalari majmuidan iboratdir. Ana shu xususiyatlarning majmui tovarning foydaliligini ifodalaydi. Bu yerda, Ayniqsa, oziq-ovqat tovarlarining xavfsizlik ko'rsatkichi va ekologik tozaligi juda muhim hisoblanadi. Agar oziq-ovqat tovarlari xavfsizlik ko'rsatkichlari va ekologik tozaligi bo'yicha tegishli talablarga javob bermasa, u holda bunday oziqovqat tovarlarining boshqa ijobiy xususiyatlari iste'molchi uchun o'z ahamiyatini yo'qotadi. Tabiiyki, bunday oziq-ovqat tovarlarini xaridor sotib olmaydi. Shu sababli oziq-ovqat tovarlarining sifat ko'rsatkichlari xaridor uchun eng muhim hisoblanadi. ICHVNB ning asosiy vazifasi barcha ishlab chiqarish joylarida veterinariya-sanitariya nazoratini amalga oshirish korxonada tomonidan ishlab chiqarilayotgan mahsulotlarning sanitariya farovonligini kuzatishdir. ICHVNB ishlab chiqarilayotgan mahsulot sifatini baholashning aniqligi va xolisligi uchun ma'suldir. Bo'lim tomonidan ishlab chiqarilgan mahsulotning sifati va uning standartlarga, texnik shartlarga, retseptlari muvofiqligi korxonaning texnologiyalari, mutaxassislari va bo'limlariga beriladi. Ular ishlab chiqarilgan mahsulotni veterinariya nazorati bo'linmasiga tekshirish va hujjatlashtirish uchun topshirishlari shart. Ular ushbu mahsulot sifatini tasdiqlaydi. Ishlab chiqarish va veterinariya nazorati bo'limiga go'sht sanoati sohasida ishlab chiqarish tajribasiga ega veterinar lavozimiga tayinlangan kishi rahbarlik qiladi. Bo'lim rahbari shuningdek bosh veterinar hisoblanadi. "Korxonada sifatni boshqarish" tushunchasi korxonada nazorat qilishning quyidagi jihatlarini qamrab oladi: Xom-ashyo, materiallar, materiallarni kiritish nazorat; Ishlab chiqarishni nazorat qilish; Tayyor mahsulotni qabul qilish nazorati; Xom-ashyo, tarkibiy qismlar, ishlab chiqarish va tayyor mahsulotlarni mikrobiologik nazorat qilish; Korxonada qadoqlash va qadoqlashni nazorat qilish; Korxonada sanitariya holatini nazorat qilish; Ishlab chiqarishni metrologik nazorat qilish; Ishlab chiqarishni nazorat qilish vazifalari: - ishlab chiqarish holati va atrof-muhitni nazorat qilishni tashkil qilish, shu jumladan laboratoriya tekshiruvlari va tadqiqotlar davomida; - oziq-ovqat

mahsulotlari, oziq-ovqat xomashyosi, oziq-ovqat mahsulotlari sifati va xavfsizligiga ishlab chiqarishni nazorat qilish; - ishlab chiqarishning barcha bosqichlarida standartlar va texnik shartlarga, mahsulotlar, ishlar va xizmatlar normativ hujjatlarining talablariga rioya qilish ustidan nazoratni tashkil etish; Komponentlar, materiallar, xom-ashyo va tayyor mahsulotlar sifati nazorat qilish laboratoriya xodimlariga beriladi. Laboratoriyalarni sertifikatlash-metrologik yordamni va uning o'ziga xosligini hisobga olgan holda laboratoriya tomonidan bajariladigan ishlarning umumiy darajasini har tomonlama tekshirish va baholash. Korxonaning metrologiya xizmati korxonada metrologik ta'minot bo'yicha ishlarni tashkil etishni amalga oshiradigan tuzilma. O'lchov vositalarini tekshirish ulardan foydalanishga yaroqliligini aniqlash bo'yicha ishlar kompleksidir. Laboratoriya korxonaga kiruvchi barcha xom-ashyo va materiallarni nazorat qiladi. Kirishni boshqarish, qabul qilish, uzluksiz va tanlangan, bir bosqichli, ko'p bosqichli va boshqalar mavjud. Kiruvchi xom-ashyolar kirish nazoratiga bo'ysunadi. Bu uning sifati, navi, namligi, qoldiqlari va boshqa ko'rsatkichlarni aniqlaydi. Keyin barcha texnologik jarayonlar bosqichlari va operatsiyalari ustidan nazorat olib boriladi. Qabul qilishni tekshirish mahsulot sifati tekshirish. Ishlab chiqarish jarayonining oxirida va yetkazib beruvchidan mahsulotni iste'molchiga o'tkazish paytida yoki texnologik jarayonining alohida bosqichlari oxirida va yarim tayyor mahsulotni bitta ishlab chiqarish maydonchasidan ikkinchisiga o'tkazish paytida amalga oshiriladi. Qabul qilishni boshqarish usullari normativ-texnik hujjatlarida (O'z. GOST) berilgan ko'rsatkichlarga qarab tanlanadi. Har bir ishlab chiqarilgan mahsulot tahlil qilingan holda doimiy qabul qilish nazorati faqat nazorat qilinadigan mahsulotning iste'mol xususiyatlarini yo'qotishga olib kelmasa qo'llaniladi. Misol uchun, konserva mahsulotlarini o'rganish jarayonida doimiy tekshirish mumkin emas, chunki bu testlar og'ir bo'lib, faqat to'ldirilgan idishlarning sifati, tashqi ko'rinishi va yopilishi mumkin. Meva-sabzavotlarni vaqtida yig'ishtirib olish ham eng muhim jarayonlardan biri hisoblanadi. Yig'ishtirib olish vaqti esa mevaning (ba'zi sabzavotlarning) saqlash jarayonida yetilishi yoki yetilmasligi bilan ham aniqlanadi. Yig'ishtirib olingandan keyin yetiladigan mevalarga olma, nok, behi, krijochnik, sabzavotlardan esa pomidor, qovun, piyoz, qovoq va kartoshka kiradi. Qulupnay, smorodina, o'rik, malina mevalari va ziravor sabzavotlar yetilmaydi. Meva va sabzavotlarning pishib yetilganlik darajasi va yig'ishtirib olish vaqtini aniqlashda quyidagi pishib yetilganlik darajalari belgilanadi: iste'molga yaroqlilik, yig'ishtirib olishga (uzishga) yaroqlilik, texnik pishib yetilganlik darajasi va fiziologik pishib yetilganlik darajasi. Iste'molga yaroqlilik – bu mevalarning shunday pishganlik darajasiki, bunda mevalar tashqi ko'rinishi, ta'mi, rangi, shakli va konsistentsiyasi kabi ko'rsatkichlari bo'yicha eng yuqori sifatga ega bo'ladi. Bunday pishib yetilganlik

darajasida yig'ishtirib olingandan keyin yetilishga moyil bo'lmagan mevalar va sabzavotlar yig'ib-terib olinadi. Masalan, bodring, ildiz mevali sabzavotlar, kartoshka, karam kabi sabzavotlar shu toifaga kiradi. Lekin ko'pchilik hollarda yangi kartoshka va ildiz mevali sabzavotlar iste'molga yaroqlilik pishib yetilganlik darajasiga kelguncha yig'ishtirib olinadi va iste'mol qilinadi. Yig'ishtirib olishga yaroqlilik (uzishga) darajasi bu mevalar va sabzavotlarning shunday pishganlik darajasiki, bunda mevalar va sabzavotlar, asosan butunlay o'z shaklini egalagan, ularda asosan ozuqaviy va ta'm beruvchi moddalarning to'planishi tugallangan, lekin ularda butunlay sifat ko'rsatkichi (ta'mi, hidi, qand miqdori, konsistentsiya va boshqalar) shakllanib yetmagan bo'ladi. Bunday pishib yetilganlik darajasida faqatgina saqlanganda pishib yetiladigan mevalar va sabzavotlar yig'ishtirib olinadi. Masalan, olmalarning kuzgi va qishgi navlari, sitrus mevalari, qovun, pomidor, qalampir kabi meva va sabzavotlarni shu guruhga kiritish mumkin. Texnik pishganlik darajasida, faqatgina qayta ishlashga mo'ljallangan meva va sabzavotlar yig'ishtirib olinadi. Bu yerda nafaqat meva va sabzavotlarning shakli, kata-kichikligi, rangi kabi ko'rsatkichlariga ba'lki texnik ishlov berilganda zarur bo'ladigan ko'rsatkichlariga ham alohida e'tibor beriladi. Masalan, o'rik va shaftolilardan kempot olishda ularning rangi, katakichikligini hisobga olish bilan bir qatorda, etining zichligiga ham katta e'tibor beriladi. Qachonki, tuzlash uchun pomidorlarning uncha pishib yetilmagani tavsiya qilinsa, tomat-pyure mahsulotlari olish uchun qizil, yaxshi pishib yetilgan pomidorlar tavsiya etiladi. Meva va sabzavotlarning urug'ini olish kerak bo'lgan hollarda ularni fiziologik pishib yetilganlik darajasida yig'ib-terib olinadi. Ko'pincha bunday pishib yetilganlik darajasi meva va sabzavotlarning o'ta pishib ketganligi darajasiga mos keladi. Meva va sabzavotlarga tovar ishlovi berish. Standart talabi bo'yicha meva va sabzavotlarga yig'ib-terib olingandan keyin tovar ishlovi beriladi. Bunday ishlov berish ho'l meva va sabzavotlarning omborxonalarda uzoq saqlanishini ta'minlash uchun bir xil sifatga ega bo'lgan tovarlar partiyasini vujudga keltirish uchun juda zarur jarayon hisoblanadi. Tovar ishlovi berish asosan tayyorlov punktlarida, mevachilik va sabzavotchilik bilan shug'ullanuvchi fermer xo'jaliklarida, ho'l va meva sabzavotlarni sotish bilan shug'ullanuvchi savdo bazalarida, sun'iy sovutiladigan omborxonalarda, shuningdek iste'molchilarga sotishdan oldin chakana savdo tarmoqlarida o'tkaziladi. Amalda esa tovar ishlovi berish meva va sabzavotlarni yig'ishtirib olgan zahotiy oq boshlanadi. Tovar ishlovi berish asosan quyidagi jarayonlarni o'z ichiga oladi: meva va sabzavotlarni sifati bo'yicha saralash, katta-kichikligi bo'yicha saralash, o'rab-joylash. Mahsulotni sotishga tayyorlashga esa yana qo'shimcha ravishda meva va sabzavotlarni qadoqlash, yuvish kabi jarayonlar ham o'tkaziladi. Meva va sabzavotlarni sifati bo'yicha saralaganda tashqi ko'rinishi (shakli, rangi, yangiligi, yetilib pishganlik

darajasi, sirtining holati), kattakichikligi (o'lchamlari va massasi), ruxsat etiladigan chetlanishlar (nuqsonlar va kasalliklar) kabi umumiy ko'rsatkichlarga va massasi, ichki tuzilishi, ta'mi, hidi, etining konsistentsiyasi kabi xususiy ko'rsatkichlarga alohida e'tibor beriladi. Shakl meva-sabzavotlarning navini belgilovchi asosiy ko'rsatkich hisoblanib, u shu meva yoki sabzavot naviga xos bo'lishi kerak. Ayniqsa, olma, nok, o'rik, shaftoli, olho'ri, sitrus mevalarning sifatini baholashda ularning shakli muhim 13 ro'l o'ynaydi. Masalan, lavlagi, qizil boshli, oq boshli karamlarga standartda shakli bo'yicha ma'lum talablar ko'rsatilmagan. Meva va sabzavotlarning sifatini baholashda ularning rangi ham muhim ko'rsatkichlardan biri hisoblanadi. Meva va sabzavotlarning rangi ularning pishib yetilganlik darajasi va ular tarkibida uchraydigan rang beruvchi moddalar turi va miqdoriga bog'liq bo'ladi. Meva va sabzavotlarning rangi shu meva va sabzavot turiga mos bo'lishi kerak. Meva va sabzavotlarning yangiligi ularning to'qimalarining holatiga ya'ni qanchalik darajada suvini yo'qotganligi va saqlaganligiga bog'liq bo'ladi. Meva va sabzavotlar sirtinining holati (quruqligi, tozaligi) ko'pgina mevasabzavotlarning sifatini baholashda e'tiborga olinadi. Meva va sabzavotlar sirtida ortiqcha namlikning bo'lishi fitopatogen mikroorganizmlarining tezlik bilan rivojlanishini vujudga keltiradi. Shu sababli kartoshka tuganagining sirti toza, bosh piyozlarning qobig'i qurigan, mevalarning sirti ham quruq bo'lishi talab etiladi. Ma'lumki, kartoshka tuganagiga va ildiz mevali sabzavotlar mevasiga yopishib qolgan qum, loylar miqdori 1 % dan ortiq bo'lmasligi kerak. Ichki tuzilishi-bu tarvuz, qovun, qovoq, baqlajon, lavlagi, rediska, sholg'om va shu kabi boshqa sabzavotlarni baholashda e'tiborga olinadigan muhim ko'rsatkichlardan biri sanaladi. Bu ko'rsatkichni aniqlaganda etining zichligiga, rangiga, bo'shliq joylarining mavjudligi yoki yo'qligiga, urug'ining holatiga alohida e'tibor beriladi. Pishib etilganlik darajasi-yetilishga moyil bo'lgan olma, nok, behi, pomidor kabi meva va sabzavotlarning sifatini baholashda qo'llaniladigan muhim ko'rsatkichdir. Masalan, kechki olmalar, noklar va danakli mevalar pishib yetilganlik darajasi bo'yicha bir hil bo'lishi, lekin xom yoki o'ta pishib ketgan darajada bo'lmasligi kerak. Mevalarning katta-kichikligi eng katta ko'ndalang kesimining diametri yoki bir dona mevaning o'rtacha massasi kabi ko'rsatkichlar asosida aniqlanadi. Olma, nok, o'rik, olcha, sitrus mevalari, kartoshka, ildiz mevali sabzavotlar, bosh piyoz, sarimsoq, qovoqdosh sabzavotlar, pomidor va boshqa ko'pgina meva-sabzavotlarning sifatini baholashda ularning o'lchamlari muhim ko'rsatkich hisoblanadi. Oq boshli, qizil boshli karamlarning sifatini baholashda ularning massasi aniqlanadi. Masalan, qizil boshli karamlarning 1 donasining massasi 0,6 kg dan kam bo'lmasligi standart talabi bilan chegaralangan. Meva va sabzavotlarni sifati bo'yicha saralagandan so'ngra, ularni kattakichikligi bo'yicha ham saralanadi.

Olma, nok, limon, apelsin, mandarin, danakli mevalar (olcha va olho‘ridan tashqari) katta-kichikligi bo‘yicha saralanadi. Mevalar maxsus mashinalar yordamida yoki ko‘z bilan ko‘rib kattakichikligi bo‘yicha saralanadi. Ularni saralaganda katta, o‘rtacha kattalikda va kichik kabi turlarga ajratiladi. Meva va sabzavotlar sirtinining holati (quruqligi, tozaligi) ko‘pgina mevasabzavotlarning sifatini baholashda e‘tiborga olinadi. Meva va sabzavotlar sirtida ortiqcha namlikning bo‘lishi fitopatogen mikroorganizmlarining tezlik bilan rivojlanishini vujudga keltiradi. Shu sababli kartoshka tuganagining sirti toza, bosh piyozlarning qobig‘i qurigan, mevalarning sirti ham quruq bo‘lishi talab etiladi. Ma‘lumki, kartoshka tuganagiga va ildiz mevali sabzavotlar mevasiga yopishib qolgan qum, loylar miqdori 1 % dan ortiq bo‘lmasligi kerak. Ichki tuzilishi-bu tarvuz, qovun, qovoq, baqlajon, lavlagi, rediska, sholg‘om va shu kabi boshqa sabzavotlarni baholashda e‘tiborga olinadigan muhim ko‘rsatkichlardan biri sanaladi. Bu ko‘rsatkichni aniqlaganda etining zichligiga, rangiga, bo‘shliq joylarining mavjudligi yoki yo‘qligiga, urug‘ining holatiga alohida e‘tibor beriladi. Pishib etilganlik darajasi-yetilishga moyil bo‘lgan olma, nok, behi, pomidor kabi meva va sabzavotlarning sifatini baholashda qo‘llaniladigan muhim ko‘rsatkichdir. Masalan, kechki olmalar, noklar va danakli mevalar pishib yetilganlik darajasi bo‘yicha bir hil bo‘lishi, lekin xom yoki o‘ta pishib ketgan darajada bo‘lmasligi kerak. Mevalarning katta-kichikligi eng katta ko‘ndalang kesimining diametri yoki bir dona mevaning o‘rtacha massasi kabi ko‘rsatkichlar asosida aniqlanadi. Olma, nok, o‘rik, olcha, sitrus mevalari, kartoshka, ildiz mevali sabzavotlar, bosh piyoz, sarimsoq, qovoqdosh sabzavotlar, pomidor va boshqa ko‘pgina meva-sabzavotlarning sifatini baholashda ularning o‘lchamlari muhim ko‘rsatkich hisoblanadi. Oq boshli, qizil boshli karamlarning sifatini baholashda ularning massasi aniqlanadi. Masalan, qizil boshli karamlarning 1 donasining massasi 0,6 kg dan kam bo‘lmasligi standart talabi bilan chegaralangan. Meva va sabzavotlarni sifati bo‘yicha saralagandan so‘ngra, ularni kattakichikligi bo‘yicha ham saralanadi. Olma, nok, limon, apelsin, mandarin, danakli mevalar (olcha va olho‘ridan tashqari) katta-kichikligi bo‘yicha saralanadi. Mevalar maxsus mashinalar yordamida yoki ko‘z bilan ko‘rib kattakichikligi bo‘yicha saralanadi. Ularni saralaganda katta, o‘rtacha kattalikda va kichik kabi turlarga ajratiladi. 14 Meva va sabzavotlarga tovar ishlovi berishdagi muhim jarayonlardan biri ularni o‘rash va idishlarga joylash hisoblanadi. Meva va sabzavotlarni saqlash va tashishda ularning sifatini saqlashning muhim omillaridan biri aynan ularni o‘rab-joylash hisoblanadi. Bunda idishlarni tanlash meva va sabzavotlarning biologik xususiyatlariga va qancha muddat saqlanishiga bog‘liq bo‘ladi. Meva va sabzavotlarni saqlash va tashish uchun qo‘llaniladigan idishlar yengil, mustahkam, quruq, toza, arzon va eng muhimi o‘lchamlari bo‘yicha standart talabiga

javob beradigan bo‘lishi kerak. Chakana savdo tarmoqlariga esa meva va sabzavotlar ko‘p hollarda paketlarga, setkalarga qadoqlangan holda keltiriladi. Mevalarni o‘rab-joylash. Mevalarni o‘rab-joylash uchun yashiklar, savatlar, polietilen paketlari, setkalar va maxsus konteynerlar ishlatiladi. O‘rash vositasi sifatida ko‘pincha yog‘och qipiqdari, qog‘ozlar, karton qog‘ozlari, torf, sholi poxollari, sintetik materiallari va boshqalardan foydalaniladi. Olmalar sig‘imi 24-25 kg bo‘lgan yashiklarga yoki maxsus konteynerlarga joylanib, sovutiladigan omborxonalariga saqlash uchun keltiriladi. Danakli mevalar sig‘imi 7-8 kg bo‘lgan yashiklarga yoki sig‘imi 10-12 kg bo‘lgan savatlarga joylanib saqlanadi. Uzumlar uzoq joylarga tashish va saqlash uchun sig‘imi 10 kg gacha bo‘lgan ochiq yashiklarga joylanadi. Bunda yashiklar tagiga qog‘oz to‘shalishi tavsiya etiladi. Rezavor mevalar esa sig‘imi juda kichik bo‘lgan (3-5 kg) ochiq yashiklarga to‘kib joylanadi. Sitrus mevalari sig‘imi 20 kg gacha bo‘lgan yashiklarga joylanadi. Mevalarni joylashdan oldin yashiklar tagiga qog‘oz to‘shalgan bo‘lishi kerak. Mevalarning yaxshi joylashishi uchun avvalo ularni katta-kichikligiga qarab besh kategoriyalarga saralanadi. Bundan tashqari ular bitta pomologik nav bo‘lishi talab etiladi. Sabzavotlarni joylash. Sabzavotlarni joylash uchun konteynerlardan va yashiklardan foydalaniladi. So‘nggi yillarda esa polietilendan tayyorlangan har xil idishlardan (paket, qop, konteyner, yashik) foydalanilmoqda. Ba’zi bir sabzavotlar (tarvuz, qovun, kechki kartoshka, kechki karam) esa idishsiz ham tashilishi mumkin. Lekin, bu sabzavotlarni ham idishlarda tashishning samaradorligi yuqori hisoblanadi.

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ALGORITHM FOR CREATING INDUSTRIAL SAFETY DECLARATION FOR HAZARDOUS PRODUCTION FACILITY

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***Annotation:** In this article, in the field of development of industrial safety declaration in hazardous industrial facilities, regulatory legal documents, analytical results of scientific and research works are developed, mainly the algorithm of industrial safety declaration and recommendations for its introduction into production have been developed.*

***Key words and phrases:** industrial facilities, industrial safety declaration, emergency situations, facility security, military operations, terrorist operations, category, labor protection.*

INTRODUCTION

The country's safety is protected by making sure that all customer networks and security zones are safe. This business can create a system (industrial networks) or power. A clear illustration of this is when accidents happened at Chernobyl, Fukasuma NPP, or when landslides and floods occurred in a place called "Jigaristan" in the Tashkent region and Mazar-e-Sharif province in Afghanistan.

This means that if industrial facilities can function normally during emergencies, military attacks, and economic crises, it will help the country's economy stay stable and grow. To keep industrial facilities safe, we need to plan and prepare for emergencies or accidents that might happen. This is accomplished by creating a document that ensures safety in factories and other industrial places. If we think about these words, it shows that this subject is very fascinating.

The research has certain **goals** so these tasks are determined:

The text is about studying and analyzing legal documents and research papers that focus on creating safety rules for industries.

Based on the analysis results, we will create a step-by-step plan for ensuring safety in the industry. We will also provide suggestions and recommendations on how to put this plan into practice.

RESEARCH METHODS

In the process of research, the analysis of scientific and teaching-methodical literature, pedagogical observation, comparative analysis, generalization, pedagogical experiment-test and foresight methods were used.

RESEARCH RESULTS AND DISCUSSIONS

The industrial safety declaration is a detailed document that is created to assess the various risks and dangers that could happen in industrial facilities. It helps to prevent accidents and other emergency situations, such as natural disasters or terrorist attacks. The document also evaluates the effectiveness of security measures in place and suggests improvements if needed. According to the law of Uzbekistan about the safety of hazardous industrial facilities, there are rules and regulations that need to be followed. The government has made a resolution to approve these rules. On December 10, 2008, there was a description of how to develop and formalize a process.

At the same time, it was discovered that the Regulation and the author [1,2,4,5,6] studying the educational literature overlooked certain factors that could harm the facility's safety. The statement is made based on general rules in official papers without considering the factors caused by humans, the mental and physical conditions of employees during emergencies, and the schedule for informing employees about emergencies. These problems make it difficult for the object to do its tasks well. If there is an emergency, the object might not be able to do its tasks properly.

Also, the law says that hazardous production facilities of the first category must create an industrial safety declaration. Other hazardous production facilities can choose to create one or not. Emergency situations that happen in this category of objects only affect the local area and do not cause harm beyond that space. Write this text in simple words: [2, 6, 7].

However, there are some things that belong to a different group (hydraulic facilities, flour production companies, geological exploration, storage warehouses for explosive materials, etc.) The accidents that happen in these things are as bad as the ones that happen in the first group. In emergency situations, there can be more problems instead of fewer.

From the perspective of labor safety, it is important to enhance the way the declaration is organized. Rewrite the text using simpler language:

Based on research and expertise, the author developed a security declaration algorithm for industrial objects and recommends implementing it in all economic sectors. This was done by analyzing various documents and resources related to regulations, laws, education, and science, as well as gaining practical experience and receiving advice from experts in the field of security for important facilities in our country.

The industrial safety declaration algorithm that has been created includes the different parts shown in Figure 2.

When creating this document about industrial safety, we made some assumptions:

- comprehensive assessment of emergency situations (accident) risk and associated risks (internal and external factors);
- preventing and eliminating the consequences of emergency situations (accidents) (continual monitoring and forecasting of sources of danger, creation of a stock of financial and commodity assets);
- to study the results of the global analysis regarding the adequacy of the security measures developed for the use of the object (making changes and additions to the specified measures depending on the situation);
- to determine the mental and other social condition of the employees and the population around the object and to determine the appropriate measures;
- provision of optimal or permissive conditions for the protection of employees' work, etc.

The title page is the first page of the security declaration and serves as a source of information necessary for document development and retrieval.

The following information is displayed on the title page:

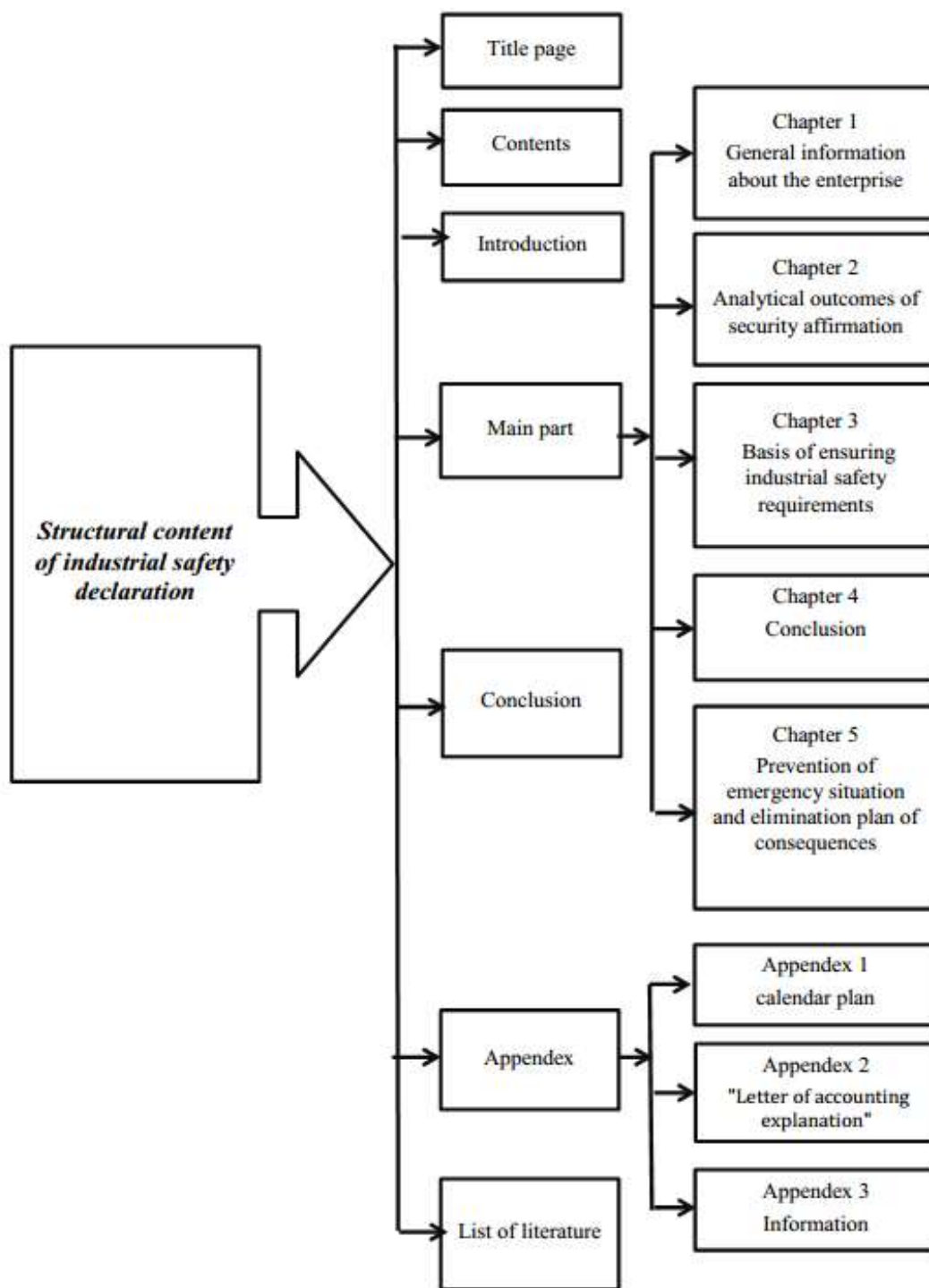
- a) The organization's leader or the customer gives their approval by placing a special mark on the security declaration document.
- b) order number for registering security declaration.
- v) Registration order number issued by the State Industrial Safety Committee;
- g) the name of the security declaration, indicating the exact name of the object;
- d) registration order number of the facility from the state register of hazardous production facilities;
- e) the location of the object and the year, month, day of the approval of the security declaration.

In the table of contents, the name of all sections of the declaration, the pages where these elements begin are shown.

In the introductory part of the security declaration, the normative-legal documents justifying the development of the declaration and information about the organization's activities

Information about the organization that developed the declaration will include:

- a) This is about the organization that made the safety declaration. It has a name, address, phone number, and fax number. It also has information about getting a license or permit to do the activity mentioned in the safety declaration. This includes the type of activity and its name, the order number of the license registration, and the date it was issued.
- b) This list shows the names, job titles, and workplaces of the people who helped create the declaration.



Picture 1. Algorithm of industrial security declaration model

The main section called "General information" will include:

a) Provide your complete name, shortened name if applicable, address including zip code, phone number, fax number, and teletype information. Also, share your bank account number, details about the bank such as its name, and the name of the higher authority that oversees your organization. Additionally, include the contact information of the person in charge at your organization, including their address and phone number. Lastly, mention the first and last name of the transportation company you have declared.

Substantiation of the declaration means providing information about the normative legal documents used to create the declaration, as well as details about the dangerous and harmful chemicals, radiation, fire, and explosive substances included in it. This information helps support and explain the declaration.

c) Information about the things outside and inside a place that can cause harm, based on where the place is located (description of the place, its boundaries, areas that are kept clean and safe, details about potential natural disasters).

g) The information includes details about the employees who work at the place being talked about, as well as the nearby areas. This includes the total number of employees and the busiest work shift, as well as how the employees are doing mentally and socially. It also includes a list of nearby places and communities that are affected by dangerous and harmful factors, along with the number of people living there.

d) The insurance information you need to provide is the name and address of the insurance company, along with details about their insurance licenses, amount of insurance coverage, and a list of their insurance contracts.

Part 2 "Findings from safety analysis" should include:

a) Details about dangerous substances are considered when identifying the stated item. This includes the name of the substance, how dangerous it is, and the kind of effect it has on living things.

b) Information about technologies includes details about how different processes and systems work. This includes diagrams that show how things flow in the technology, as well as the names of dangerous substances used and how they are handled. The information also covers how these substances are distributed in the technology and provides data on the total amount of dangerous substances present in the devices.

v) The main findings of the risk analysis (the analysis of how accidents happen and develop, and the assessment of the likelihood of accidents).

The findings about how accidents happen and grow will include the following information:

1) the reasons for accidents and the main factors that cause them to happen and get worse.

A short explanation of the scariest accident situations.

The accident risk assessment report should include the following information:

1) The text is about a list of ways to calculate and assess risks.

2) details about how much harmful stuff there is that could possibly cause an accident.

3) Facts about how many areas could be impacted by emergency situations.

4) Details about how many workers might be impacted.

5) Details about any harm that could happen to the item.

6) Details about harm or injuries caused to workers, residents, property, and the environment.

Section 3, titled "Making sure industries follow safety rules," should consist of:

This text is about providing information on how to keep people safe when using a certain object in an industrial setting.

- a list of licenses that are needed or already obtained for activities involving the use of specified facilities.

- information about how to train employees to be ready for their job and to handle emergencies.

- this includes regularly testing their understanding of safety rules and the process for hiring new employees

Information about how to control a system when designing it to meet safety rules in industries.

Information about how accidents are recorded and studied in a systematic way.

This text explains that it provides information about whether the object's conditions of use meet the legal requirements and standards.

b) the information about making sure that safety rules are followed for industries, especially during the preparations to control and fix the damages caused by an accident.

- specific measures to localize and eliminate the consequences of the accident in the facility being declared;

- anti-accident forces and means to ensure industrial safety;

- composition of emergency and rescue services and other services;

- financial and material resources for localization and elimination of the consequences of the accident in the facility being declared;

- information (drawing) about the notification system (engineer-technical staff) and the order of actions in the event of an accident at the facility.

Section 4 "Conclusions" consists of the following:

a) a broad evaluation of how safe something is, including the most serious and harmful things that can disrupt its normal functioning.

b) a list of actions and plans aimed at making accidents less likely.

Section 5 "Situation plan" will show a picture of the things that can cause problems for the facility and make it not work properly. In the "Situation plan," the scale calculation displays the following:

a) boundary between an industrial area and a zone where health and sanitation measures are put in place.

b) Businesses, communities, areas where many people come together;

c) areas impacted by the harmful effects of accidents.

When making a safety report for a dangerous factory, a letter called "Accounting-explanatory letter" is added as Annex 1.

The settlement-explanatory letter for the industrial safety declaration is a document that has information supporting the evaluation of the chances of accidents happening and the effectiveness of the measures in place to prevent them. Mostly, it involves doing accounting tasks.

This is a document that provides information about industrial safety.

a) The names of different types of organizations (like unitary, branch, etc.) that need to be mentioned when declaring something.

b) Details about the person who is responsible for sharing information and communicating with the public. This includes their position, last name, first name, middle name, and phone number.

c) a short explanation of the activities involved in making and using the object mentioned;

g) The list of dangerous and harmful things (chemicals) moving around in the item being declared, along with their main explanations.

This text is about providing a short description of what could happen if accidents occur and the steps taken to prevent them.

When accidents happen, people are told about how to tell others nearby and what they need to do.

b) Details about the person who is responsible for sharing information and communicating with the public. This includes their position, last name, first name, middle name, and phone number.

c) a short explanation of the activities involved in making and using the object mentioned;

g) The list of dangerous and harmful things (chemicals) moving around in the item being declared, along with their main explanations.

This text is about providing a short description of what could happen if accidents occur and the steps taken to prevent them.

When accidents happen, people are told about how to tell others nearby and what they need to do.

The person in charge of the company that has a dangerous production facility must send a safety declaration to the Ministry of Emergency Situations and local authorities within one month of getting the e-expertise report. You need to keep the original copy and the report made by an expert.

SUMMARY

The author looked at different documents, books and research about making safety declarations in factories. They found that there are enough rules and information about making safety declarations, but they don't all agree with each other. Also, not many researchers have looked at this topic. Because of this, the problems mentioned in the article still exist in the creation of the industrial safety statement.

To handle these situations, the author created an algorithm and guidelines for using the industrial security declaration model.

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EFFECTS OF THE DRUG MILDRONATE

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Summary

Mildronate (3-(2,2,2-trimethylhydrazine) propionate; THP; MET-88; meldonium, quaterine) is an anti-ischemic drug developed in the Latvian Institute of Organic Synthesis. Mildronate was designed as a promising inhibitor of carnitine biosynthesis aimed to prevent accumulation of cytotoxic intermediate products of fatty acid beta-oxidation in ischemic tissues and to block this highly oxygen-consuming process. Actually Mildronate is used in several countries in cardiology (treatment of chronic heart ischemic disease, stable angina pectoris, chronic heart failure, functional disorders of heart and vessels, cardiomyopathy, heart infarction), neurology (acute and chronic ischemic brain circulation disorders, decreased work capabilities, physical and emotional overload, recovery period after various diseases), pulmonology (bronchial asthma and obstructive bronchitis), narcology (abstinence syndrome in chronic alcoholism), ophthalmology (hemophthalm and retina haemorrhages of different aetiology, thrombosis of central vein and its branches in retina, diabetic and hypertonic retinopathies). The main mechanism of action of Mildronate is based on carnitine biosynthesis inhibition aimed to prevent accumulation of cytotoxic intermediate products of fatty acid beta-oxidation in ischemic tissues and to block this highly oxygen-consuming process. Alternatively the drug acts via stimulation of the nitric oxide production in the vascular endothelium through a modification of the γ -butyrobetaine and γ -butyrobetaine ester pools. The present review will summarize data on the Mildronate on different indications of the drug and its mechanisms of action.

Key words: *Mildronate - γ -butyrobetaine hydroxylase inhibitor – Antiischemic drug – Heart failure – Heart infarction – Brain circulation disorders – Diabetes mellitus*

I. Introduction

Adequate and uninterrupted energy supply of the cells is a necessary prerequisite for normal functions of the whole organism and separate organs, brain and heart being the most vulnerable from this point of view. Fatty acids and glucose are main fuels in the human organism. Oxidation of fatty acids supplies about 80% of energy in human heart, however this process is highly oxygen-consuming, in the case of ischemia intermediate products of fatty acids accumulate in the cell and become cytotoxic [1, 2, 3]. Protection of the cells against cytotoxic metabolites or cytoprotection is one of the possible strategies for treatment of the harmful consequences of ischemia. Mildronate (3-(2,2,2-trimethylhydrazine) propionate; THP; meldonium; MET-88; quaterin) is an anti-ischemic drug developed in the Latvian Institute of Organic Synthesis by I. Kalvinsh and collaborators following this strategy, actually it is widely used in some countries [4, 5, 6]. It is admitted that the pharmaceutical effects of mildronate on ischemic tissues are produced by the inhibition of γ -butyrobetaine (GBB) hydroxylase and reduction of the fatty acid β -oxidation [5, 7]. Via this mechanism, Mildronate inhibits the biosynthesis of carnitine and prevents the accumulation of toxic acylcarnitines in ischemic tissue. The cell metabolism shifts to increased glucose consumption [7, 4]. Mildronate appears to be effective for treatment of the circulation disorders of CNS, heart ischemia and other pathologies. Several data indicate possible existence of an alternative mechanism of action of this drug. The present review will summarize data on Mildronate pharmacology and mechanisms of action. Data on pharmacokinetics and toxicology of the drug have been reviewed previously [6].

II. Pharmacology and indications of Mildronate

II.1. Mildronate in cardiology

II.1.1. Experimental studies. The earliest tests of the mildronate pharmacological action revealed its antiischemic effect in the myocardium. When administered orally to the rats in doses of 50 and 150 mg/kg for 10 days the drug prevented isoproterenol-induced increase of the activity of the hepatic isoform of lactate dehydrogenase in blood serum, and in a dose of 150 mg/kg prevented an increase of creatine phosphokinase activity. Against a background of the course administration of Mildronate isoproterenol failed to cause the accumulation of acyl-insoluble acylcarnitine in the myocardium. The cardioprotective effect the Mildronate manifested itself in prevention of a decrease of ATP and ADP concentrations, accumulation of AMP and a reduction of energy charge under the influence of

isoproterenol [8]. Hanaki et al. [9] studied the Mildronate effects on activities of the mitochondrial enzymes (NADH-cytochrome c reductase, succinatecytochrome c reductase, and cytochrome c oxidase) in the same model of heart lesion. Isoproterenol caused a drop of the NADH-cytochrome c reductase and cytochrome c activities; this effect was prevented by the Mildronate course (100 mg/kg) for 7 days before the isoproterenol administration. Mildronate pre-treatment protects the myocardium also from the hydrogen peroxide-induced lesions, mechanical dysfunction of the H₂O₂-treated rat heart as well as the fall of the ATP and ADP levels therein was prevented by the preceding Mildronate administration (10 days; 100 mg/kg/day)

Mildronate restored the contractility of isolated atria [11] and the whole heart in the Langendorf system [12] after hypoxic exposure. The hearts isolated from rats pre-treated with Mildronate manifested decreased extent of the depression of the cardiac contractility and decrease of ATP and ADP in hypoxic conditions as compared to control rats [13]. Dhar et al. [14] have performed similar study on guinea-pigs treated with Mildronate. They report a slower decline in the rate of development of intraventricular pressure in hypoxic conditions in Mildronate-treated guinea-pigs as compared to the control group. Recovery of the heart functions after return to normoxia was complete in the Mildronate-treated animals, but incomplete in the untreated group. Mitochondria isolated from myocardium of the Mildronate treated animals manifested better respiratory function after hypoxia-reperfusion. It was concluded that Mildronate attenuated the hypoxic and reperfusion injury in the heart. The same conclusion was made after study of ischemia/reperfusion injuries in rat myocardium and ability of Mildronate to protect the heart against these injuries [15]. Ianson et al. [16] have studied effect of Mildronate in rats with experimental infarction of myocardium following occlusion of the left anterior descending coronary artery. The infarcted area was diminished from 29.8% down to 18.7% in rats treated with Mildronate as compared to the untreated control group. The drug affected favourably the activities of malate dehydrogenase, lactate dehydrogenase and of their isoenzymes as well as the aminotransferase activities in blood plasma. Beneficial effect on energy metabolism in ischemic dog hearts was described by Kirimoto et al. [17]. Pretreatment with the drug for 10 days (50, 100 or 200 mg/kg/day) attenuated the decrease of ATP, ADP and creatine phosphate in the ischemic area. Ability of Mildronate to improve the heart recovery after the infarction was studied in detail by Hayashi et al [18]. Congestive heart failure was produced by left coronary artery ligation in rats. Mildronate at 100 mg/kg/day was orally administered from the 2nd day after surgery. A survival study was performed for 181 days. Ventricular remodeling, cardiac function, and myocardial high-energy phosphate levels were measured for 20 days after treatment. Mildronate

prolonged survival with a median 50% survival of 103 days compared to 79 days for the heartfailure control rats. The expansion of the left ventricular cavity (ventricular remodeling) in heartfailure rats was prevented by treatment with Mildronate. The drug attenuated the rise in right atrial pressure in heart-failure rats and augmented cardiac functional adaptability against an increased load. Also, Mildronate improved the myocardial energy state in heart-failure rats. Treatment with mildronate can prevent development of left ventricular hypertrophy in rats with aortocaval shunt. This effect is attributed to improvement of the myocardial energy metabolism [19].

II.1.2. Clinical studies. In the study by Sakharchuk et al. [20] Mildronate was used for the treatment of cardiac insufficiency developed due to ischemic heart disease. It was established that mildronate produced a positive effect on the hemodynamics and gaseous composition of the blood. The patients also showed normalization of the nitrogen metabolism and activity of the membrane-bound erythrocytic enzymes. Dudko et al. [21] studied the Mildronate effect against placebo background in 50 patients with effort *angina pectoris*. Spirometric bicycle ergometry was used to evaluate the drug effects. It was established that monotherapy with mildronate is accompanied by an antianginal effect and an increase of the physical work capacity of patients. Ol'binskaia and Golokolenova [22] have reported antiarrhythmic action of Mildronate and it's the ability to prevent ventricular extrasystoles, to reduce asthenia, to enhance physical performance and adaptive reactions. The heart rate decrease appeared to be insignificant. Improvement of coronary circulation in patients with atherosclerotic lesions of heart blood vessels were reported in several clinical trials [23, 24]. In the recent trial by Teplyakov et al. [25] Mildronate manifested marked anti-ischemic effect in patients with postinfarction left ventricular dysfunction. In patients with chronic hypoxemia developed due to chronic pulmonary heart Mildronate was shown to improve the parameters of the acid-base state and gases in blood of examinees. It was more effective in patients with pronounced hypoxemia [26]. Mildronate treatment improves the oxygen circulation parameters in erythrocytes of patients with heart failure. It decreases the level of methemoglobin in the patients' blood and improves the phosphate balance, especially that of 2,3-diphosphoglycerate to control oxygen transport by hemoglobin, which is of paramount importance in hypoxia caused by coronary heart disease [27]. Daily mildronate administration (1 g/day) improves quality of life of patients with chronic heart failure [28]. Actually Mildronate is recommended as a prospective drug for pre-conditioning of the myocardium in order to prevent infarction in high-risk patient groups [5]. Recent clinical trials performed in Russia [29], Ukraine [30] and Georgia [31] confirm efficiency of Mildronate in treatment of chronic heart failure and *angina pectoris*.

Mildronate is an officially recommended drug for treatment of chronic heart ischemic disease and stable *angina pectoris*, cardiomyopathy in Latvia, Russia, Ukraine, Georgia, Kazakhstan, Azerbaijan, Byelorussia, Uzbekistan, Moldova, Kyrgyzstan, chronic heart failure (above countries and Lithuania), functional disorders of heart and vessels (Latvia), heart infarction (Russia, Ukraine, Georgia, Kazakhstan, Azerbaijan, Byelorussia, Uzbekistan, Moldova, Kyrgyzstan).

II.2. Mildronate in neurology

Probable beneficial effects of the Midronate on CNS were studied soon after synthesis of the substance, it manifested a beneficial effect on cerebral circulation disorders and CNS functions [32, 33]. The drug is applied in neurological clinics for treating brain circulation disorders [34].

The drug is officially recommended for treatment of acute and chronic ischemic disorders of brain circulation in Latvia, Russia, Ukraine, Georgia, Kazakhstan, Azerbaijan, Byelorussia,

Uzbekistan, Moldova and Kyrgyzstan. The drug shows mood improving effects in patients; they become more active, motor dysfunctions decrease, asthenia, dizziness and nausea are less pronounced [33]. Therefore Mildronate is officially recommended for improvement of reduced work capabilities, physical and psycho-emotional overload in all above countries. In Latvia this indication covers also patients with different diagnoses undergoing recovery period. Moreover, in

Russia, Ukraine, Georgia, Kazakhstan, Azerbaijan, Byelorussia, Uzbekistan, Moldova and Kyrgyzstan it is recommended for treatment of abstinence syndrome in patients with chronic alcoholism. Data on the Mildronate use in neurology have been reviewed previously [6].

II. 3 Mildronate as immunomodulator

The drug is an active interferon inducer in mice when administrated simultaneously with antigen and shows a protective effect against influenza virus when used according to therapeutic and preventive schedules. We suppose that the drug acts as a strong stressing signal dissipating from the site of vaccine injection [35]. This property of Mildronate enabled to propose its use as immunoadjuvant, especially during vaccination against influenza [36, 37]. It was also reported that Mildronate enhances the immune response in fasting animals [38] and in patients after surgery

[39]. Improvement of immunological indices after treatment with Mildronate was observed even in patients with seroresistant syphilis [40].

II.4. Mildronate in pulmonology

Immunomodulating activity of Mildronate enables its use in pulmonology for treatment of bronchopulmonary diseases. Orlov et al. [41] evaluated the immunity status of 35 patients with chronic bronchitis and infectious and allergic bronchial asthma. Defects in the humoral immunity were revealed. To correct the immunity status, all the patients were treated with Mildronate. The immunomodulatory effect of the drug was found in all the groups of the patients. Mildronate was shown to increase the activity of a secondary immune response and the bronchial potency in the persons with infectious and allergic asthma. Karashurov et al. [42] confirmed that Mildronate stimulated the cellular immunity and decreased concentration of immunoglobulins in patients with bronchial asthma. The drug improves the cardiac functions in patients with chronic bronchitis [43]. Mildronate produced also a membrane-stabilizing action on erythrocytes of rats with experimental chronic non-specific lung disease [44].

Mildronate is recommended for treatment of bronchial asthma and obstructive bronchitis in Ukraine and Uzbekistan.

II.5. Mildronate in gastroenterology

In experiments with modeling of gastric ulcers in rats Mildronate manifested protective effect and accelerated ulcer healing [45, 46]. Given together with extracts of meadow hay Mildronate normalized the lipid metabolism in rabbits with experimental cholelithiasis [47].

II.6. Mildronate in otolaryngology

Inadequacy between high level of metabolism in the cell and instability of energy supply followed by intensive lipolysis in mitochondria and accumulation in the cells of fatty acid metabolites is considered to be a cause of pathological processes in the ear apparatus. This consideration provides background for use of Mildronate in otolaryngology [48]. The study by

Luchikhin et al. [49] on evaluation of effectiveness of treatment of cochleovestibular disorders with Mildronate revealed that the drug appears to be efficient in 86.9% cases of acute cochleovestibular dysfunction and in 75.0% of cases of chronic disease. Thus the drug can be effectively used to treat patients with

cochleovestibular disorders. Ramazashvili et al. [50] have studied the applicability of endaural phonoelectrophoresis of 5% mildronate for the treatment of peripheral vestibular disorders. The study was carried out on 25 patients with vestibular disorders that accompanied neck osteochondrosis and neurocirculatory dystonia. The treatment gave good results in 18 patients as measured by electronystagmography and subjective sensations.

Improvement of the vestibular function was paralleled by improvement of the hearing level. As a result, Mildronate was recommended for the local treatment of vestibular problems produced by cerebral circulation disorders.

II.7 Mildronate in ophthalmology

Mildronate appears to be effective for treatment of eye trauma and burns [51, 52]. Mildronate is officially recommended for use in ophthalmology for treatment of hemophthalm and retina haemorrhages of different aetiology, thrombosis of central vein and its branches in retina, diabetic and hypertonic retinopathies in CIS countries [53]. The drug is also efficient for treatment of the optic neuropathy in glaucoma [54].

II.8 Mildronate in treatment of the diabetes complications

The idea about eventual beneficial effect of Mildronate on metabolic parameters in patients with diabetes mellitus arose from the fact that the drug had a marked antiketogenic activity in fasting experimental animals [55]. Mildronate in complex with isoptin improves the heart functions in patients with non-insulin dependent diabetes mellitus [56]. The drug also improves cerebral circulation in patients with discirculatory encephlopathy on the background of non-insulin dependent diabetes mellitus. The effect is achieved via decrease of the lipid peroxidation rate [57]. Mildronate appears to be effective also for treatment of diabetic retinopathy [58].

II.9. Mildronate in obstetrics

Benevolent effects of Mildronate on development and metabolic parameters in rabbit embryos were detected in early experimental studies [59]. In the study by Tsirkin and collaborators (cited after Podtetenov and Bratchikova [61]) beta-adrenosensibilizing effect of the drug was revealed in rat uterus myocytes. A pioneering clinical trial confirmed possibility to use the drug in practical obstetrics in order to decrease the intrauterine pressure. Bolus intravenous injection of 1 g of the

drug [61] triggered decrease of the pressure in 15 minutes, thus the effect should be considered as a “fast” one (see below). The drug can be also used for preventive treatment of perinatal pathologies in women with fetoplacental insufficiency [62].

III. Mechanisms of action of Mildronate

III.1 Carnitine-dependent mechanism

The very design of the drug was aimed on interference with the carnitine metabolism. Profound effects of the drug on carnitine level and intensity of the fatty acid beta-oxidation was revealed in the earliest investigations. This pioneering work was performed in the Institute of Organic Synthesis under guidance of B. Simkhovich. It was shown that when administered to rats the drug caused a decrease of carnitine and long chain acylcarnitine in the myocardium, oxidation of ^{14}C -palmitate was also decreased [63]. The effect was reproduced in animals maintained on a fat-rich diet, in the isoproterenol heart failure model [8]. In rabbits the drug produced similar effects on the carnitine level [11]. More profound molecular study indicated that the enzyme γ -butyrobetaine hydroxylase, which catalyses the last step of the carnitine biosynthesis is the main target of the drug. The drug inhibited partially purified enzyme as non-competitive inhibitor [4].

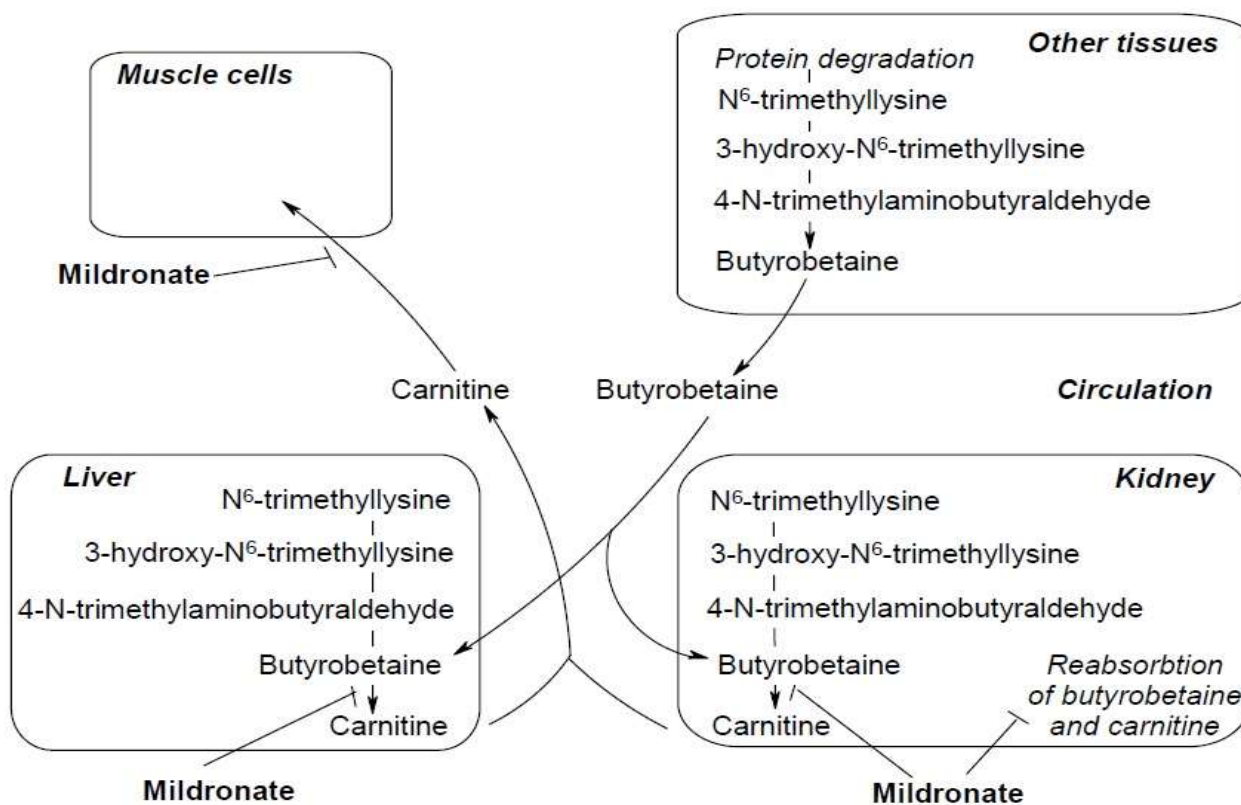
Inhibition of the rate of beta-oxidation caused increase of fatty acid concentration in blood serum of Mildronate treated rats [64] and carnitine-independent fatty acid oxidation in mitochondria [65]. Interestingly, although the drug causes increase of fatty acids in animals with normal lipid metabolism, it appeared to be capable to normalize plasma lipids in rats with hyperlipidemia induced by triton WR-1339 [66]. Efficient inhibition of the carnitine biosynthesis after Mildronate administration was reported also by other researcher groups. Besides reduction of carnitine concentration in the heart, skeletal muscles and kidneys of mildonate-treated rats Tsoko et al. [67] reported compensatory increases of acyl-CoA synthetase and carnitine palmitoyltransferase I in liver mitochondria and increase of peroxysomal fatty acid oxidation.

High affinity of the Mildronate to the γ -butyrobetaine hydroxylase is used for purification of the enzyme by means of the affinity chromatography [68]. Mildronate appears to be capable to normalize the carnitine content in liver induced by fenofibrate [69]. A thorough study of the enzyme activities in Mildronate treated rats by Spaniol et al. [70] also indicated efficient inhibition of the γ -butyrobetaine hydroxylase, however the authors insist on competitive mechanism.

Decrease of carnitine concentration in blood plasma, liver and muscles was also reported. An interesting study illustrating potency of Mildronate as a γ -butyrobetaine hydroxylase inhibitor was recently conducted in Italy [71]. The aim of the study was to evaluate the effect of

Mildronate administration to pregnant and lactating rats on tissue carnitine concentrations in 4- and 13-day-old rat pups. At 14 days of gestation female rats began to receive mildronate in the diet and this continued for entire lactation period. Mildronate treatment determined a large reduction of carnitine levels in the milk of lactating dams. Because organ carnitine concentrations in neonatal rats are directly related to dietary supply, pups from mildronate group had significantly depleted levels of total carnitine in serum, heart, liver, muscle, brain and pancreas relative to controls, at 4 and 13 days of age. All functional and biochemical modifications were compatible with a carnitine deficiency status.

Besides the inhibitory effect on the carnitine biosynthesis the drug appeared to be able to block carnitine transport inside mitochondria by inhibiting the carnitine acyltransferase [72]. Later it was shown that mildronate inhibits the Na⁺-dependent carnitine transport into the cultured myotubes [73] and isolated myocytes [74]. Increased renal excretion of the carnitine and competitive inhibition of the carnitine transport by rat renal brush-border membrane are considered to be as important in the drug mechanism of action as the block of carnitine biosynthesis [70]. Some authors consider the increase of renal clearance of carnitine to be the main mechanism of the decrease of carnitine concentration [74]. Interference of Mildronate with carnitine metabolism and transport on the organism and cellular levels are summarized in Figs 1



and 2.

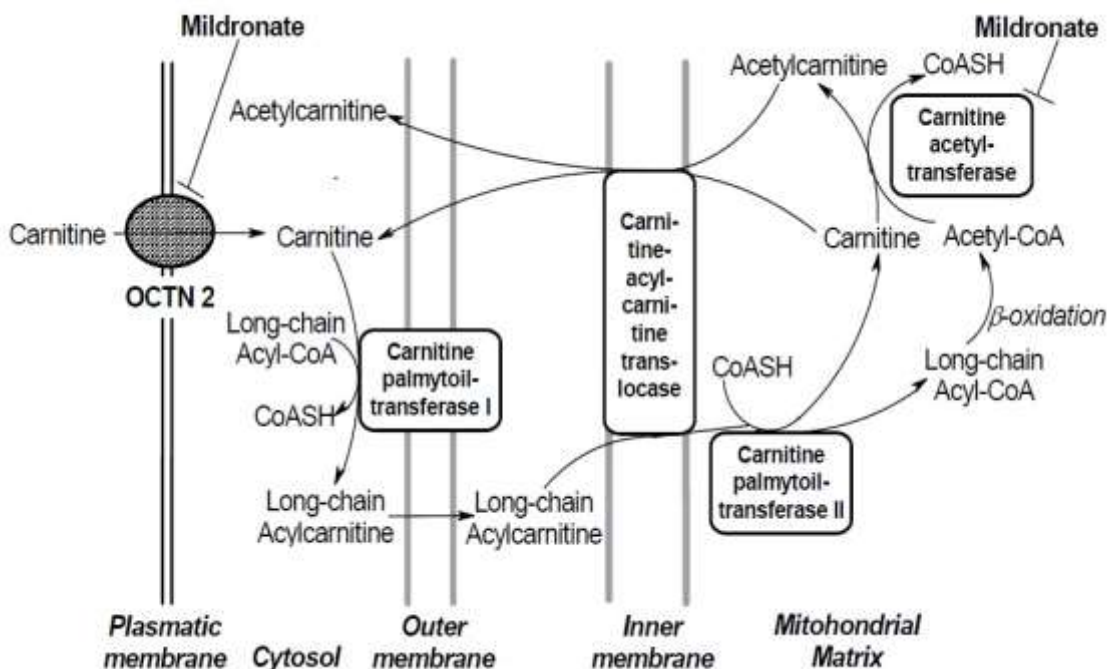


Figure 1. Scheme of carnitine metabolism on the organism level with the indication of Mildronate action sites.

Figure 2. Transport of fatty acids and fatty acid beta-oxidation in mitochondria with the sites of the Mildronate inhibitory action.

Inhibition of carnitine biosynthesis by Mildronate alters the gene and protein expression pattern in the myocardium. It was reported that improvement of the ventricular diastolic dysfunction induced by congestive heart failure is achieved by improvement of the Ca^{2+} ion uptake in the sarcoplasmic reticulum [76]. It was also demonstrated that Mildronate treatment prevents the infarction-induced drop of the sarcoplasmic reticulum Ca^{2+} - ATPase and hexokinase I protein contents in the myocardium. This effect is attributed to the suppression of carnitine biosynthesis and compensatory increase of expression of the enzymes involved in glucose metabolism [76].

Promoter of sarcoplasmic reticulum Ca^{2+} - ATPase contains sequences that are expected to respond to transcription factors responsive to glucose metabolites [3]. Mildronate treatment is followed by compensatory increase of expression in the myocardium of several genes encoding the enzymes of the lipid metabolism – lipoprotein lipase, fatty acid translocase, carnitine palmitoyltransferase I and enzymes of triacylglycerol synthesis [77].

Taken in general the inhibition of carnitine biosynthesis, transport and reabsorption prevents the accumulation of toxic acylcarnitines in ischemic tissue. The cell metabolism shifts to increased glucose consumption that is beneficial in ischemic conditions. This mechanism is discussed in several publications [7, 4, 3, 5].

III.2 “Fast mechanisms”

The above Mildronate mechanism of action, based on inhibition of the fatty acid beta-oxidation is understandable if it describes the drug action in heart, muscles and other fatty acid-consuming organs, however, this mechanism can hardly explain Mildronate pharmacological effects in the brain as the brain cells normally use glucose as their sole source of energy. However, carnitine is synthesized in the brain cells, the GBB hydroxylase gene is expressed in brain [78]. This probably indicates a function different from the fatty acid transport of carnitine in the brain tissue. We will explain our point of view on this matter below. Moreover, the Mildronate effects produced by inhibition of the fatty acid beta-oxidation can be achieved only after several daylong treatments. Meanwhile, several observations indicate that Mildronate elicits several fast effects related to vasorelaxation [79, 7]. It was reported that bolus administration of Mildronate increased the animal survival after experimental myocardium infarction and improved the bioenergetic parameters of ischemic myocardium in rats [79]. Bolus intravenous injection of Mildronate increased the blood flow in the aortal arch and

decreased the peripheral resistance in blood vessels of anaesthetized cats. In dogs, it increased blood flow in carotid, mesentery and femoral arteries. In isolated vessels of rabbit ears, it reduced epinephrine-induced spasms. It also prevented the evolution of heart insufficiency symptoms in cats caused by stenosing of the lung artery (M. Veveris, personal communication). In the clinical study by Enina et al. [33] a transient decrease in arterial blood pressure was detected 30 minutes after the drug administration, and several parameters of the cerebral circulation changed 1 hour after bolus intravenous injection of Mildronate. Under clinical conditions, Mildronate single administration normalized cerebrovascular reactivity for 60-90 minutes [80]. In addition, it has been found that administration of Mildronate and γ -butyrobetaine (GBB) mixture eliminated physiological effects of nitric oxide synthase (NOS) inhibitors [81]. Mildronate appeared to be able to increase betaadrenoreactivity of smooth muscles in aortic rings in *ex vivo* systems [82]. Similarly, Mildronate produced negative chronotropic and inotropic effects when perfused in high concentrations through dog atrial and ventricular preparations [83]. Mildronate administration favors wound and ulcer healing [45, 46, 51, 52], although carnitine biosynthesis and transport block should rather inhibit cell proliferation [73].

Mildronate interferes with membrane receptor and secondary messenger activity [84]; in a few hours it triggers DNA replication, repair and methylation (Blium et al, [85, 86], reviewed in Shutenko et al., [7]). It is capable of triggering RNA-polymerase activity in isolated neurons in vitro [87]. Increase in the pre-mRNA synthesis was observed in the rat liver, spleen, heart and intestine six hours after the drug administration [88]. Decrease in the ADP-ribosylation of loosely bound chromatin non-hostone proteins can be also observed soon after the drug administration [89]. None of the above effects could be explained by inhibition of carnitine biosynthesis, thus a novel, “fast”, and probably receptor-dependent mechanism needs to be researched for.

The idea of existence of a non-conventional function of carnitine and its precursor GBB and the likelihood of pharmacological interference with this function triggered the design of Mildronate by I. Kalvinsh. It was reported that besides being a carnitine precursor, GBB could undergo etherification in mammal brain tissues [90]. The structure of gamma-butyrobetaine ethyl ester strikingly resembles that of acetylcholine, the distance between positively and negatively charged poles in both molecules being almost identical. I. Kalvinsh proposed a hypothesis about existence of a specific signal transfer system based of GBB esters [53]. A possibility for the existence of such a system is suggested by the observation of an increase in the GBB concentration in stressed animals [91] and the cholinergic activity of GBB esters [92].

The proposed hypothetical mechanism could consist of the following steps: 1. Mildronate administration shifts the equilibrium between GBB hydroxylation to carnitine and GBB esterification towards GBB esters. Trace amounts of GBB esters are physiologically active, besides other organs the process proceeds also in the brain, thus the effect should be rather fast. 2. GBB ester binds its specific receptor; GBB esterase acting like acetylcholine esterase performs ester hydrolysis. 3. GBB ester hydrolysis triggers the signal transduction. Secondary messengers can be involved in the process

(Fig 3).

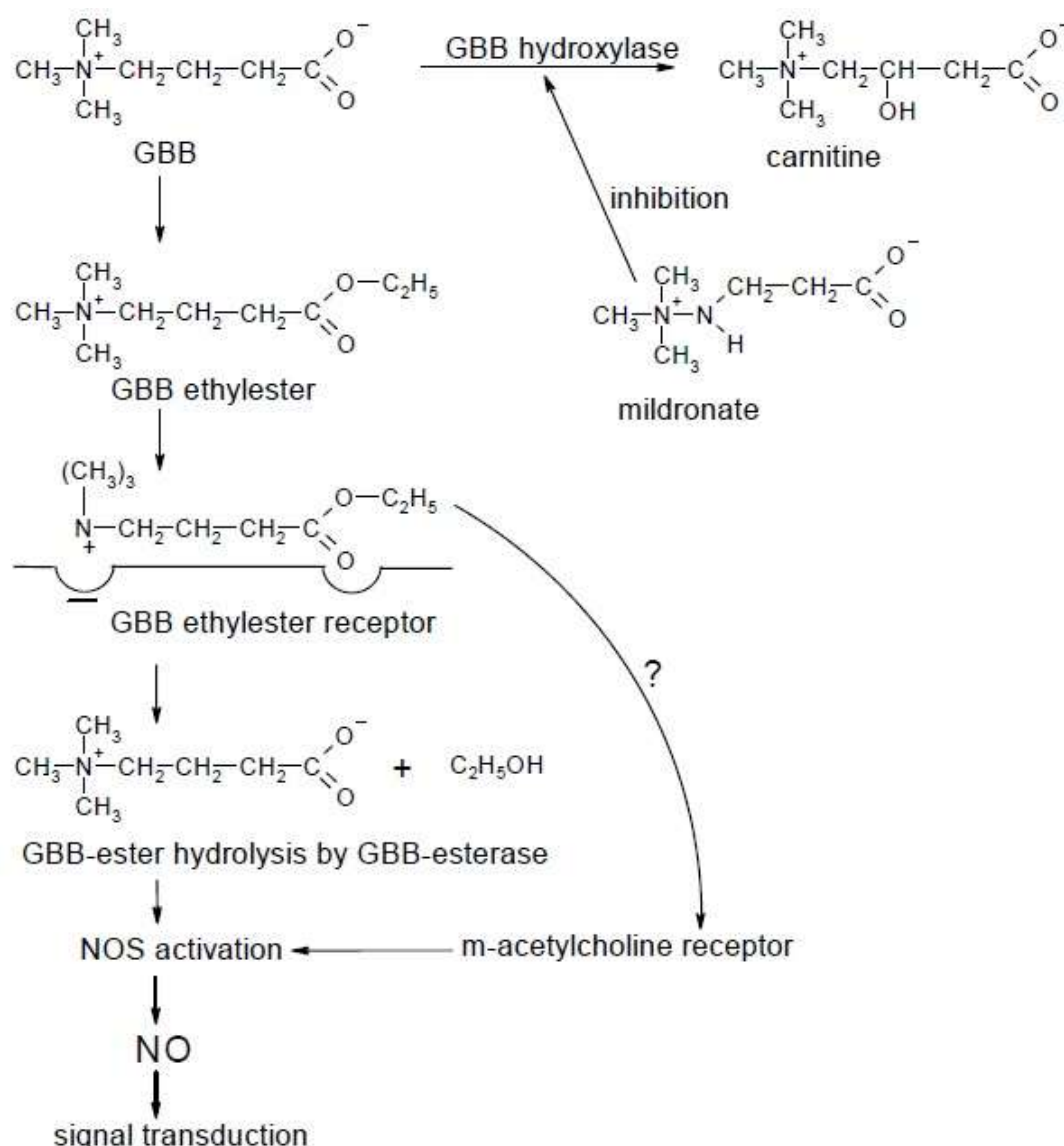


Figure 3. Scheme of eventual mechanism of the fast and NO-dependent Mildronate effects.

We have performed several studies to find support for the above hypothesis. Identification of the GBB esterase activity in mammals was the first objective of the studies. Surprisingly, we have managed to reveal the existence of this enzymatic

activity in the rat blood serum. An in-chain substituted derivative of GBB ester that can be detected spectrophotometrically for the HPLC purposes was synthesized and used in the study. The substance was stable in aqueous solutions, but if incubated with the rat blood serum the HPLC revealed a peak corresponding to the GBB analogue. Up to 60% of the initial $3 \cdot 10^{-4}$ M ester were hydrolysed in an hour. Acetylcholine did not compete with the reaction; it was insensitive to acetylcholine inhibitors. Moreover, purified acetylcholinesterase could not catalyze the reaction, butyrylcholinesterase was also inactive.

Thus, we concluded that a specific enzyme GBB-esterase is active in mammals. The study is in progress [93]. Existence of the GBB esterase cannot exclude the action of GBB esters via acetylcholine receptors, as the substance can bind them. Recent in vitro data obtained by Dambrova et al. [94] showed that GBB methyl ester is a potent agonist for m-type of acetylcholine receptors; GBB affinity to these receptors is much lower. A computer model of the molecular interactions between the GBB ethyl and methyl esters and the active centre of acetylcholine indicates that acetylcholine and GBB ethyl ester have the same binding modes [6]. This is a clear indication of a possibility for hydrolysis of GBB esters by this enzyme.

Concerning the following transducers of the GBB esterase signaling pathway, nitric oxide appeared to be the probable, as it was reported that Mildronate and γ -butyrobetaine (GBB) composition eliminated vasoconstriction produced by nitric oxide synthase (NOS) inhibitors [81]. We hypothesized that Mildronate might act also via a nitric oxide-dependent mechanism. In a preliminary study [95] we tried to reveal Mildronate possible effects on nitric oxide (NO) concentration in rat organs. Changes in the NO content in different rat tissues (brain cortex, cerebellum, liver, heart, kidneys) were evaluated after Mildronate administration by the electron paramagnetic resonance method (EPR). It was revealed that Mildronate (50 mg/kg, i/p) triggered a slight but reproducible wave-like increase in the NO level in the brain cortex and cerebellum 30 minutes after the drug administration. Administering the NOS inhibitor N ω -nitro L-arginine (50 mg/kg; i.p.), at the same time caused a pronounced decrease of the NO concentration that indicates the necessity of NOS activation to produce the Mildronate effect. This was the first indication of a putative NO-dependent mechanism of the drug action. Interestingly, the effect was pronounced in the brain, where “the not understandable” carnitine biosynthesis takes place.

Moreover, the time course of the effect resembled that for of Mildronate vascular effects described by Enina et al. [33]. In our later studies the NO-producing effects of Mildronate were studied in comparison with γ -butyrobetaine and GBB esters. We observed an induced transient increase in nitric oxide (NO) concentrations in the rat

blood and myocardium, produced by Mildronate, GBB and GBB methyl ester [96]. The latter produced a similar effect to GBB and Mildronate at 100- times lower concentration. *In vitro*, these compounds neither modified the activities of purified neuronal and endothelial recombinant nitric oxide synthases (NOSs), nor were they able to interact with their active sites. GBB induced vasodilatation at high concentrations only ($EC_{50} = 5 \times 10^{-5}$ M), Mildronate alone displayed no vasodilating effect, however enhanced the GBB vasodilating activity. GBB methyl and ethyl esters were found to be more potent vasodilators ($EC_{50} = 2.5 \times 10^{-6}$ M). Pre-treatment of aortic rings with NOS inhibitor N ω -nitro-L-arginine methyl ester abolished the vasodilating effects of the compounds [96]. The above results provide evidence that GBB methyl and ethyl esters are potent NO- and endothelium-dependent vasodilators. While Mildronate alone elicits no activity, it sharply enhances the activity of GBB in endothelium- and NOS-dependent responses. These data suggest that fast anti-ischemic effects of Mildronate may be in part related to the stimulation of NO formation by endothelium. As none of the studied compounds could modify the NOS activity *in vitro*, we think that our results suggest that some receptor-mediated mechanisms are participate in activation of NO formation in the blood vessels. Both still hypothetic GBB ester-dependent receptors (GBB esterase is not hypothetic any more!) and acetylcholine receptors are possible candidates for this role. Cholinomimetic activity of GBB esters and compounds of a similar structure is known for some period of time [90]. Mildronate ethyl ester EDIHYP is even considered to be a synthetic analogue of acetylcholine [97]. The ability of GBB methyl ester to bind *m*-type of acetylcholine receptors also supports this possibility [94]. The synergistic effects of Mildronate on GBB activity described above may involve the GBB esterification, as GBB esters trigger their vasorelaxing effects at much lower concentrations than GBB itself. These results suggest to us that Mildronate fast anti-ischemic action could be mediated, at least in part, by stimulation of NO production in the vascular endothelium through a modification of the GBB/GBB ester pools. This stimulation of NO formation might be rationalized in the following ways (Fig. 3): (i) Mildronate administration inhibits GBB hydroxylation and increases the GBB intracellular pool; (ii) a part of GBB is released from cells, and, after esterification, forms potent cholinomimetic GBB esters; (iii) GBB esters, via acetylcholine receptors on endothelial cells could activate (endothelial nitrite oxide synthase) eNOS. We can still speculate that a specific GBB-ester receptor pathway can exist alternatively or in parallel to the cholinomimetic pathway.

Our data provide evidence for most steps of this hypothetical mechanism, the increase in GBB esterification after Mildronate administration remaining the missing

link. In this regard, the presence of GBB esters in living tissues was described more than thirty years ago, although their physiological significance still remains poorly known [90]. As they decrease systemic blood pressure, they display analogies with acetylcholine and activation of eNOS activity might be one of the functions of these compounds. It is of interest that carnitine has been found to produce endothelium-dependent vasorelaxation in aortic rings [98], an activity that might be mediated by esterification because carnitine esters also possess cholinergic activity [90]. An interesting observation about Mildronate interference with NO metabolism in humans was recently reported by Geichenko et al. [99]. In patients with chronic heart failure they observed decrease of NO metabolite (nitrites and nitrates, NO_x) concentration in blood serum as compared to healthy persons (102.47 ± 4.64 vs 122.00 ± 12.02 nmol/ml). Complex treatment of the disease (angiotensin-converting enzyme inhibitors, beta-adrenoblockers, vasodilators, and diuretics) provoked a drastic increase of NO_x concentration (119.39 ± 6.39 nmol/ml). Addition of Mildronate to the treatment scheme (0.5 g per day, 30 days) made this increase more mild (108.83 ± 3.40 nmol/ml). The authors interpret their data as “improvement of endothelial vasoregulating function”. The link between this observation and our data obtained in experiments is to be established.

Conclusion. Above data provide evidence of effectiveness of Mildronate in treatment of various diseases. With no doubt the drug should be tested for clinical use in other countries.

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QOBILIYAT RIVOJLANISHIGA TA'SIR QILUVCHI PSIXOLOGIK OMILLAR

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Annotatsiya: Mazkur maqola shaxs qobiliyatining shakllanishiga ta'sir etuvchi omillarni o'rganib, qobiliyat rivojlanishida individual yondoshuvning ahamiyatini o'rganib tahlil qilish, o'z oldiga zarur maqsadlarni qo'ya olish kabi muhim masalalarga bag'ishlanadi.

Kalit so'zlar: qobiliyat, iste'dod, iqtidor, malaka, bilim, amaliyot, individual psixologik hususiyat.

Аннотация: В данной статье рассматривается процесс влияния на производственный процесс и рассматривается важность индивидуального подхода к производству, акцентируя внимание на таких вопросах, как умение расставлять приоритеты.

Ключевые слова: способность, талант, талант, умение, знание, практика, индивидуально-психологическая характеристика.

Annotation: This article examines the process of influencing the production process and discusses the importance of an individual approach to production, focusing on issues such as the ability to prioritize.

Key words: ability, talent, talent, skill, knowledge, practice, individual psychological characteristics.

Bilim va qobiliyatni bir-biridan farqlay olish lozim. Bilim bu-mutolaa natijasi hisoblansa, qobiliyat shaxsning psixologik va fiziologik tuzilishining xususiyati sanaladi. Qobiliyat insonga berilgan in'om sifatda qaraladi va faqatgina uni ilg'ay olish hamda rivojlantira bilish kerak. Qobiliyat bir shaxsga xos murakkab psixologik tushunchalardan tashkil topgan bo'lib, yutuqlarga o'z qiziqishi orqali erishishi tufayli uni payqash mumkin.

Iste'dodning rivojlanishiga ta'sir qiluvchi muhim omillardan biri bu ijtimoiy muhitdir. Ijtimoiy muhitning iqtidorga ta'sirini o'rganuvchi turli tadqiqotlar davomida olimlar noaniq va ba'zan qarama-qarshi xulosalarga kelishdi. Biroq rivojlanishning ijtimoiy omillaridan biri ijtimoiy-iqtisodiy turmush sharoiti ekanligini ta'kidlash

mumkin. Bu shartlar iqtidorning rivojlanishiga ta'sir qiladi, chunki ular insonning turmush darajasini belgilaydi. Jamiyat iqtisodiy jihatdan qanchalik rivojlangan bo'lsa, inson iste'dodini rivojlantirish uchun shunchalik qulay sharoitlar yaratiladi.

Bundan tashqari, iqtidorni rivojlantirishning o'ta muhim omili insonning oila va oilaviy munosabatlarining o'ziga xos xususiyatlari ekanligi aniq, xususan:

- oila tuzilishi va uning hissiy muhiti
- tarbiya uslubi va ota-onalar va bolalar o'rtasidagi munosabatlarning o'ziga xos xususiyatlari
- Ota-onalarning farzandining iqtidoriga munosabati.

Ota-onalar va bolalar munosabatlarining uslublari masalasi batafsilroq o'rganildi. Olimlarning bir ovozdan ta'kidlashicha, ota-onaning qat'iy nazorati va zo'r bosimiga asoslangan bola tarbiyasining totalitar uslublari iqtidorli shaxsning rivojlanishini to'xtatuvchi va qullikka aylantiruvchi omil hisoblanadi.

Qobiliyatlarni rivojlantirishning muhim jihati ota-onalarning bolalar iste'dodiga bo'lgan munosabatidir. Bu omil bolaning imkoniyatlarini ro'yobga chiqarishga ta'sir qiluvchi asosiy omillardan biridir.

Quyidagi munosabatlar turlari mavjud:

- salbiy
- e'tiborsizlik
- ijobiy
- gipersotsializatsiya.

Gipersotsializatsiya bilan ota-onalar bolaning iqtidorliligi, unda alohida obro'e'tibor yoki ularning amalga oshmagan intilishlari va qo'ldan boy berilgan imkoniyatlarini amalga oshirish imkoniyatini ko'rish orqali o'zlarini tasdiqlashga harakat qilishadi.

Yuqorida aytib o'tilganidek, qobiliyatlar faqat faoliyat jarayonida rivojlanishi mumkin. Shuning uchun bolani imkon qadar ertaroq u maxsus qobiliyatlarni namoyon etadigan faoliyatga kiritish kerak. Biroq, asosan, bir sohada bir tomonlama rivojlanish bolaga zarar etkazishi mumkin. Maxsus qobiliyatlarning har tomonlama rivojlanishi va gullab-yashnashi uchun umumiy qobiliyat darajasini, keng dunyoqarashini, umumiy madaniyatini rivojlantirish kerak. Shaxsning har tomonlama barkamol rivojlanishi uchun har tomonlama rivojlanish zarur. Agar bola erta yoshda biron bir faoliyat uchun aniq qobiliyatlarni namoyon qilmasa, u ham har tomonlama rivojlanishi kerak, chunki o'rganish jarayonida u biror narsaga moyillik va qobiliyatlarni kashf qilishi mumkin.

Bola maktabga kirgandan so'ng, bolani u yoki bu faoliyatga jalb qilish imkoniyatlari sezilarli darajada kengayadi. Bu erda maktab va qo'shimcha ta'lim muassasalaridagi turli ijodiy va ilmiy to'garaklar alohida o'rin tutadi.

Har bir aqliy va jismonan sog‘lom bola maktabda muvaffaqiyatli o‘qish uchun zarur bo‘lgan umumiy qobiliyatlarga ega. Har bir talaba o‘rta maktab darajasida ko‘nikmalarni egallashga qodir. Biroq, ba’zida talaba o‘quv rejasidagi ma’lum bir fanni o‘rganishga qodir emasdek tuyulishi mumkin. Bu, ko‘pincha, talabaning ma’lum bilim va ko‘nikmalarining etishmasligi, bilimlardagi bo‘shliqlar va ba’zi hollarda ma’lum temperamental xususiyatlarning namoyon bo‘lishi tufayli yuzaga keladi.

Har bir bolada umumiy o‘rganish qobiliyatidan tashqari, maxsus qobiliyatlarni rivojlantirish imkoniyati ham mavjud. Ota-onalar va o‘qituvchilar oldida bolaga u eng muvaffaqiyatli bo‘lgan faoliyat turini topishga yordam berish va uning imkoniyatlarini ko‘rsatish vazifasi turibdi.

Qobiliyatlarni rivojlantirish yo‘lida o‘qituvchining roli juda katta, chunki u o‘quvchilarning qobiliyatlari va iste’dodlarini shakllantirishda bolaga yordam beradi. U tabiiy mayllarning rivojlanishini to‘g‘ri yo‘nalishga mohirlik bilan yo‘naltirishi kerak.

Qobiliyatlar o‘zlari qo‘llagan faoliyatda shakllanadi va rivojlanadi. Har qanday ishga befarq bo‘lmagan bola odatda o‘z qobiliyatini ko‘rsatmaydi. Faoliyat qanchalik xilma-xil va mazmunli bo‘lsa, namoyon bo‘lish va rivojlangan qobiliyatlar uchun imkoniyatlar shunchalik ko‘p bo‘ladi. Binobarin, bolalar faoliyatini tashkil etuvchi maktabda o‘qitish va tarbiya ularning qobiliyatlarini rivojlantirishda juda muhim o‘rin tutadi. Biroq, bola ishtirok etadigan har bir faoliyat avtomatik ravishda uning qobiliyatini shakllantirmaydi va rivojlantirmaydi. Faoliyat qobiliyatlarning rivojlanishiga ijobiy ta’sir ko‘rsatishi uchun u quyidagi shartlarga javob berishi kerak:

✓ Faoliyat bolada barqaror va kuchli ijobiy his-tuyg‘ularni va zavqni uyg‘otishi kerak. Bola ushbu faoliyat bilan shug‘ullanish jarayonida quvonchli qoniqish hissini boshdan kechirishi kerak. Bunday holda, bolada bu faoliyat bilan o‘z tashabbusi bilan, majburlashsiz shug‘ullanish istagi paydo bo‘ladi. Bu masalaga rasmiy, befarq munosabat emas, balki jiddiy qiziqish, ishni iloji boricha yaxshiroq bajarish istagi paydo bo‘ladi. Bu shart-sharoitlarning barchasi faoliyat jarayonining qobiliyatlarning rivojlanishiga ijobiy ta’sir ko‘rsatishi uchun zarurdir.

✓ Bolaning faoliyati, iloji bo‘lsa, ijodiy bo‘lishi kerak. Masalan, adabiy qobiliyatlarni rivojlantirish uchun insho, hikoya va she’r yozish, ularni atroflicha tahlil qilish bilan doimiy va tizimli mashq qilish foydalidir. Musiqiy qobiliyat doimiy eshitish tahlilini va texnik musiqiy qobiliyatlarni takrorlash bo‘yicha mashg‘ulotlarni talab qiladi. Tabiatga sayohatlar bilan maxsus ekskursiyalar kuzatish va voqelikni estetik idrok etishni rivojlantirish uchun foydalidir.

✓ Faoliyat shunday tashkil etilishi kerakki, bolaning oldiga uning hozirgi imkoniyatlaridan va hozirgi vaqtda erishgan faoliyat darajasidan bir yoki bir necha

qadam yuqori maqsadlar qo'yiladi. Xususan, faoliyat turini tanlashga qaror qilgan va unda ajoyib qobiliyatlarni namoyon etgan bolalar ijodiy vazifalarni doimiy ravishda murakkablashtirishga muhtoj.

Qobiliyatlar faqat chuqur qiziqish va tegishli faoliyatga barqaror moyillik bilan birgalikda o'z mevasini berishi mumkinligi sababli, o'qituvchi bolaning qiziqishini faol ravishda rivojlantirishi, bu qiziqishlar yuzaki emas, balki chuqur va barqaror qiziqish bilan qo'llab-quvvatlanishiga intilishi kerak. Ko'pincha amalda u yoki bu sohada qobiliyatga ega bo'lgan bolaning bunday faoliyatga qiziqish bildirmasligi holatlari mavjud. Ba'zi holatlar, masalan, muvaffaqiyatsiz o'qitish usullarini qo'llash, fanni yomon bilish, noqulay hayotiy sharoit, ota-onaning qarshiligi tufayli bola tegishli fanga unchalik qiziqmaydi, unga befarqlik ko'rsatadi. Biroq, agar malakali o'qituvchi bolani biron bir faoliyatga chinakam qiziqtirishga muvaffaq bo'lsa, unda juda tez, ko'pincha kutilmaganda uning atrofida uchun bu qiziqish va moyillik talabaning e'tiborini to'liq o'ziga tortadi.

Bolalarning qobiliyatlarini tarbiyalashda qiyinchiliklarni engishda ularning qat'iyatlilikini rivojlantirish kerak, ularsiz eng qulay moyillik va aniq qobiliyatlar natija bermaydi. Ba'zida g'ayrioddiy qobiliyatga ega bo'lgan bola muvaffaqiyatsizlikka uchraganida taslim bo'ladi, o'z qobiliyatiga ishonchini yo'qotadi va ilgari sevimli mashg'ulotlarga qiziqishni yo'qotadi. Bunday hollarda u o'qituvchining yordamiga va qiyinchiliklarni engishda yordamiga muhtoj. Bolalarning qobiliyatlarini rivojlantirishga intilishda ularda o'z-o'zini talab qilish va mehnatining samarasini tanqidiy baholash qobiliyati kabi shaxsiy fazilatlarni tarbiyalash kerak. Bolada uning qobiliyatlari, muvaffaqiyatlari va yutuqlariga to'g'ri munosabatni shakllantirish juda muhimdir. Hech qanday holatda siz to'g'ridan-to'g'ri yoki bilvosita bolaga uning eksklyuzivligi yoki boshqa bolalardan ustunligi g'oyasini singdirmasligingiz kerak. Siz bolaning qobiliyatiga haddan tashqari qoyil qolmasligingiz, uni maqtashingiz yoki tengdoshlari bilan taqqoslamasligingiz kerak.

Xulosa o'rnida shuni ta'kidlab o'tish lozim-ki, inson iste'dodining tabiati olimlar o'rtasida juda qizg'in munozaralarga sabab bo'ladi. Iqtidor tug'mami yoki hayot davomida rivojlanganmi? Musiqachi bo'lib tug'ilish kerakmi yoki o'z ustidagi mashaqqatli kundalik mehnat natijasida iste'dod rivojlanadimi?

Qobiliyatlar sohasidagi tadqiqotlarni tavsiflovchi o'rganilgan materiallarga asoslanib, quyidagi xulosalar chiqarish mumkin:

- Qobiliyatlar - bu har qanday faoliyatda yuqori natijalarga erishish imkoniyatini beruvchi shaxsning individual psixofiziologik xususiyatlari majmuasidir.
- Jamiyatda har qanday faoliyat va hayotni amalga oshirish uchun zarur bo'lgan umumiy qobiliyatlar va muayyan faoliyatga xos bo'lgan maxsus qobiliyatlar mavjud.

▪ Qobiliyatni faqat faoliyat orqali rivojlantirish mumkin.

▪ Faoliyatning ma'lum bir turiga moyillik bu muvaffaqiyatni kafolatlamaydi, balki qobiliyatni rivojlantirish uchun zarur shartdir.

Qobiliyatlar, iste'dodlar va dahlo muammosi uzoq vaqtdan beri psixologlar oldida turibdi va bugungi kunda har qanday shaxsiyat nazariyasi doirasida uni to'liq tushuntiradigan yagona tushuncha yo'q. Shunga qaramay, qobiliyatlar tuzilishi masalalarini o'rganish psixologiya nazariyasi uchun ham, zamonaviy ta'limning o'ziga xos psixologik-pedagogik muammolarini hal qilish uchun ham juda muhimdir.

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ИЖТИМОЙ ҲИМОЯ ТАСНИФИ: ИСЛОМ ВА АНЪАНАВИЙ ҲИМОЯ ТИЗИМЛАРИ ҚИЁСИЙ ТАҲЛИЛИ

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АННОТАЦИЯ

Ушбу мақола анъанавий ва ислом иқтисодиётлари ижтимоий ҳимоя тизимларининг айрим жиҳатларини қиёсий таҳлил қилишга бағишланган. Анъанавий иқтисодиётда ижтимоий ҳимоя тизими бир қатор йўналишларда таснифланган. Исломда ижтимоий ҳимоянинг ўзига хос жиҳатлари ёритиб берилган. Шунингдек, мақолада тадқиқ этилаётган мавзуга далил сифатида исломда ижтимоий ҳимояга оид Қуръони карим оятлари ва ҳадислар келтирилган.

***Калит сўзлар:** Ижтимоий адолат, ижтимоий ҳимоя, “Ижтимоий ҳимоя Акти”, закот, ушр, хумс, жизья, хирож, садақа, садақаи жория, байтул-мол.*

СРАВНИТЕЛЬНЫЙ АНАЛИЗ СИСТЕМ СОЦИАЛЬНОЙ ЗАЩИТЫ В ИСЛАМСКОЙ И ТРАДИЦИОННОЙ ЭКОНОМИКАХ

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АННОТАЦИЯ

Данная статья посвящена сравнительному анализу некоторых аспектов систем социальной защиты в традиционной и исламской экономиках. Составлена классификация системы социальной защиты по ряду направлений в традиционной экономике. Освещены специфические аспекты социальной защиты в исламе. Также, в статье в качестве обоснования по исследуемой теме приводятся аяты Корана и хадисы о социальной защите в исламе.

***Ключевые слова:** Социальная справедливость, социальная защита, “Акт о социальной защите”, закят, ушр, хумс, джизья, хирадж, садака, садақаи джария, байтул-мал.*

КИРИШ

Юртимиз тараққиёт йўлида ўз олдига қўйган улкан вазифаларидан бири - бу мамлакатимизда аҳоли турмуш фаровонлигини оширишга қаратилган кенг қўламли ислохотларни амалга ошириш асносида мавжуд ижтимоий ҳимоя тизимини янада такомиллаштириш, камбағалликни қисқартириш ҳамда муҳтож тоифага мансуб инсонларни ҳар томонлама қўллаб-қувватлашдан иборатдир. Президентимиз Ш.Мирзиёев таъбири билан айтганда, ижтимоий ҳимоя масаласи - бу фақат давлат ва ҳокимият ташкилотлари, ижтимоий таъминот ва хайрия муассасаларининг иши бўлиб қолмаслиги лозим. Шунингдек, "ижтимоий" деган сўзнинг кўпчиликка, жамоатчиликка мансуб деган маънони ифода этишини инобатга оладиган бўлсак, бу ўта муҳим масала жамиятимизнинг, барчамизнинг бурчимизга айланиши даркор.

Жорий йилнинг ўзида ҳукуматимиз томонидан қабул қилинган бир қатор Фармон ва Қарорлар, хусусан, аҳолига сифатли ижтимоий хизмат ва ёрдам кўрсатиш тизимини янада такомиллаштириш ҳамда унинг самарали назорат тизимини йўлга қўйиш масалаларига бағишланган. Бу эса ижтимоий ҳимоя тизимини мунтазам равишда муқобил тизимлар билан ҳар томонлама қиёсий тадқиқ этиш ва ривожлантириш масалалари республикамиз учун нақадар муҳим ва долзарблигидан далолатдир.

Ижтимоий ҳимоя давлатнинг инсон ҳаёти ва фаолияти учун зарур шарт-шароит яратишга қаратилган ижтимоий-сиёсий, иқтисодий, маънавий-маърифий ва ҳуқуқий кафолатлар йиғиндисини ташкил этади[14]. Ҳар қандай давлат томонидан юритиладиган ижтимоий-иқтисодий сиёсатнинг бош мақсади - ижтимоий адолатга таянган ҳолда, ушбу жамиятда яшаётган барча фуқаролар турмуш фаровонлигини таъминлашдан иборатдир. Инсоннинг инсонлар жамоаси томонидан ҳимояланиши у ёки бу кўринишдаги кишилик жамиятига, хусусан, инсонларга хос бўлган феномендир.

АДАБИЁТЛАР ТАҲЛИЛИ

Илмий адабиётларда, айнан, "ижтимоий ҳимоя" сўз бирикмаси илмий термин сифатида биринчи бор россиялик социолог олим П.И.Новгородцев асарларида кузатилган ва у ижтимоий-иқтисодий категория сифатида атрофлича таҳлил қилинган[7]. Мазкур соҳанинг назарий жиҳатларини тадқиқ этган россиялик олима Г.В.Черкасская бу борада шундай баён қилади: "Ижтимоий ҳимоя инсоният жамияти пайдо бўлгандан бери мавжуд бўлган доимий ривожланаётган ижтимоий-иқтисодий ва ижтимоий-маданий ҳодисадир"[8].

А.Смит ўз асарларида жамиятда фаровонлик ва ижтимоий адолатга эришишнинг бирдан бир йўли эркин бозор иқтисодиёти экани ва уни “кўринмас кўл” бошқаришини илмий жиҳатдан асослаб берган эди. Кейинчалик аҳоли турмуш даражасини ошириш масалалари бир қатор хорижий олимлар, хусусан, Ж.Кейнс, У.Петти, Д.Рикардо, В.Репке ва бошқалар томонидан тадқиқ этилган. "Ислом қонунчилигида ижтимоий ҳимоя" номли асар эса туркиялик олим А.Эролга мансуб[13].

Исломда ижтимоий ҳимоя, инсон ҳуқуқлари, аёллар ва бола ҳуқуқларига оид илмий тадқиқот ишлари А.Саидов, Ж.Тошқулов, Н.Юсупова, М.Атоев, Д.Каримова каби ўзбекистонлик олимлар томонидан амалга оширилган. Илмий тадқиқотчи М. Жалолдинованинг “Янги Ўзбекистон: Ижтимоий ҳимоя ривожини, ислом ҳуқуқи жиҳатидан талқини”, “Исломда ижтимоий ҳимоя асослари” ва бошқа мақолаларида мазкур мавзу Қуръони карим оятлари ва ҳадислар асосида таҳлил қилинган[5].

НАТИЖАЛАР

Тамаддунлар шарофати ила ижтимоий ҳимоя муттасил тадрижий ривожланишда бўлди ва тобора мукаммаллашиб борди. Инсоният тарихининг турли давларида ижтимоий ҳимоя ўзининг мазмун-моҳияти ва шакли шамойилларига кўра, бири-биридан фарқли жиҳатларининг мавжудлиги билан тавсифланган. Бирок, шуни таъкидалаш жоизки, улар ўзаро қанчалик даражада фарқ қилмасин, уларни бирлаштириб турадиган бир эзгу ният ва хайрли мақсад борки, у ҳам бўлса, жамиятнинг ночор ва муҳтож қатламларини қўллаб-қувватлашдан иборатдир.

Ислом иқтисодиётида ижтимоий ҳимоя мавзуси доимо устувор аҳамиятга эга бўлиб келган ва ҳозирда ҳам шундай бўлиб қолмоқда. Зероки, ислом дини инсонларни тинч-тотув ва фаровон турмуш кечиришларига даъват қилади ҳамда Ер юзида кезиб, унинг неъматларидан баҳраманд бўлишларига ва албатта, Аллоҳ томонидан уларга омонат қилиб берилган бойликлардан бир қисмини муҳтожлар билан баҳам кўришларига буюради[1].

Тарихан ижтимоий ҳимоя инсоният билан қадам-бақадам одимлаган бўлса-да, биринчи бор расман қонун сифатида эълон қилинганига ҳали кўп ҳам вақт ўтгани йўқ. Хусусан, 1935 йилда АҚШ ҳукумати томонидан “Ижтимоий ҳимоя Акти” қабул қилинган. Ушбу Акт ишчилар учун қарилик нафақалари, ишлаб чиқаришдаги бахтсиз ҳодиса қурбонлари учун нафақалар, ишсизлик суғуртаси, қарамоғида бўлган оналар ва болалар, кўр ва ногиронлар учун ёрдам тизимини ўрнатди. Таъкидлаш жоизки, “Ижтимоий ҳимоя Акти” том маънода ижтимоий ҳимоянинг барча масалаларини қамраб олмаган бўлса-да, у бугунги

кунда барча демократик таракқиёт йўлидан бораётган давлатлар учун намуна ва ўрнак бўла олади.

Юртимизда аҳолини ижтимоий ҳимоя қилиш масаласи доимо давлатимиз диққат марказида турган. Бош Қомусимизнинг 46-боби фуқароларнинг мазкур соҳадаги ҳуқуқларига бағишланган бўлиб, унда шундай дейилади: "Ҳар ким қариганда, меҳнат қобилиятини йўқотганда, ишсизликда, шунингдек боқувчисини йўқотганда ва қонунда назарда тутилган бошқа ҳолларда ижтимоий таъминот ҳуқуқига эга"[9]. Шунингдек, "Фуқароларнинг давлат пенсия таъминоти тўғрисида"ги Қонун юртимиз фуқароларининг конституциявий ҳуқуқларини амалий жиҳатдан рўёбга чиқаришни таъминлаб беради[10]. Ўзбекистон Республикаси Президентининг "Аҳолига ижтимоий хизматлар ва ёрдамлар кўрсатиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида"ги Қарори ушбу соҳадаги давлат фаолиятини янада такомиллаштириш, ижтимоий ҳимоянинг манзиллилиги ва самарадорлигини ошириш ҳамда аҳолининг кўмакка муҳтож қатламлари ижтимоийлашувини таъминлаш мақсадида қабул қилинган[11].

Шундай қилиб, ижтимоий ҳимоя ижтимоий-иқтисодий категория сифатида жамиятда юзага келадиган ижтимоий маҳсулотни ишлаб чиқариш, тақсимлаш ва қайта тақсимлаш билан боғлиқ муносабатларнинг йиғиндисини қамраб олади.

Ижтимоий ҳимоянинг ижтимоий-иқтисодий категория сифатидаги асосий вазифаси - ижтимоий хавф-хатарлар таъсирига тушган муайян шахсларнинг ижтимоий мослашуви ва жамиятга интеграциялашуви даражасини тиклаш ва агар улар ишлаб чиқариш қобилиятини тиклаган бўлса, инсоннинг меҳнат қобилиятини сақлаш ва оширишдан иборатдир. Шунингдек, ишлаб чиқариш қобилиятини тиклашнинг иложи бўлмаган тақдирда, уларга лозим бўлган барча инсонпарварлик ёрдамлари кўрсатилади.

Ижтимоий ҳимоя иқтисодиётнинг муҳим тармоғи бўлиб, у кўпқиррали тушунча ҳисобланади. Анъанавий иқтисодиётда ижтимоий ҳимоя бир қатор йўналишларда таснифланади:

- **Мақсадига кўра ижтимоий ҳимоя:** Камбағалликка қарши кураш; даромадларни қўллаб – қувватлаш; жисмоний қобилиятни сақлаш;
- **Субъектига кўра ижтимоий ҳимоя:** Ўзини-ўзи ҳимоя қилиш; ўзаро ҳимояланиш; ижтимоий ҳимояланиш; корпоратив ҳимоя; давлат ҳимояси;
- **Субъектнинг фаоллигига кўра ижтимоий ҳимоя:** Актив; пассив; мўътадил;

- **Субъектнинг масъулиятига кўра ижтимоий ҳимоя:** Индивидуал; жамоавий-солидар; гуруҳли-корпоратив;
- **Муддатига кўра ижтимоий ҳимоя:** Кечиктирилган; зудлик билан-ўша заҳоти; мунтазам тарзда;
- **Воқеа – ҳодисаларга кўра ижтимоий ҳимоя:** Касаллик ва туғруқ ҳолатида; ишсизлик ҳолатида; иш жараёнида бахтсиз ҳодиса шароитида; ногиронлик ҳолатида; ўлим ҳолатида;
- **Объектига кўра ижтимоий ҳимоя:** Шахс ҳимояси; оила ҳимояси; аҳоли тоифалари ҳимояси; умумжамият ҳимояси;
- **Молиялаштириш манбаига кўра ижтимоий ҳимоя:** Иш берувчи ҳисобидан; давлат бюджети ҳисобидан; суғурта компаниялари ҳисобидадан; хайрия ташкилотлари ҳисобидан; ҳомийлар ҳисобидан;
- **Ташкилий жиҳатдан ижтимоий ҳимоя:** Уюшган ва уюшмаган; ихтиёрий ва мажбурий; давлат ва нодавлат; ҳудудий, миллий, халқаро;
- **Даврийлик жиҳатидан ижтимоий ҳимоя:** Доимий; бир маротабалик; бир неча маротабалик;

Дунёнинг турли мамлакатларида жорий этилган ижтимоий ҳимоя тизимларининг умумий жиҳатлари мавжуд бўлса-да, улар бир-биридан қайсидир жиҳатлари билан фарқ қилади. Халқимиз минг йилликлар давомида ижтимоий соҳа борасида ислом дини таълимотлари асосида диний ва миллий кадриятларига таянган ҳолда катта тажриба тўплаган. Ушбу буюк меъросни изчил ўрганиб бориб, барча халқларда умуминсоний кадриятлар мавжудлигини, шу жумладан ижтимоий муносабатларнинг ҳозирги даврда аҳолини ижтимоий ҳимоя қилиш номини олган жабҳасида ҳам мавжуд бўлган муайян маълумотларни жамлаб ўрганиш муҳим аҳамиятга эга[5].

МУҲОКАМА

Ислом иқтисодиётида ижтимоий ҳимоя алоҳида фан сифатида ўрганилади. Ушбу фаннинг аҳамияти ва бошқа фанлардан фарқи шундан иборатки, у ижтимоий-иқтисодий категория ҳисобланган ижтимоий ҳимояни Ислом дини манбаъларига асосланган ҳолда аҳолининг, айнан, ҳимоя ва кўмакка муҳтож қатламларини қўллаб-қувватлаш усулларини ўрганади. Ислом динининг буюклиги, қонунларининг улуғворлиги, иқтисодий тизимининг инсон эҳтиёжлари ва жамият манфаатлари ҳақида ғамхўрлик қилиши шариатда белгиланган ҳамда мақсади шахс ва жамият манфаатларини таъминлашдан иборат бўлган бойликларни тақсимлашни эътироф этишда, айниқса ёрқин намоён бўлади[4].

Мусулмон оламининг аксарият уламолари ислом дини арконларидан бири ҳисобланган *закот* жамиятда Аллоҳ таоло томонидан инсониятга берилган неъматларнинг адолатли тақсимоотида беқиёс ижтимоий аҳамиятга эга эканлигини яқдиллик билан эътироф этишади. Жумладан, Юсуф Қардовий таъкидлашича, ҳар қандай закот фондида қарзга ботиб қолган ночор мусулмон бандани қарздан халос қилишга аталган махсус банднинг борлиги исломда ижтимоий ҳимоянинг диққатга сазовор бўлган энг муҳим жиҳатларидандир. Шу билан бирга, унинг фикрича, исломда *байтул-молда* тўпланадиган *закот*, *ушр*, *хумс*, *жизя*, *хирож* каби барча солиқ турлари, шунингдек, *садақа ва садақаи жория*, пировардида, мусулмон умматининг оғирини енгил қилишга, бошига тушган кулфатини бартараф этишга қаратилган бўлиб, бир сўз билан айтганда, уларнинг барчасини ўзида мужассам этган *байтул-мол* давлат ижтимоий ҳимоя тизимининг ўзига хос самарали шакли сифатида намоён бўлган[3].

Закот, таъбир жоиз бўлса, исломда ижтимоий ҳимоянинг устун ҳисобланади. Зероки, Аллоҳ таоло Қуръони каримда шундай марҳамат қилади: **“Намозни тўқис адо этинглар, закот беринглар ва Пайгамбарга итоат қилинглар. Шоядки раҳм қилсангиз”** (Нур сураси 56 оят)[1].

Намозни адо этиш билан бирга, закотни адо этиш ҳам мусулмон кишида бахиллик ҳиссини йўқотиб, қалбида меҳр туйғусини уйғотади, жамиятда ўзаро ҳурмат ва ғамхўрликни кучайтиради, эзгу амалларга ундайди. Закотни рисоладагидек адо этмасдан туриб, моллари нисобга етган мусулмонлар ҳеч бир муваффақият ҳақида ўйламасалар ҳам бўлади. Қуръони каримда намоз ва закот биргаликда 27 жойда келган. Бу эса закотнинг аҳамияти нақадар юқори эканидан далолатдир.

Закотда закот берувчига ҳам, олувчига ҳам, улар яшаб турган жамиятга ҳам кўплаб дунёвий ва ухровий фойдалар бор. Шунингдек, у туфайли мулкдор тарафнинг қалби покланиб, руҳий томондан ўсиб бориши юзага келади. Набий (сав) шундай деганлар: **“Уларга билдиринки, Аллоҳ таоло зиммаларига закотни фарз қилгандир. Закотни у ернинг бойларидан олиниб, камбагалларига берилур!”** (Имом Бухорий ривояти).

Мусулмон тожирларини турли хавф-хатар ва бало-офатлардан ҳимоя қилган исломий суғурта - *такофул* ҳам ўз навбатида, қандайдир маънода, тижорат соҳасида ижтимоий ҳимоя вазифасини бажарган. VIII-IX асрларда савдогарларнинг қарвонлари манзилларига етгунича қўриқлаш хизматлари каби фаолиятлар ҳозирги суғурта муносабатларига замин яратган. Халифалик даврида, шунингдек, қарздорликни кафолатлаш ёки гаров сифатида бирор-бир

қийматга эга буюмни қўйиш каби шартномалар бўлганки, буларнинг барчаси бугунги кундаги исломий суғурталашнинг сарчашмаси эканидан далолатдир[2].

Анъанавий иқтисодиётдан фарқли ўлароқ, исломда ижтимоий ҳимоянинг ўзига хос турларидан бири - бу *силаи раҳм* бўлиб, у узоқ ва яқин қариндошлар ўртасида меҳр-мурувват ришталарини мустаҳкамлашга хизмат қилади. Бу борада Қуръони каримнинг “Исро” сураси, 26-оятида шундай деб марҳамат қилинади: **“Қариндошга ҳаққини бер!”**[1].

Пайғамбаримиз (сав)нинг кўплаб ҳадислари силаи раҳмга бағишланган. Қуйидаги келтирилган ҳадисда шундай дейилади: **“Нафақа ва садақа беришда аввал ўзингдан бошла. Агар бирор нарса ортса, аҳлу аёлингга бер. Агар яна бирор нарса ортиб қолса, қариндошларинга бер. Улардан ҳам ортса, бошқаларга бер”**[6].

Исломда инсонларни нафақат моддий, балки маънавий жиҳатдан ҳам қўллаб-қувватлашга даъват қилинади. Абу Зарр (ра)дан ривоят қилинган ҳадисда шундай дейилади: **“Расулulloҳ (сав): “Биродарингнинг юзига табассум билан боқишинг ҳам садақа, яхшиликка буюришинг ҳам садақа, ёмонликдан қайтаришинг ҳам садақа, йулдан адашган кишини тугри йўлга солиб юборишинг ҳам садақа, кўзи ожиз кишига ёрдам беришинг ҳам садақа, йўл юзида ётган тошни, тиканни, суякни четга олиб қўйишинг ҳам садақа, челагингдаги сувдан биродаринг челагига қуйиб беришинг ҳам садақадир”, дедилар”.** (Имом Термизий ривояти)[6].

Анъанавий ва ислом иқтисодиётларида ижтимоий ҳимоянинг умумий ва хусусий жиҳатлари, яъни улар ўртасида ўхшаш ва фарқли жиҳатлар мавжуд:

Ижтимоий адолат принципи ёки инсонийлик ва гуманизм ҳар иккала тизимда ўхшаш, боиси, ижтимоий ҳимоя қачон ва қаерда бўлмасин, унинг асосий ғояси инсонпарварликдир. Гуманизм Ер юзида Аллоҳ яратган барча жонзодлар ичида фақатгина инсонга хос хусусиятдир. Ушбу тамойил нафақат ижтимоий ҳимояга тааллуқли, балки у ҳар қандай давлат ёки жамиятнинг муҳим ва бош ғояси сифатида талқин қилинади.

Кенг қамровлилик, яъни жамиятда мавжуд бўлган турли қатламларни қамраб олиш; Анъанавий иқтисодиётда ҳам ўзига яраша муайян қамров бор. Аммо исломда қамров бирмунча кенгроқ. Масалан, қарздорларга қарзларини узиш учун ёрдам бериш, яъни йиғилган закотдан қарз миқдорида маблағ ажратиш фақат исломгагина хосдир. Шунингдек, мусофирлар ва илм аҳли, айниқса, толиби илмларга моддий кўмак бериб туриш ҳам исломда мавжуд амаллардан бўлиб, анъанавий иқтисодиётга оид бўлган ижтимоий ҳимояда эса бу тоифа инсонлар муҳтожлар тоифасига мансуб эмас.

Горизонтал - вертикал таъминот тизими, бевосита ва билвосита закот ва садақанинг тақсимланиши билан изоҳланади. Исломда ижтимоий ҳимояга оид горизонтал тақсимотнинг устун жиҳати шундаки, у қуйи даражада, бевосита, эҳтиёжманд инсоннинг ўзига ҳеч бир тўсиқларсиз тўла тўқис етиб келади. Лозим бўлганда, конфиденциаллик ҳам сақланади. Зероки, исломда қилинаётган яхшилик кўз- кўз қилиш учун эмас, балки Аллоҳнинг ризоси учун қилинди, акс ҳолда у риёга айланиб қолиши мумкин. Анъанавий ижтимоий ҳимояда эса горизонтал таъминот мавжуд эмас. Вертикал таъминот ҳар иккала тизимда ҳам мавжуд бўлиб, улар давлат бюджети ва байтул- молдан иборатдир.

ХУЛОСА

Хулоса ўрнида шунини таъкидлаш жоизки, бугунги кунда ижтимоий ҳимояга оид замонавий қонунларимизда ижтимоий ҳимоянинг маънавий-ахлоқий ва руҳий жиҳатларига ҳам эътибор қаратилса, мақсадга мувофиқ бўлар эди. Шунингдек, исломдаги ижтимоий ҳимоя сингари толиби илмлар, мусофирлар, қарздорлар ва муҳтож қариндошларни ҳам анъанавий ижтимоий ҳимоя объектлари сирасига киритиш масаласини ҳуқуқшунос олимлар ҳуқуқига ҳавола этиш зарур.

Ҳозирда мамлакатимизда камбағалликни қисқартиришга қаратилган чора-тадбирларни жадаллаштириш билан бир қаторда аҳоли, айниқса, ёшлар онгига миллий ва диний қадриятларимиздан ҳисобланадиган меҳр-мурувват, меҳр-оқибат, раҳм-шафқат ва саҳоватпешалик каби ғояларни мунтазам равишда сингдириб бориш лозимдир.

Ислом иқтисодиётининг ижтимоий ҳимоя соҳасини анъанавий ижтимоий ҳимоя билан қиёсий ҳамда ислом дини манбаълари асосида чуқурроқ ўрганиш, унинг ижобий жиҳатлари ва тажрибасидан анъанавий иқтисодиётда, хусусан, анъанавий ижтимоий ҳимоя соҳасида самарали фойдаланиш жамиятимиз учун ниҳоятда манфаатлидир.

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О‘ЗBEKISTON PARALIMPIYACHILARINING PARALIMPIYA О‘YINLARIDA ISHTIROKI VA TAHLILI ASOSIDA SPORT TA‘LIMINI RIVOJLANTIRISH YO‘LLARI

Olimjon Shodiev

O‘zbekiston Milliy paralimpiya qo‘mitasi huzuridagi paralimpiya sport turlari
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Annotatsiya. Maqolada O‘zbekiston paralimpiyachilarining Paralimpiya o‘yinlaridagi ishtiroki tahlil qilingan. Tahlillar natijasida sport ta‘limini rivojlantirish bo‘yicha ilmiy asoslangan taklif va tavsiyalar ishlab chiqish bo‘yicha ilmiy fikrlar keltirilgan.

Kalit so‘zlar: nogironligi bo‘lgan shaxs, paralimpiya o‘yinlari, parasportchi, 5x5 futbol, golbol, bochcha, ilmiy tadqiqot, o‘quv qo‘llanma.

WAYS OF DEVELOPING SPORTS EDUCATION BASED ON THE PARTICIPATION AND ANALYSIS OF UZBEKISTAN PARALYMPIANS IN THE PARALYMPIC GAMES

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Summary. The article analyzes the participation of Uzbek paralympians in the Paralympic Games. As a result of the analysis, scientific opinions on the development of scientifically based proposals and recommendations for the development of sports education are presented.

Key words: disabled person, Paralympic Games, para-athlete, 5x5 football, goalball, boccia, scientific research, training manual.

ПУТИ РАЗВИТИЯ СПОРТИВНОГО ОБРАЗОВАНИЯ ПАРАЛИМПИЙЦЕВ УЗБЕКИСТАНА НА ОСНОВЕ АНАЛИЗА И УЧАСТИЯ В ПАРАЛИМПИЙСКИХ ИГРАХ

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***Аннотация:** В статье анализируется участие узбекских паралимпийцев в Паралимпийских играх. В результате анализа представлены научные мнения по разработке научно обоснованных предложений и рекомендаций по развитию спортивного образования.*

***Ключевые слова:** Лицо с инвалидностью, Паралимпийские игры, пара спортсмен, футбол 5x5, голбол, бочча, научные исследования*

Kirish. Nogironligi bo'lgan shaxslarga sport bilan shug'ullanishlari uchun zarur shart-sharoitlar yaratish, ularning xalqaro sport maydonlarida munosib ishtirok etishini ta'minlash va davlat tomonidan qo'llab-quvvatlash bo'yicha amalga oshirilayotgan muhim tadbirlar o'z samarasini bera boshladi. Paralimpiya harakatini qo'llab quvvatlanishi natijasida, oxirgi 4 yil davomida O'zbekiston Milliy paralimpiya qo'mitasi sportchilari 203 ta davlat ichida 16 o'ringa ko'tarildi. Mustaqillik sharofati bilan Paralimpiya o'yinlarida ishtirok etishni yaqin tarixda boshlagan O'zbekiston parasportchilari uchun bu albatta, yuqori ko'rstgich. O'tgan 15 yil davomida paralimpiyachilarimiz faqat 8 ta yozgi, 1ta qishki sport turlaridan Paralimpiya o'yinlarida ishtirok etishdi. Qishki Paralimpiya o'yinlarida terma jamoamiz 2014 yil Sochida 2 nafar, 2018 yil Pxyonchxanda 1 nafar sportchi bilan ishtirok etgan, medallar qo'lga kiritilmagan. Yozgi Paralimpiya o'yinlari dasturiga 22 ta sport turi qishki Paralimpiya o'yinlari dasturiga 6 ta sport turiga kiritilganligini inobatga olsak, sohada tizimli ishlarni amalga oshirish orqali qolgan sport turlarini ham jadal rivojlantirish dolzarb masala bo'lib qolmoqda.

Tadqiqot maqsadi. Paralimpiya o'yinlari natijalari asosida yozgi va qishki Paralimpiya o'yinlari dasturiga kiritilgan barcha paralimpiya sport turlarini bosqichma-bosqich rivojlantirishda sport ta'limini samarali yo'lga qo'yish bo'yicha ilmiy asoslangan taklif va tavsiyalar ishlab chiqish.

Tadqiqot vazifalari:

- rivojlantirilayotgan (mavjud) paralimpiya sport turlari bilan bir qatorda yangi tashkil etilayotgan paralimpiya sport turlarini hududlarda ommalashtirish imkoniyatlarini o'rganish;

- hududlarda paralimpiya sport turlari bo'yicha mutaxassislariga bo'lgan ehtiyoj asosida sport ta'limini takomillashtirish darajasini aniqlash.

Tadqiqotning uslubi. Paralimpiya o'yinlari o'rganildi. Parasportchilar, trenerlar,

ota-onalar va mutaxassislar o'rtasida o'tkazilgan anketa so'rovlardan foydalanildi. Bunda sport ta'lim muassasalariga sportchilarni qatnash imkoniyati, muassasalarni tegishli mutaxassislari bilan hamda nogironligi bo'lgan shaxslar uchun yaratilgan sharoitlar va kerakli sport anjomlari bilan ta'minlanganlik holati o'rganildi hamda sohadagi yetuk mutaxassislarning fikrlari tahlil qilindi.

Tadqiqot natijalari va muhokamasi. O'zbekiston milliy paralimpiya assotsiatsiyasining Xalqaro Paralimpiya Qo'mitasi a'zosi sifatida musobaqalardagi ilk ishtiroki 2008 yil sentyabr oyida Xitoyning Pekin shahrida o'tkazilgan XIII yozgi Paralimpiya o'yinlaridir. Ushbu musobaqada O'zbekiston 2 nafar sportchi - yengil atletika va pauerliftingdan Ravil Diganshin hamda suzishdan Farxod Sayidov bilan ishtirok etdi.

Pekin shaharida o'tkazilgan XIII yozgi Paralimpiya o'yinlari mamlakatimiz vakillari uchun o'ziga xos tajriba va mahorat vazifasini o'tadi. London-2012 Paralimpiya o'yinlariga 4 ta sport turidan 10 ta yo'llanmani qo'lga kiritishdi. O'zbekiston o'z tarixida va Markaziy Osiyo tarixida ilk marotaba kumush medalni qo'lga kiritdi. Bunda eng avvalo O'zbekiston Respublikasi Prezidenti tomonidan 2009 yil 5 yanvarda qabul qilingan "O'zbekiston Respublikasi sportchilarining 2012 yil London shahri (Buyuk Britaniya)da bo'lib o'tadigan XXX yozgi Olimpiada va XIV Paralimpiada o'yinlarida ishtirok etishga tayyorgarligi to'g'risida" qabul qilingan qaror asosiy omil bo'ldi [1]. Sportchilarimiz mamlakatimiz hamda xorijda zamonaviy me'yorlar asosida tashkil etilgan o'quv-mashg'ulot yig'inlarini o'tab, ko'plab xalqaro musobaqalarda tajriba va mahoratlarini oshirdilar. Ularning yuqori sport tayyorgarligini ta'minlashga ko'maklashuvchi ilmiy - uslubiy, tibbiy biologik tadqiqotlar o'tkazildi.

2016-yil Braziliyaning Rio-de Janeyro shahrida o'tkazilgan navbatdagi Paralimpiya o'yinlari mamlakatimiz paralimpiya tarixida yangi sahifa ochdi. Boisi, musobaqaga 32 nafar sportchi bilan tashrif buyurgan terma jamoamiz jami 31ta medalni qo'lga kiritdi va umumjamoa hisobida 16-o'rinni (medallar soni bo'yicha 12-o'rin) egalladi. Sportchilarimiz tomonidan 6 ta Jahon, 7 ta Paralimpiya o'yinlari, 12 ta Osiyo rekordi o'rnatildi.

O'zbekiston paralimpiyachilari 2013-yil 25-fevraldagi "O'zbekiston sportchilarini 2016-yilda Rio-de-Janeyro shahrida (Braziliya) bo'lib o'tadigan XXXII yozgi Olimpiya va XV Paralimpiya o'yinlariga tayyorlash to'g'risida"gi Prezident qarori bo'yicha zamonaviy me'yorlar asosida o'quv-mashg'ulot yig'inlarini o'tkazishib, tajriba va mahoratini oshirishdi [2].

O‘zbekiston paralimpiyachilarining yozgi Paralimpiya o‘yinlaridagi ishtiroki				
T/r	Paralimpiya o‘yinlari nomi	Ishtirok etilgan sport turlari	Sportchilar soni	Medallar soni
1.	Pekin-2008	1. Para engil atletika 2. Para suzish	2 nafar sportchi ishtirok etgan	-
2.	London-2012	1. Para engil atletika 2. Para suzish 3. Para dzyudo 4. Para paelifting	10 nafar sportchi ishtirok etgan	1 ta kumush medal qo‘lga kiritilgan.
3.	Rio-2016	1. Para engil atletika 2. Para suzish 3. Para dzyudo 4. Para paelifting 5. Para o‘q otish	32 nafar sportchi ishtirok etgan	31 ta medal qo‘lga kiritilgan, shundan: <i>8 ta oltin;</i> <i>6 ta kumush;</i> <i>17 ta bronza.</i>
4.	Tokio-2020	1. Para engil atletika 2. Para suzish 3. Para dzyudo 4. Para paelifting 5. Para o‘q otish 6. Para taekvondo 7. Para baydarka va kanoe 8. Para akademik eshkak eshish	46 nafar sportchi ishtirok etgan	19 ta medal qo‘lga kiritildi, shundan: <i>8 ta oltin</i> <i>5 ta kumush</i> <i>6 ta bronza</i>
O‘zbekiston paralimpiyachilarining qishki Paralimpiya o‘yinlaridagi ishtiroki				
1.	Sochi-2014	1. Para tog ‘chang‘isi	2 nafar sportchi ishtirok etgan	medal qo‘lga kiritilmagan
2.	Pxyonchxan-2018	1. Para tog ‘chang‘isi	1 nafar sportchi ishtirok etgan	medal qo‘lga kiritilmagan

COVID-19 pandemiyasi sharoitida Tokio shahri (Yaponiya)da bo‘lib o‘tgan navbatdagi XVI yozgi Paralimpiya o‘yinlariga paralimpiyachilarimiz O‘zbekiston Respublikasi Prezidentining 2021 yil 25 iyundagi “2021 yilda Tokio shahri (Yaponiya)da bo‘lib o‘tadigan XXXII yozgi Olimpiya va XVI Paralimpiya o‘yinlarida O‘zbekiston sport delegatsiyasining ishtirokini ta‘minlash hamda Olimpiya sport turlarini yanada rivojlantirish chora-tadbirlari to‘g‘risida”gi qarori asosida kompleks tayyorgarlik ko‘rib, yana yuqori natijalarni qo‘lga kiritdi[4]. O‘zbekiston paralimpiya terma jamoasi 8 ta sport turidan bahslarda ishtirok etib, jami 19 ta medal qo‘lga kiritdi.

Erishilgan natijalarni mustahkamlab, yanada ko‘proq yutuqlarni qo‘lga kiritish uchun navbatdagi Paralimpiya o‘yinlariga aniq tizim asosida tayyorgarlik ko‘rish uchun yana bir qator muhim huquqiy asoslar yaratildi. O‘zbekiston Respublikasi

Prezidentning 2021 yil 18 maydagi “Paralimpiya harakatini rivojlantirishga doir qo‘shimcha chora-tadbirlar to‘g‘risida” PQ-5114-son qarori qabul qilinib, Paralimpiya o‘yinlari dasturidan o‘rin olgan para stol tennisi, para badminton, 5x5 futbol, golbol, para velosport, para kamondan o‘q otish, bochcha, para qilichbozlik, para triatlon, sport turlarini yanada rivojlantirish hamda yaqin kelajakda para voleybol, aravachada basketbol, aravachada tennis, aravachada regbi sport turlarini keng ommalashtirish bo‘yicha zarur chora-tadbirlarni amalga oshirish belgilandi [3]. Mazkur qarorga asosan 2021/2022 o‘quv yilidan boshlab O‘zbekiston davlat jismoniy tarbiya va sport universitetida Paralimpiya fakulteti, hamda uning Nukus va Farg‘ona filiallarida, “Paralimpiya” kafedra, shuningdek, “Adaptiv sog‘lomlashtirish, jismoniy tarbiya va sport” magistratura mutaxassisligi ochildi.

2022-yil 6-iyunda O‘zbekiston Respublikasi Prezidentining ”Davlat sport-ta’lim muassasalari faoliyatini mutlaqo yangi tizim asosida tashkil qilish chora-tadbirlari to‘g‘risida”gi 268-son qarori [qabul qilindi](#). Qaror bilan Olimpiya va Paralimpiya sport turlariga tayyorlash markazlari tashkil etilishi, unda o‘qish jarayoni 2 ta bosqichda amalga oshirilishi ya’ni birinchi bosqichda 5–11-sinflar uchun Olimpiya maktablari, ikkinchi bosqichda 1–2-kurslar uchun Olimpiya va Paralimpiya kollejlari faoliyat ko‘rsatishi belgilandi[5].

Shuningdek, 2022-yil Samarqand shahrida Oliy sport mahorati instituti tashkil etilib, Institutga qabul Olimpiya va Paralimpiya kollejlari bitiruvchilarining sport natijalari (qoida tariqasida a’lo va yaxshi baholarga ega bo‘lgan iqtidorli o‘quvchi-sportchilar) asosida amalga oshirilmoqda[6].

Yana bir muhim oliy ta’lim muassasasi O‘zbekiston milliy paralimpiya qo‘mitasi huzuridagi paralimpiya sport turlari bo‘yicha mutaxassislarni tayyorlash institutini tashkil etilishi ham paralimpiya sport ta’limini rivojlantirish bo‘yicha muhim qadam bo‘ldi deyishimiz mumkin[7].

Paralimpiya harakatini rivojlantirish, sport ta’limini rivojlantirish borasida yetarli darajada muhim qonunosti hujjatlari qabul qilingan bo‘lsada, sohada yana dolzarb masalalar o‘z yechimini kutmoqda. Bularning asosiysi yozgi va qishki paralimpiya o‘yinlari dasturiga kiritilgan barcha sport turlarini respublikamizda keng ommalashtirish va rivojlantirish hisoblanadi. Parasport bo‘yicha sportchilarni o‘qitish va tayyorlashning barcha darajalarida sport mahoratidan bilim berishning innovatsion metodlarini ishlab chiqish, ilg‘or pedagogik texnologiyalarni joriy etish va joriy etishga yo‘naltirilgan ilmiy-tadqiqotlar o‘tkazish muhim bo‘lib turibdi.

Yuqorida tahlil qilingan Paralimpiya o‘yinlari natijalari asosida bildirilgan fikr-mulohazalar, yozgi va qishki paralimpiya o‘yinlari dasturiga kiritilgan barcha sport turlarini respublikamizda keng ommalashtirish va rivojlantirish bo‘yicha olib borilgan

tahlil natijalari, mutaxassislarning fikrlariga tayanib, quyidagi taklif va tavsiyalarni xulosa sifatida keltirish mumkin:

Birinchidan, yozgi va qishki paralimpiya o'yinlari dasturiga kiritilgan barcha sport turlari bo'yicha hududlarda paralimpiya sport turlari uchun mutaxassislarga bo'lgan ehtiyojni aniqlab olish lozim. Aniqlangan ehtiyojni inobatga olib, trenerlar, o'qituvchilar, jismoniy tarbiya instruktorlari, yo'riqchi-metodistlar va sport faoliyati yo'nalishlari bo'yicha boshqa mutaxassislarni tayyorlash va faoliyat yuritayotganlarini malakasini oshirishni yanada takomillashtirish lozim.

Ikkinchidan, paralimpiya sohasida faoliyat yuritayotgan professor-o'qituvchilarni paralimpiya sport turlari rivojlangan xorijiy davlatlarda malakasini oshirish choralarini ko'rish va ularning ortirgan tajribasi asosida paralimpiya va noparalimpiya sport turlari bo'yicha o'quv adabiyotlari, o'quv-metodik qo'llanmalar, darsliklarni o'zbek tilida ishlab chiqish va ta'lim muassasalarini ta'minlash kerak. Shuningdek, sportchilarni paralimpiya sportining ma'lum bir turiga ixtisoslashgan ilmiy adabiyotlar bilan ishlash ko'nikmalarini shakllantirish ishlariga e'tibor qaratish kerak bo'ladi.

Uchinchidan, yangi tashkil etilayotgan va kelajakda yangi tashkil etilishi rejalashtirilgan paralimpiya sport turlarini har tomonlama rivojlantirish va ommalashtirish uchun shu mutaxassislik bo'yicha malakali professor-o'qituvchilar mavjudligiga e'tibor qaratilmayapti. Xorij tajribasi esa oldin shu yo'nalishda yosh mutaxassislarga ta'lim bera oladigan malakali mutaxassislarning yoki professor-o'qituvchilar mavjudligi holatidan kelib chiqqan holda tashkil qilishga ruxsat berilishini talab qiladi. Shundan kelib chiqib, malakali mutaxassislarni tayyorlash, qayta tayyorlash va ularning malakasini oshirish tizimini samaradorligini xorijiy davlatlar tajribasi asosida yanada oshirish hamda hamkorlikda ilmiy tadqiqotlar olib borish o'z samarasini beradi.

FOYDALANILGAN ADABIYOTLAR

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2. O‘zbekiston Respublikasi Prezidentining 2013-yil 25-fevraldagi "O‘zbekiston sportchilarini 2016-yilda Rio-de-Janeyro shahrida (Braziliya) bo‘lib o‘tadigan XXXII yozgi Olimpiya va XV Paralimpiya o‘yinlariga tayyorlash to‘g‘risida"gi qarori.

3. O‘zbekiston Respublikasi Prezidentining 2021-yil 18-maydagi “Paralimpiya harakatini rivojlantirishga doir qo‘shimcha chora-tadbirlar to‘g‘risida”gi PQ-5114-son qarori.

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5. O‘zbekiston Respublikasi Prezidentining 2022-yil 6-iyundagi ”Davlat sport-ta‘lim muassasalari faoliyatini mutlaqo yangi tizim asosida tashkil qilish chora-tadbirlari to‘g‘risida”gi 268-son qarori.

6. O‘zbekiston Respublikasi Prezidentining 2022-yil 6-iyundagi “Oliy sport mahorati instituti faoliyatini tashkil qilish chora-tadbirlari to‘g‘risida” PQ-269-son qarori.

7. Vazirlar Mahkamasining 14.10.2022-y.gi “O‘zbekiston milliy paralimpiya qo‘mitasi huzuridagi paralimpiya sport turlari bo‘yicha mutaxassislarni tayyorlash instituti faoliyatini tashkil etish chora-tadbirlari to‘g‘risida” 599-son qarori.

FIRES IN TECHNOSPHERE AND PRINCIPLES OF PROTECTION AGAINST THEM

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***Annotation.** The article describes fires in the technosphere and their causes, preventive and technical measures against fires, factors affecting the human body, and fire suppression methods. Fire-resistant materials are analyzed, ways to increase the level of fire resistance of buildings and structures are shown. The main problems of fire detection in high-rise residential buildings, the procedure for using automatic fire detection devices and fire extinguishing equipment and their use are presented.*

***Key words:** technosphere, fire, harmful and dangerous factors, fire prevention, technical measures, heat energy.*

INTRODUCTION

Fire substances, materials and gas-air mixtures are characterized by uncontrolled, unauthorized burning outside of a special source and cause significant material damage, damage to people, objects and traffic. The presence of combustible materials, synthetic products and various household appliances in the elements of the technosphere, on the one hand, increases the probability of fire, and on the other hand, makes even the smallest fire dangerous for people's lives and health. Synthetic materials emit toxic gases during combustion. Nearly 90 percent of fire deaths across the country occur in residential buildings. 76% of them were poisoned by combustible products, and 19% suffered thermal injuries from high temperatures. 32.4 percent of all fires occurred due to violations of the rules for the use of electrical appliances and household appliances. Arson accounts for 10.2 percent of all fires in public buildings. The risk of death due to fires is approximately 8×10^{-5} people per year, and the probability of death is observed up to 10^{-6} [11]. Statistics show that in a fire, people suffer from thermal burns, carbon monoxide poisoning, bleeding, and mechanical injuries as a result of not knowing how to start a fire and how to protect themselves in the initial phase. For this reason, every citizen should know what to do in the event of a fire and know the simplest and most basic ways to start a fire. (water, sand, any dense fabric, special fire-fighting agents). From this point of view, the relevance of the information presented in this article is important for the population.

RESEARCH METHODS

In the research process, the analysis of scientific and teaching-methodical literature, pedagogical observation, comparative analysis, generalization, pedagogical experiment-test and foresight methods were used.

RESEARCH RESULTS AND DISCUSSIONS

Fires cause various accidents due to their dangerous and harmful factors. These factors include open fire, high temperature of the environment and objects, burning of toxic substances, smoke, reduction of oxygen in the air, collapse of building structures; Examples include shock waves, projectiles, and debris from an explosion.

The following factors can cause fires to spread widely.

- negligence of fire safety regulations;
- not being careful with open fires;
- non-compliance with the rules of use of production equipment;
- spontaneous combustion or ignition of materials due to non-observance of technical safety rules in the storage of substances and materials;
- lightning discharge from static electric charges;
- lightning currents caused by electric charging of the atmosphere;
- low-quality design, construction and use of buildings and structures;
- cases of intentional arson.

In addition, there is still a risk of fires in residential buildings caused by children leaving them unattended and smoking in apartments. In general, 52 percent of the fires that occurred in residential areas are external. Therefore, young children should not be left unattended, they should not be allowed to light matches, turn on electric heaters, and turn on gas. The area covered by fires is conditionally divided into 3 zones: active combustion (fire source): heat effect: smoke generation. [8]. External signs of an active fire zone include the presence of fire in the area, as well as burning or hot materials. The fatal effect of this is the temperature that occurs during combustion. At this time, the internal temperature for buildings is up to 800-900°C, external fires: 1200-1350°C for flammable gases, 1100-1300°C for liquids and 1000-1250°C for solids, the maximum temperature during combustion of electrons, magnesium is 2000 It can rise to -3000 °C.[9].

Intensity of heat flux and increase in air temperature have a toxic effect on people as a result of skin, respiratory tract burns, release of chemical compounds (from 50 to 100) from their products. Carbon monoxide (SO) and carbon dioxide (SO₂) are the most toxic and common substances in a fire [6]. The danger of carbon monoxide (SO) is that it dissolves 200-300 times better than oxygen in blood hemoglobin and forms carboxyhemoglobin HbCO. As a result, there is a lack of oxygen in the body.

Fire-resistant materials (brick, reinforced concrete) are the least dangerous in terms of fire, but buildings made of wooden structures pose the greatest risk. In addition, the use of combustible heat and soundproof materials, especially polymer materials, is extremely dangerous. According to statistics, it is found that about every tenth fire in residential buildings, especially in private and additional buildings, occurs as a result of improper use of stoves. For this reason, the implementation of legal, technical and preventive measures on fire safety in economic sectors and among the population is one of the country-level issues. Fires can be prevented or significantly reduced with the help of effective preventive measures, first of all, such work should be carried out among children and young people. Fire is cruel, but people who are prepared for this natural disaster, even with simple fire extinguishers, can fight it and win. It is not for nothing that our ancestors did not ask for the assumption that the fire can be extinguished in the first minute with a glass of water, in the second with a bucket, and in the third with a reservoir.

Special liquids are used for fire protection, with which wood and fabrics, heat-resistant paints, plasters, etc. are impregnated. The action of fire-resistant compounds is based on the isolation of the protected object from the effects of high temperatures. Usually, such measures do not prevent fire in fire conditions, but protected materials increase fire resistance. Even the use of steel load-bearing structures does not prevent fire damage under conditions of prolonged exposure to high temperatures [4]. For example, wood is protected from fire by flame retardants (fire-resistant substances such as aluminum hydroxide, magnesium; phosphate, polyphosphate ammonium; salt molybdenum, vanadium, germanium) and the outside is covered with a matte coating (alibaster, cement, etc.). To prevent short circuits that can cause fire, the electrical wires are insulated and the wires are laid only on non-combustible substrates. It is not allowed to create stocks of flammable and combustible liquids, as well as substances prone to spontaneous combustion and explosive. Existing ones should be stored in closed containers, away from heating devices, not shaken, not affected by impact, especially when using household chemicals, you should be careful not to throw them in the garbage, not to heat mastics, varnishes and aerosol cans on an open fire, not to wash clothes in gasoline and follow other simple rules. required to do. It is not recommended to install electric heating devices near flammable objects. It is forbidden to overload the electrical network or leave switched-on electrical equipment unattended; Their operation must be carried out in strict accordance with the requirements of the instructions and manuals.

It is prohibited to block entrances to buildings, roads to fire hydrants, and lock common corridors and doors of multi-story buildings (administrative buildings). Fires

can be prevented or their consequences minimized by monitoring the operation of fire automatic devices and fire fighting equipment, keeping smoke removal systems and fire fighting equipment in good condition [2,3].

The fire curtain has a fire resistance limit of at least 1 hour, the curtain is made of heat-insulated, non-combustible materials that do not emit harmful decomposition emissions. Covered halls of auditoriums and sports facilities with a seating capacity of up to 1,500, conference halls, walls and ceilings are decorated with non-flammable materials, in these halls with a seating capacity of more than 1,500, library and archive storage rooms, as well as service catalogs and inventories in archives, finishing is made only with non-combustible materials is carried out [11]. Fire-resistant roofing tiles are divided into three types: if the degree of fire resistance is not less than 2.5 hours, it is type 1, if it is 1 hour, it is type 2, and if it is equal to 0.75 hours, it is type 3. They are made of non-combustible materials and serve to ensure that the fire does not spread through the floors of the building during the period of fire resistance required by the standard [10]. The increase in the volume of construction of extremely high residential buildings and their fire protection issues are becoming even more urgent. Fire hazard of high-rise residential buildings. buildings used for other purposes are created in them. (trade establishments, communications, communal services, public catering, etc.). In high-rise buildings, fire moves rapidly vertically toward stairwells and elevator shafts. For this reason, rescue operations are characterized by complexity. The speed of their vertical spread can be 10 m per minute or more. Within a few minutes, the building will be completely covered with smoke and it will be difficult to breathe. The heaviest smoke occurs on the upper floors. It should also be added that the factor that significantly increases the risk of fire in high-rise residential buildings is that the fire is detected too late due to the lack of appropriate fire automatic systems. The group of public buildings includes many cross-sectoral buildings that differ in the number of people they have, the amount of fire load, as well as the nature (mode) of operation. In addition, the listed characteristics require a differentiated approach to solving fire safety issues in each of them.

Factors that cause people's death include the fact that public buildings are saturated with materials that emit extremely dangerous substances (Hl, HN, etc.) during combustion, as well as the increase in the number of different energy sources. In terms of the causes of fires in public buildings, in recent years, on average, the main place is occupied by fires caused by careless handling of fire (36.5 percent).

In terms of ensuring the protection of material assets located in the building, it is necessary to take into account not only the amount of expected material damage, but also the social significance of losses that may occur as a result of fire. This applies

primarily to buildings of museums, archives, libraries, as well as historical and architectural monuments. Undoubtedly, the methods of quantitative assessment of the fire risk of public buildings should take into account the combustion processes in the building and the methods of evacuation of people, as well as the factors describing the probability of emergency situations. Smoke poisoning is still the leading cause of death.

In case of fire, it is necessary to immediately leave the building using the main and emergency (fire) exits or stairs, and report to the fire service as soon as possible. If there is an opportunity, it is necessary to try to extinguish the fire at the initial stage using available means (fire extinguishers, internal fire hydrants, blankets, sand, water, etc.). It should be remembered that the fire in the elements of the electrical supply cannot be extinguished with water. For this, first of all, it is necessary to remove the existing tension, and then try to start the fire. If all efforts are in vain and the fire has spread, it is necessary to take measures to leave the building immediately after taking all safety measures.

When rescuing victims from a burning building, it is recommended to cover the head with a wet blanket (coat, raincoat, thick piece of cloth) before entering it. A fire can be extinguished by carefully opening the door, crawling or crouching in a very smoky room and breathing with a wet cloth, throwing a blanket (coat) over a person whose clothes are on fire, and stopping the air flow to prevent the flash of flames from the rapid influx of fresh air into smoky rooms. After removing the victim, it is necessary to give him first aid and bring him to the nearest medical facility [5].

Fire extinguishers play a key role in fire protection of buildings and structures. Firefighting equipment includes (sand, water, blankets, blankets, etc.) and standard (fire extinguisher, ax, hook, bucket). Designed for fire extinguishing with fire extinguishing foam: chemical (OP fire extinguishing agents) or air-mechanical (OVP fire extinguishing agents). They are not used to extinguish various substances and materials that burn without air and electrical installations under voltage.

A fire alarm system is a set of technical tools designed to detect fire factors, fire alarms and create, collect, process, register and transmit other information in a certain form. Fire alarm system, depending on the type of active substances, automatic fire extinguishing systems can be gas, powder, foam, aerosol. For example, "bubble" - water supply under high pressure. It is ideal for the protection of oil product warehouses. "Powder" is represented by spraying a special powder in enterprises with high-tech electrical equipment. The aerosol is easy to use. autonomous, does not require additional devices, is easy to assemble and is safe for people.

CONCLUSION

It follows from the presented material that fires are not limited to the destruction of material wealth, they cause serious damage to human life and health and pollute the environment. The faster society, science and technology develop, the more relevant the problem of fires and fire safety remains. Just as man is not completely protected from dangers, he is also not completely protected from fire. Because, as long as a person manages any technique and technology, he makes some mistakes that cause fires. Only we can minimize the risk of fires in the technosphere and reduce its losses. It is the duty of every citizen to observe the rules of fire safety, to fight against fire, to take precautionary measures and to know fire protection measures, to take care of one's own life and that of others.

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ПРИНЦИПЫ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ БУДУЩИХ УЧИТЕЛЕЙ И ФАКТОРЫ, СПОСОБСТВУЮЩИЕ ИХ РЕАЛИЗАЦИИ

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АННОТАЦИЯ

В данной статье решается проблема подготовки студентов к обучению на иностранном языке в учебных заведениях. В статье рассматривается понятие иноязычной учебной компетентности, приводится ее состав, дается краткая функционально-содержательная характеристика и подробно анализируется набор упражнений, которые являются составной частью процесса развития этой компетентности.

Ключевые слова: Лингвистика, основные принципы, комплекс упражнений, формирование, учебная компетентность, изучаемый язык, значимость.

PRINCIPLES OF TEACHING A FOREIGN LANGUAGE TO FUTURE TEACHERS AND FACTORS CONTRIBUTING TO THEIR IMPLEMENTATION

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ANNOTATION

The article is devoted to the problem of developing foreign language educational competence of students of the language department of a pedagogical university. The article examines the concept of foreign language educational competence, provides its component composition, gives a brief functional and content description, and analyzes in detail the requirements put forward for sets of exercises that are key links in the process of forming this type of competence.

Keywords: Linguistics, basic principles, set of exercises, formation, educational competence, target language, significance.

Принципы обучения, которые относятся к категории методики как наука, представляют собой основные принципы, которые определяют требования к учебному процессу в целом и его компонентам. Их объективная сила возникает в результате отражения законных связей [Бим 1988: с. 37; Мильруд, Максимова 2000: с. 9]. В направлении подготовки бакалавров «Лингвистика» (профиль «Теория и методика преподавания иностранных языков и культуры») и «Педагогическое образование» (профиль «Иностранный язык») эффективное изучение иностранного языка требует соблюдения следующих основных направлений.

1. Развивающее качество обучения. Изучение иностранного языка в соответствии с профилем подготовки бакалавров является процессом развития. Они используют то, что они уже знают, чтобы понять новую информацию. Так происходит обучение. Таким образом, знания, которые у студентов есть, являются наиболее важными основаниями, определяющими успех или неуспех процесса обучения. Таким образом, преподаватель должен определить, что студенты уже знают, и применить эти знания для достижения успеха в изучении иностранного языка. Кроме того, важно отметить шесть достижений успеха, а именно:

- осознание того, что учащиеся обладают собственными когнитивными стилями;
- выбор конкретных методов, которые, таким образом, дорабатывают их;
- участие в второй половине головного мозга;
- найти баланс между независимостью и зависимостью от деятельности или интересов в области;
- научить принимать противоречия и неопределенность;
- При сборе информации изучаемого языка приоритет отдается рецептивной способности, а не перцепции.

2. Активность учения, или деятельностный характер. Изучение иностранного языка — это процесс, который является активным. При этом следует отличать речемыслительную (внутреннюю) речемыслительную деятельность от психомоторной (внешней), которую можно наблюдать [Ведель 1996]. Важнейшим компонентом получения дохода является активизация речи и мышления [Мильруд 1996]. Таким образом, его оценка должна основываться не на том, сколько студентам нужно писать и говорить, а на том, сколько им нужно думать и использовать свои когнитивные способности и знания об окружающем мире, чтобы понять новый материал.

3. Авторство. Этот принцип утверждает, что учащиеся принимают решения в процессе изучения иностранного языка [Коряковцева 2002; Соловова 2004a]. В

этом отношении он соглашается с андрагогическим принципом, согласно которому приоритетом является самообразование [Змеев 1999: с. 92]. Учащиеся имеют право на ошибку, когда принимают самостоятельные решения. Кроме того, этот принцип меняет отношение учителя к ошибкам студентов, поскольку эти ошибки естественны в процессе развития и использования системы знаний. Этот процесс включает в себя принятие учащимися рядов решений: Какие новые знания они получили? Как они повлияли на то, что они знают? Применим ли какое-либо правило в этом случае? Вопрос о том, какая информация полезна, а какая нет и так далее, является обязательным [Allwright 1978]. Все это требует от студентов развития таких принципов, важных для работы учителя, как самодисциплина, уверенности в себе, уважения и умения взаимодействовать с другими.

4. Принцип равновесия знаний как лингвистических, так и нелингвистических. Изучение иностранного языка требует не только лингвистических знаний, но и отдельных предметов. В обучении иностранному языку у будущих преподавателей существует большая разница между достаточно зрелыми концептуальными и когнитивными способностями и, возможно, богатым знанием специальности и достаточно низким уровнем владения лексикой изучаемого языка. Это необходимо учитывать преподавателям.

5. принцип передачи коммуникативных стратегий с родного языка на другой язык Каждый изучающий иностранный язык должен соблюдать правила общения и его использования, которые без возможности владеть родным языком. Часто учащиеся не могут передать эти знания. Тем не менее, они должны активно использоваться во время обучения. Прогнозирование чтения перед чтением или прослушиванием установлено.

6. Принцип стремления к преодолению культурных и языковых барьеров поскольку коммуниканты считают языковые и культурные барьеры «тормозом в развитии двустороннего взаимодействия и множества контактных контактов» [Ольшанский, Хараева 2002: с. 80], учителям иностранных языков необходимо научиться разумно строить отношения и правильно вести себя за границей своей родной культуры. Существует ряд полезных методов, которые дети, изучающие иностранный язык, могут использовать, например:

- не беспокоиться о том, чтобы говорить как носители языка;
- не думать слишком много об изучаемом языке;

Несмотря на то, что родной язык всегда влияет на изучение другого языка как бы незаметно, мы не должны позволять ему подавлять нас [Brown 1991]. Несмотря на то, что аналогии и сравнения могут быть использованы

мнемоническими приемами, мы должны добиться настолько, насколько это возможно, победы в зависимости от родного языка. Наконец, ученикам следует изменить порядок соблюдения требований: поставить установление и поддержание контакта на первое место, общение на второе, грамматическую правильность на последнее место.

7. Принцип позитивной эмоции Поскольку изучение иностранного языка является процессом эмоциональным, учителям следует уделять особое внимание формированию позитивных эмоций у своих студентов. Это может включать в себя поддержку уверенности в себе, защиту от нападков на их «языковое эго» (см. также), выход из подавления себя, выход из атмосферы и преодоление страховки. Чтобы добиться этого, он может:

- поддержка парной и групповой работы, основанной на восстановлении социальных отношений между студентами, учащимися меняются вместе;
- не торопить учащихся, заставлять их думать и работать в своем собственном темпе;
- не требовать быстрых ответов от учащихся, уделяя больше внимания процессу получения ответов ;
- ценить отношение студента к изучению выше его способностей и склонностей;
- При выборе методики и разработке материалов важно учитывать «интерес», «удовольствие» и «разнообразие» [Hutchinson, Waters 1987: p. 129].

8. Принцип баланса: осознанное изучение иностранного языка и неосознанное владение им. В большинстве случаев изучение иностранного языка происходит случайно. Изучение языка вовсе не означает решения языковых проблем. Учащиеся могут изучать различные основные языки, размышляя о других вещах. Языковые проблемы вовсе не обязательно должны решаться [Праху 1987]. Они должны утверждать, что учащиеся должны использовать язык, тем самым вводя языковые значения в память и матрицу знаний [Крашен 1981].

9. Принцип системности внутри Когда мы изучаем иностранный язык, мы не систематизируем свои знания. Системное планирование информации не гарантирует, что человек научится. Учащиеся должны создать собственную внутреннюю систему. Несмотря на то, что внешняя система может быть полезной, она не более того. Чтобы реализовать перечисленные выше принципы профильно-ориентированного обучения английскому языку, необходимо учитывать несколько факторов. Следующие требования представляют собой наиболее необходимые из них: 1. методы восстановления пробелов Когда все ясно и понятно, нет необходимости думать; кроме того, как известно, обучение — это процесс мышления. Мышление необходимо из-за любых пробелов в

знании. Существует несколько методов восстановления пробелов: 1) символ информации. Информация, доступная одному ученику, недоступна процедуре. Таким образом, необходимо общаться, чтобы поделиться схемами;

2) найти информацию об изменениях вида.

Раздаются реплики из ранее прослушанного разговора, который они теперь должны представить; Если преподаватель использует приемы, которые предлагают разнообразие, например: 1) изменение среды, в которой повторяются языковые результаты (речь учителя, текст для чтения, аудиозапись); 2) организация работы студентов как в группах, так и индивидуально; 3) разнообразие ролей для учащихся; 4) разнообразие заданий и видов деятельности, которые позволяют учащимся участвовать в различных складах речи. Повторение будет посвящено изучению иностранного языка. Одним из условий получения образования является удовлетворение. Занятие плохо, если оно скучно и не приносит пользы профессиональным и личным работникам учащихся. Методический синергизм — это «скрещивание» элементов различными методами, которые оказывают большее влияние, чем последовательный эффект всех этих элементов, включенных в отдельности [Rodgers 2000]. Интеграция коммуникативных умений, также известных как виды речевой деятельности, расширяет спектр деятельности, предлагаемых учащимися. Это также поддерживает интерес учащихся к работе и создает больше возможностей для повторной занятости и поддержки того, что они уже знают. Объективность Всегда важно знать, в каком направлении движется работа. Каждый шаг должен последовательно вытекать из предыдущих шагов. Подготовка учащихся к обучению. Подготовка учащихся к деятельностному заданию иногда занимает большую часть занятий. Это связано с подготовкой памяти и мышления учащихся к созданию образовательного и контекста знаний, необходимого для их участия. Не только вышеупомянутые методы, но и вопросы, задаваемые студентам учителем, обеспечивают эмоциональную и когнитивную способность студентов. Вопросы, которые он задает, могут помочь учащемуся обобщить то, что он знает, но сложность структурировать и передать это в словах. Тем не менее, такие вопросы, как теория и практика изучения иностранных языков: традиции и инновации 52, не должны вызывать проблемы, на которые трудно ответить. Например, что такое «опыт?» Кроме того, учащиеся должны пройти обучение своей сопричастности к успешному протеканию занятий, преподаватель должен быть терпеливым в ожидании ответа. Занятия должны выйти за пределы динамичности языка, что способствует творческому характеру специалистов, учащихся искать и находить альтернативные способы

решения проблем, при этом другие подходы не следует рассматривать как неправильные ответы. Такие задания будут способствовать развитию творческих способностей и способности находить новые, оригинальные и необычные вещи [Пономарев 1976]. Они также помогают студентам оказывать помощь современным и формировать новые виды деятельности и интересы, связанные с изучаемым языком. Один из ключевых факторов эффективного обучения на занятиях по иностранному языку — атмосфера сотрудничества и партнерства. Если преподаватель не уверен в учебных материалах, это невозможно. Без грамотного планирования работы невозможно эффективно включить все вышеперечисленные элементы. Три основных этапа планирования занятий: 1) определение целей занятий (что следует включить в него?); 2) разработка плана занятий (как преподаватель планировать эти задачи?); и 3) процедуры выбора оценки занятий (как преподаватель определяет, были ли достигнуты или не достигнуты поставленные цели?). Опыт показывает, что трехфазовая модель занятий наиболее эффективна:

1. Предварительная фаза Студентам сначала даются небольшие и простые задания, с которыми они достаточно знакомы. Сначала они привыкают к парной работе, а затем привыкают к работе в группах. Задания должны мотивировать учащихся к сотрудничеству. Наиболее частыми последствиями являются «интригующие» задания, которые вызывают отклик у учащихся и помогают им достичь своих целей с интересом и удовольствием. Но они должны быть разнообразными, потому что однотипные задания могут наскучить учащимся. Чтобы избежать несбалансированного поведения, следует использовать различные виды заданий, чтобы улучшить все коммуникативные навыки. Задания должны быть заранее подготовлены, чтобы учитывать организационные и языковые проблемы, с которыми могут столкнуться европейские страны. Учащиеся должны иметь возможность передвигаться на открытом воздухе. По мере того, как обучающиеся привыкают к парной и групповой работе, они начинают понимать, что некоторые задания требуют от преподавателей, например, для объединения студентов с разным уровнем владения изучаемым языком, а другие требуют личного выбора обучающихся или учащихся, особенно в отношении личной обработки информации и ответ. Эта причина заключается в том, что учащиеся лучше знакомы с конкурентными методами работы, чем совместными или сотрудническими, и они склонны к взаимодействию с учителем в мониторинговых ролях, а не с другими студентами.

2. Первая фаза Учащиеся должны быть ознакомлены с основным заданием учителя с энтузиазмом и уверенностью, которые обычно передаются учащимся, потому что их отсутствие может иметь негативные последствия. Необходимо дать четкое объяснение задания, а также требования к учащимся. При этом руководство должно быть максимально кратким и простым. Кроме того, важно убедиться, что учащиеся поняли задание, и, если необходимо, обеспечить им выполнение его выполнения. Студентам должна быть предоставлена вся необходимая информация, и, если это методически оправдано, они могут включить языковые факторы, которые они могут использовать. Предварительная работа с языковыми единицами в некоторых случаях не только не нужна, но и нежелательна, особенно при обучении стратегии чтения и слушания. Тем не менее, в других установленных такая работа необходима, в частности, при обучении письму и разговору.

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COMMUNICATION, INTERACTION AND MANAGEMENT IN A CLASSROOM

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Abstract: *This article deals with the main activities such as communication, interaction and management in a classroom effective education refers to the degree to which schools are successful in accomplishing their educational objectives. This definition concentrates on the responsibility of the teacher and relates the use of classroom management strategies to multiple learning goals for students. Following this definition, effective classroom management skills seem to focus on preventive rather than reactive classroom management procedures. It is increasingly characterized by student-centered approaches to learning as opposed to teacher-centered, with a large emphasis on students' metacognitive skills and cooperative learning.*

Key words: *interaction, communication, management, strategy, education, approach, metacognitive skills, cooperative learning, efficient, involvement, motivation, grouping, forming, arranging and rearranging, reforming, grading, school curriculum.*

INTRODUCTION. During the years of independence deep structural and substantial reforms and transformations in the system of higher education has taken place in the Republic of Uzbekistan. Main purpose of these reforms was to provide the adequate place of the Republic of Uzbekistan in the world community. Indeed, it was impossible to provide the independent economy, social and political stability, and development of intellectual and spiritual potential of the nation without rebuilding the system of education and upbringing. The state policy in the field of education that could transform it into the priority sphere has been developed and conducted.

Today there is no need to prove that the 21st century is commonly acknowledged to be the century of globalization and vanishing borders, the century of information and communication technologies and the Internet, the century of ever growing competition worldwide and in the global market.

Classroom management and the teacher

Effective education refers to the degree to which schools are successful in accomplishing their educational objectives. The findings of numerous studies have shown that teachers play a key role in shaping effective education. The differences in achievement between students who spend a year in a class with a highly effective teacher as opposed to a highly ineffective teacher are startling. Researchers define classroom management as "the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning". This definition concentrates on the responsibility of the teacher and relates the use of classroom management strategies to multiple learning goals for students. Following this definition, effective classroom management skills seem to focus on preventive rather than reactive classroom management procedures. An example of a widely used – and generally effective – preventive strategy among teachers in primary education is that classroom rules are negotiated instead of imposed. Teachers, however, also frequently use reactive strategies, whereas it is unclear whether these strategies effectively change student behavior. This may be caused by a lack of knowledge about the effectiveness of preventive strategies or by a lack of belief in their effectiveness. Teachers do not always believe in the effectiveness of particular strategies despite ample empirical evidence that the strategy has been implemented successfully in many. One example is that beginning teachers are generally advised to Effective classroom management strategies and classroom management programs for educational practice be as strict as possible in the first week of their internship and then slowly to become less authoritarian, whereas first establishing positive teacher-student relationships has been proven far more effective in regulating student behavior.

LITERATURE AND METHODOLOGY.

Mastering effective classroom management skills is a basic competence for all teachers stresses that good teachers need to master a broad range of classroom management skills, and that teacher training programs should provide student teachers with a large “toolbox” of classroom management skills from which they can pick and apply particular strategies when necessary. Which strategies should at least be part of this so-called toolbox in current educational settings is still unclear. The reason for this is that the books that are used in teacher training programs generally refer to studies that were conducted decades ago or used anecdotal evidence rather than empirical evidence. However, daily practice in education has changed rapidly. It is increasingly characterized by student-centered approaches to learning as opposed to teacher-centered, with a large emphasis on students’ metacognitive skills and cooperative learning. Moreover, more and more technology is finding its way into classrooms, for

example, the use of interactive whiteboards, tablets, and laptops. These changes presumably have had a large impact on the demands placed on teachers' classroom management skills. Although, to the best of our knowledge, no studies have been conducted to explicitly compare the effectiveness of particular classroom management skills in more traditional versus more modern classrooms, an up-to-date overview of studies conducted in the last decade is expected to provide insight into which classroom management skills have been proven to be effective in modern classrooms.

Classroom management, as applied to teaching, involves everything that a teacher must do to carry out his/her teaching objectives. It includes preparation of plans and materials, structuring of activities into time blocks, direct teaching of skills and subject matter, grouping of pupils to provide for the most efficient use of teacher and pupil time, plans for transition periods-changing from one activity to another or from one place to another- pupil involvement and motivation, and adequate control of pupil behavior.

Taken together, classroom management can be expressed simply as the anticipation of possible problems.

According to Scrivener (2005), teachers are required to have "certain organizational skills and techniques" in managing multitude of tasks and situations that can occur at any time in the classroom. Teachers are also presented as leaders who influence their students, and who need self-confidence, self-respect, status, and a controlled professional life and classroom environment. Scrivener makes a very valid point when he says that teachers have to be able to look at and read classroom events as they occur and think of possible options.

The main areas of classroom management is the group of defined skills and techniques assists teachers in dealing effectively with a range of student behavior. Classroom management skills consist of rules and procedures that help run classrooms smoothly (Lemlech, 1999, p. x). It is vital that teachers establish effective classroom management strategies to use in their classrooms, so that children are keen on learning. A clear description of common classroom management areas is given by Scrivener (2005):

- Grouping and seating: Forming groupings. Arranging and rearranging seating. Deciding where you will stand or sit. Reforming class as a whole group after activities.
- Activities: Sequencing activities. Setting up activities. Giving instructions. Monitoring activities. Timing activities. Bringing activities to an end.
- Authority: Gathering and holding attention. Deciding who does what. Establishing or relinquishing authority as appropriate. Getting someone to do something.

- Critical moments: Starting the lesson. Dealing with unexpected problems. Maintaining appropriate discipline. Finishing the lesson.
- Tools and techniques: Using the board and other classroom equipment or aids. Using gestures to help clarity of instructions and explanations. Speaking clearly at an appropriate volume and speed. Use of silence. Grading complexity of language. Grading quantity of language.
- Working with people: Spreading your attention evenly and appropriately. Using intuition to gauge what students are feeling. Eliciting honest feedback from students.

DISCUSSION.

Some of these areas and various techniques for organizing and managing the class will be discussed in greater detail in the following subchapters.

Grouping and Seating - Changing the room's physical layout may make the classroom a more attractive place to study since it may also make cooperative work easier, revitalize fatigued students, reduce stress within the classroom and facilitate learning.

For each activity, teachers undertake in class, they should consider what grouping; seating and standing arrangements are most suitable. It is difficult for students and especially for young learners to sit still for a long time. It is essential to include activities that involve some movement. However, teachers should be aware of a constant movement every five minutes, which might be, for most students, uncomfortable.

Regarding the application of positive reinforcement, the research showed some improvement in managing discipline problems when random positive attention was implemented in the class. Although the findings of the track and the observation schedule comparison were not precise, in my opinion this research proved that a positive approach can lead to positive results. For more effective evaluation, however, I would recommend carrying out this action research in a larger class.

Conducting this action research enabled us to examine our own classroom practice and enrich our teaching skills. Moreover, it challenged us to continue working with various learners in the future.

Interaction and communication are at the heart of language learning and teaching; it involves learners in face-to-face or teacher-learners encounters in the classroom. Pair or group interaction provides a basis for language learning in general; it gives the learners practice in community and negotiation of meanings through taking turns, in addition to learning other features that are crucial in any interactive discourse such as how to initiate, respond and close conversations. The two dominant approaches to classroom interactions are interactionism and sociocultural theory. Both approaches emphasizes meaningful interaction among

individuals. While the formers emphasizes on language input and language as a means of exchanging information, the latter sees language as the greatest motivating force in human development and learning, the process of second-language teaching is grounded. Interaction takes place in a second language classroom determines what learning opportunities the learners get teachers, learners together are the contributing source in managing the classroom interaction and at the same time managing these learning opportunities.

Today communications plays such an essential part in the lives human beings. It is hard to think of a single activity that we engage in that does not involve communications in some way. In our busy world, we sometimes forget just how important communications are to our success, relationships, and, ultimately, happiness in life. However, indeed, communications does play a major role in achieving all of our goals.

Communication skills are essential for the successful future career of a student. In today's competitive world, communication skills in business are the most sought after quality of an educated person. Reading, writing and listening carefully are the three most important communication skills for students. These skills like most of the communication skills sounds too familiar as a result of that facts that we take them for granted. As regards reading and writing, the only thing that we need to tackle is to adapt with our growing age and concentration. With these two qualities, it is possible to develop reading, oral communication skills and writing skills. Apart from reading and writing presentations, reports and speeches are a part of school curriculum. This has been introduced in schools and colleges for the overall development of students. This makes expressive skills and managing skills also important for a student. It is also important to develop communication skills in relationships. What deserves more attention is that most of the students do not feel confident to make presentations and speeches. But realizing the importance of these skills in modern day life, most good schools have made it a regular part of their curriculum. Here comes the role of expressive skills and managing skills.

Expressive skills are used to express our feelings, thoughts and expressions and thus get across our point successfully to the listener. To develop expressive skills, students need to learn is how to communicate effectively and get the full attention of the listeners. After this, management is an important part of a student's life so development of management skills is also important for the success of the student. Listening skills are also an important skill that should be taught to a student. Listening skills should not only be limited to the classroom but also in a normal conversation. Students should be taught as how to give undivided attention to a person with whom a

conversation is taking place. Also, students should be taught as to how to show the other person respect when the other person is speaking. Such etiquette is a part of conversation in every sphere of life, be it professional or personal. Now that we have learned as to what specific communication skill a student must have, it is important to learn how to develop communication skills in a student. The first activity to develop communication skill in students is group activities. Teachers should limit group activities not only in the classroom but also ask students to complete assignments in equally divided groups. Also the teacher should continuously change the groups. This is so that there is more interaction among the students.

Teaching is, above all, a profession of communication. It is the teacher's responsibility to use **classroom management** to communicate ideas, content, instructions, feedback, and standards effectively to students. When teachers do this well, students are put in a position to succeed. However, sometimes teachers – myself included – inadvertently make communication errors within their **classroom management** plans that inevitably lead to gaps in student understanding.

RESULTS.

As a result of our research we outline some common flaws that can appear regarding teacher communication with students.

The first and most disastrous communication error is to not communicate at all. The teacher who fails to communicate is the teacher who puts students and other stakeholders in a position likely to produce frustration.

Often we make assumptions about what students know or can do while we communicate. We assume they understand what we are referring to; we assume they are listening; we assume this interests them. The more we understand the assumptions we make within our communication, the better we can account for those assumptions and make appropriate improvements to what we say.

Teachers can typically see the big picture in their heads, but it is difficult to transfer that same picture to all students. At times, teachers might communicate part of that picture effectively, but then leave other parts out. Incomplete communication will only give students part of the idea, but leave their learning and opportunities only partially fulfilled.

Most teachers have a particular style of communication that suits them. This is natural and appropriate; however, each teacher must also consider what forms of communication also best benefit their students. Relying on one strict style or mode of communication may inhibit all students from fully understanding what it is they need to know. Finally, we must remember that communication is a two-way street. While teachers often believe that it is their job to communicate *to* students, it is more

beneficial to think of their job as to communication *with* students. Communication involves listening as much as it involves speaking.

We can say grades themselves are a form of communication. However, by themselves grades communicate relatively little. Students can use grades as feedback to make improvements, but the more important part of a teacher's communication regarding student work comes from the written feedback. Since the grade is what is calculated and put into the student's academic record, it is far more tempting for the student and the teacher alike to put the bulk of emphasis on the grade rather than the feedback. The effective teacher will be the teacher who communicates the importance of the feedback over the raw grade outcome. How will you make sure students are looking at, understanding, and applying feedback for their growth? **Assuming students know the teacher cares:** Teachers cannot help but to care deeply about their students and their outcomes. Unfortunately, this is not a message students always hear loud and clear. It is important that teachers actively communicate that they do, in fact, care about each and every student. If teachers assume this has been communicated to students, then they run the risk of students never actually knowing about their teacher's care.

Teachers can communicate care through their words and tone. But their respect and responses to students are important, as is the way they use time and attention, genuine feelings, personal connections, and empathetic interactions to show they care. Gestures, deeds, and objects can all be used to demonstrate the care a teacher feels towards their students. Without these, students may not feel truly accepted or cared for in the classroom.

Sharing incomplete or insufficient information about homework: When we send students home with homework, we must make sure we have equipped them with sufficient explanation and support to successfully complete that work. If we share only part of the total picture needed for them to complete their work, then we are essentially setting students up for failure.

Once students begin work on their own, we must consider what resources and details they would need to comfortably complete that work, since we cannot physically be there with them. This communication requires an anticipation of student need and a full understanding of what we want students to demonstrate. If we communicate these expectations through a variety of means, then students will be more likely to catch the full picture of what they need to do.

CONCLUSION.

There is no doubt effective communication is essential to our task as teachers. The breakdown in our communication can lead to a breakdown in student success.

What are the shortcomings, assumptions, or ineffective methods of communication that you might be doing? Think more deeply about how you communicate, and your students will inevitably benefit from your improvements.

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РЕЧЕВАЯ КУЛЬТУРА ПЕДАГОГА КАК ОСНОВА ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНЦИИ: ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИЙ АСПЕКТ

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***Аннотация:** В статье отмечается, что изучение русского языка через призму лингвокультурологии способствует овладению русским языком не только как средством общения, но и как средством познания, усвоения и передачи национальной духовной культуры. Для этого необходимо совершенствование методики преподавания филологических дисциплин на основе лингвокультурологического подхода. Лингвокультурологический анализ текста будет способствовать формированию у будущих учителей русского языка лингвокультурологической компетенции как необходимой составляющей их профессиональной компетенции.*

***Ключевые слова:** язык, культура, лингвокультурология, текст, национально-культурный компонент, ментальность, лингвокультурологический анализ текста.*

По нашему мнению, речь иностранного учащегося должна быть не только правильной с точки зрения соблюдения норм современного русского языка (о чем свидетельствуют многочисленные исследования в этой области), но и соответствовать другим коммуникативным качествам. Например, логичности, уместности, точности, выразительности и т.д., которые являются важными составляющими речевой культуры.

Речевая культура - многозначное понятие в силу рассматриваемых им явлений. Проведенный нами анализ определений «речевая культура позволил выделить его основные компоненты: культуру речи и лингвокультурологию.

Длительное время существовало представление о том, что обучать иностранцев культуре русской речи необходимо только на старших курсах. Однако такой взгляд на проблему не учитывал развитие современной методики преподавания РКИ. Работа по формированию и развитию у учащихся навыков и умений в области культуры речи имеет место уже на самых ранних этапах: инофоны учатся строить высказывания в соответствии с определенными ситуациями общения при соблюдении этикетных формул согласно нормам современного русского языка. Таким образом, обучение культуре речи

начинается на этапе довузовской подготовки, целесообразно продолжать его на основном и продвинутом этапах, т.е. оно должно быть последовательным и комплексным. Однако такое обучение еще не было рассмотрено в методике преподавания русского языка иностранным студентам негуманитарных специальностей, что свидетельствует об актуальности обозначенной проблемы.

Не менее значим и второй компонент речевой культуры. В свете последних политических и экономических событий лингвокультурология, получившая в методике преподавания РКИ статус прикладной науки, приобретает особую актуальность: иностранных студентов необходимо знакомить с культурологической информацией, которая будет способствовать формированию картины мира, направленной на восприятие положительного образа России. Поскольку прикладная лингвокультурология еще находится в стадии своего развития, то количество теоретических и методических разработок в этой области невелико, отсутствуют они и для иностранных учащихся негуманитарных специальностей, что вызывает определенные противоречия и также свидетельствует об актуальности настоящего исследования.

Таким образом, в рамках предпринятого исследования предлагается рассмотреть актуальную как в теоретическом, так и методическом планах проблему формирования русской речевой культуры иностранных бакалавров негуманитарных специальностей в условиях современной языковой среды.

Объектом исследования является процесс обучения русскому языку иностранных бакалавров негуманитарных специальностей в условиях современной языковой среды.

Формирование профессионально-речевой культуры учителя начальных классов Коммуникативная культура педагога является одним из важнейших компонентов педагогической культуры. Необходимость ее формирования обусловлена тем, что учитель постоянно включен в процесс общения, предусматривающий разнообразные и многоплановые отношения с теми, кто становится партнером по контакту: с учениками, их родителями, коллегами. Эти отношения возникают и развиваются в процессе совместной деятельности, важнейшим условием осуществления которой является общение. Эффективности процесса формирования коммуникативной культуры учителя во многом способствует коммуникативная грамотность педагога, умение реализовать принципы партнерства в учебном и в неучебном взаимодействии. Коммуникативная грамотность обеспечивается владением будущим учителем знаниями философских, психолого-педагогических положений о человеке как высшей ценности общества, о роли общения в развитии личности; степенью

сформированности педагогического мышления. Коммуникативная культура формируется также при условии освоения учителем технологической стороны коммуникативного взаимодействия учителя с другими участниками образовательного процесса. Коммуникативная культура в значительной степени определяет компетентность педагога, способного к обеспечению эффективного педагогического общения в ходе осуществления субъектного взаимодействия и развития соответствующих личностно-ориентированных взаимоотношений всех участников образовательного процесса. Сегодня как никогда стала актуальной задача не только сохранения, но и повышения культуры нашего общества. Несомненно, что в данном процессе ведущая роль принадлежит образованию, ведь основными характеристиками современной образовательной парадигмы является культуросоцентризм, в контексте которого педагогика выполняет функцию главной коммуникативной технологии, позволяющей интегрировать ценностные и личностные категории культуры в социум. Координатором этого процесса является педагог, который не только транслирует знание, накопленное тысячелетней историей человечества, но и создает условия для вхождения обучающихся в широкий культурный контекст. Именно поэтому культура должна присутствовать в качестве внутренней, опосредующей формы любого акта профессиональной деятельности педагога. Признание области профессиональной деятельности педагога сферой повышения речевой ответственности в настоящее время является бесспорным. Современному преподавателю необходим не только широкий круг знаний в области преподаваемой дисциплины, педагогики и психологии, но и владение грамотной выразительной речью и способностью формировать у учеников образцовое речевое поведение. Для педагога язык, речь — прежде всего рабочий инструмент, средство донесения учебной информации до аудитории, но это еще и средство эмоционального воздействия средство воспитания, в том числе формирования языковой и речевой культуры учащихся. Однако мы полагаем, что уровень речевой культуры как одно из главных условий эффективности воздействия на разум и чувства ребенка особое значение имеет для учителя начальных классов. Это объясняется тем, что у детей младшего школьного возраста очень высок авторитет взрослых-родителей, учителей, школьники буквально «впитывают» и копируют поведение и речь учителя, поэтому именно учитель начальных классов должен стремиться владеть образцовой речью. Профессионально-речевая культура представляет собой результат и отражение общей культуры личности и выполняет функцию специфического проектирования общей культуры в сферу педагогической деятельности. Это

объясняется современными требованиями к педагогу, который должен быть коммуникативным лидером, человеком творчески мыслящим, умеющим эффективно взаимодействовать на аудитории. И непременной составляющей его профессионализма является речь — интегративный показатель общей культуры человека. Профессионально-речевая культура — это условие и предпосылка эффективной педагогической деятельности, своеобразный показатель педагогического мастерства. Обоснование данной позиции состоит в том, что учитель является носителем знаний и культуры общества, и поэтому владение речевыми средствами воздействия — важнейшее профессиональное качество, необходимое педагогу. Профессионально-речевая культура учителя начальных классов является метакультурой, так как выступает средством формирования речевой и общей культуры учащихся; профессионально-речевая культура — это системное образование, включающее в себя структурные и функциональные компоненты, имеющие собственную организацию и обладающие интегративным свойством целого, не сводимого к свойствам отдельных частей. Исходным понятием анализа профессионально-речевой культуры является речевая деятельность, творческая по своей природе. Особенности формирования и реализация профессионально-речевой культуры определяются индивидуально-творческими, психофизическими характеристиками, педагогическим опытом учителя, а также той речевой средой, в которой функционирует учитель начальных классов. Во-первых, профессионально-речевая культура выступает в качестве показателя личной культуры человека. Издревле риторика ставила в положение взаимозависимости такие понятия, как личность и речь. О необходимости «проверки воспитания человека в разговоре» писал Н. Ф. Кошанский, Ф. И. Буслаев указывал на «нерасторжимое единство родного языка с личностью обучаемого». Профессионально-речевая культура показывает степень сформированности языкового сознания личности, способность творческого использования языкового сознания личности, способность творческого использования средств языка в бытовых и профессиональных ситуациях. В психолингвистике языковая способность рассматривается как механизм, обеспечивающий речевую деятельность, одну из важнейших в процессе становления личности. Кроме того, профессиональное общение создает благоприятные условия для познания окружающего мира и для самопознания. Во-вторых, профессионально-речевая культура является показателем педагогического мастерства. Рассматривая вопросы профессионального мастерства педагога, исследователи в качестве ведущих компонентов называют речевые, коммуникативные умения.

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МУБОРАК КЎТАРИЛМАСИНИ ЭЛЕКТРОРАЗВЕДКА МАЪЛУМОТЛАРИ АСОСИДА ГЕОЛОГИК ТУЗИЛИШИ ВА НЕФТ- ГАЗЛИЛИГИ

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***Аннотация:** Мақолада Бухоро-Хива нефт газли вилоятида жойлашган Муборак кўтарилмасини геологик тузилишини электроразведка маълумотлари асосида нефт газлиликни асослашга қаратилган.*

***Калим сўзлар:** Бухоро-Хива, нефт-газ, Карим-Шимолий дарбаза, Каттамена, Чорикўл, Қўрган, Янги Маржон.*

***Abstract:** The article aims to substantiate the geological structure of the Mubarak rise located in the Bukhara-Khiva oil and gas region based on the data of electroresearch.*

***Key words:** Bukhara-Khiva, oil and gas, Karim-North Gate, Kattatepa, Chorikol, Kurgan, New Marjon.*

БХНГВ ҳудудида жойлашган Муборак кўтарилмаси нефт-газга маҳсулдор ҳисобланади. Майдон маъмурий жиҳатдан Қашқадарё вилоятининг Муборак туманининг жануби-ғарбий қисмида жойлашган. Шунинг учун майдонларда углеводород захираларини қидиришда геофизик тадқиқотлар кенг кўламда олиб борилади. Электроразведка ҳам ушбу тадқиқотларнинг асосий усулларида бири ҳисобланади.

Муборак кўтарилмасидаги Карим–Шимолий Дарбаза майдонларида электроразведканинг МТЗ ва ЗСД-ЗИ тадқиқотлари V5-System 2000 ЭИН асбоблари ёрдамида амалга оширилган.

МТЗ тадқиқотлари юра даврининг терриген ва карбонат ҳамда бўр даври ётқизикларида мавжуд углеводород захиралари билан боғлиқ бўлган туюлувчи қаршилиқ ёки ўтказувчанлик аномал бўлган ҳудудларни қидириш мақсадида амалга оширилган. Бундан ташқари электроразведка тадқиқотлари олдин

бажарилган сейсморазведка изланишлари натижасида аниқланган Каттатапа, Чорикўл, Қўрғон, Янги Маржон ва бошқа тузилмаларнинг нефт ва газга истиқболлигини баҳолаш ва уларни чуқур бурғилашга тайёрлаш мақсадида амалга оширилган.

МТЗ маълумотлари бўйича ҳудудда қуйидаги ишлар бажарилган:

-айрим профиллар бўйича ўтказувчанликнинг (S) ва 1-Д инверсияларнинг миқдорлари, туюлувчи қаршилик ва импеданс фазалари кесимлари;

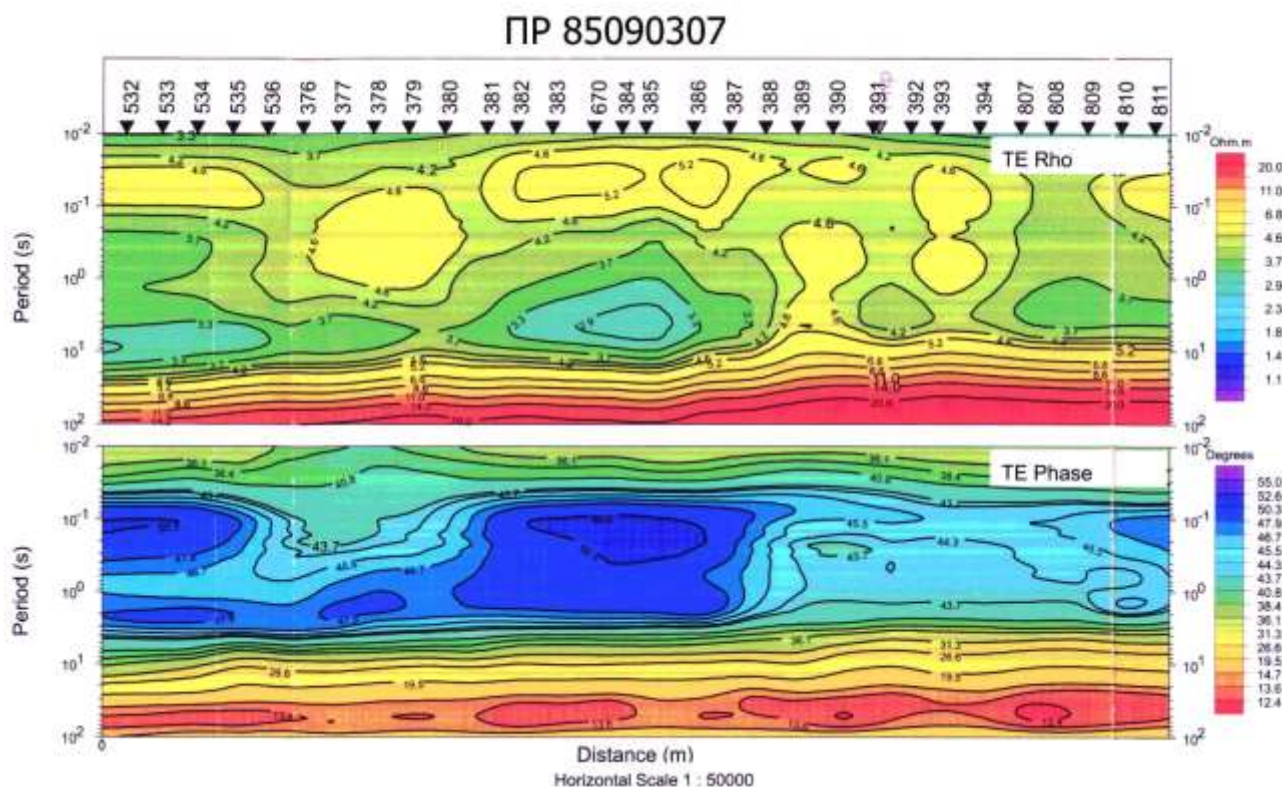
-ўтказувчанлик миқдорлари, туюлувчи қаршилик, импеданс фазалари ва 1-Д инверсий бўйича 1:50 000 масштабда хариталар.

Карим ва Шимолий Дарбаза майдонларида бажарилган электроразведка изланишлари маълумотларини талқин қилиш 10 та МТЗ профилларида жойлашган бир неча юзлаб нуқталар бўйича амалга оширилган. Дала ишлари замонавий V5-System 2000 русумидаги станциялари қўлланилиб бажарилган. Олинган маълумотлар “аъло” ва “яхши” баҳоларга баҳоланган. Профиллар орасидаги масофа 1000м ни ва профил бўйлаб кузатиш нуқталари орасидаги масофа 50м ни ташкил қилган.

Электроразведка тадқиқотлари натижасида юра даври карбонатлари билан боғлиқ бўлган майдонларнинг 6 сек даврга тўғри келадиган туюлувчи қаршиликлар ўзгаришининг схематик харитаси қурилган. Бунда туюлувчи қаршиликлар бўйича МТЗ профиллари, 1-Д инверсия кесимлари ҳамда бурғи қудуқлари маълумотларидан фойдланилган. Карим ва Шим. Дарбаза майдонларига хос бўлган МТЗ эгри чизиқлари келтирилган майдонлардаги барча МТЗ нуқталарида 1-Д инверсия ишлари бажарилган ва моделлаштириш натижалари Карим №1 ва Шим. Дарбаза №1, 2, 3, 4, 5, 6, 7 чуқур бурғи қудуқларида бажарилган каротаж маълумотлари билан мос келади.

Импеданс тензорининг кутбли диаграммалари таҳлили, флексуралли-ёриқликлар атрофида жойлашган МТЗ нуқталарида кутб диаграммалари овал ва Zxx диаграммалари “8” кўринишида бўлади. Фазалар ва туюлувчи қаршиликлар кесимларида, жумладан №85090307 профили (1-расм) ҳамда туюлувчи қаршиликларнинг ўзгариши харитасида Карим тузилмаси ҳудудига мос келадиган геоэлектрик аномалиялар қаршииғи 4,9 Омм га тенг бўлган изолиниялар билан чегараланади. Ушбу изолиниялар чегараси ичида қазилган 1-Карим ва чегара атрофида қазилган 2, 7-Карим қудуқларидан маҳсулот олинган. Бажарилган МТЗ тадқиқотлари сифати “аъло” деб баҳоланган. 479 сонли нуқта атрофида геоэлектрик аномалиялар қаршииғи паст. Ҳудди шу ерда синов вақтида сув чиққан (3-Карим чуқур бурғи қудуғи).

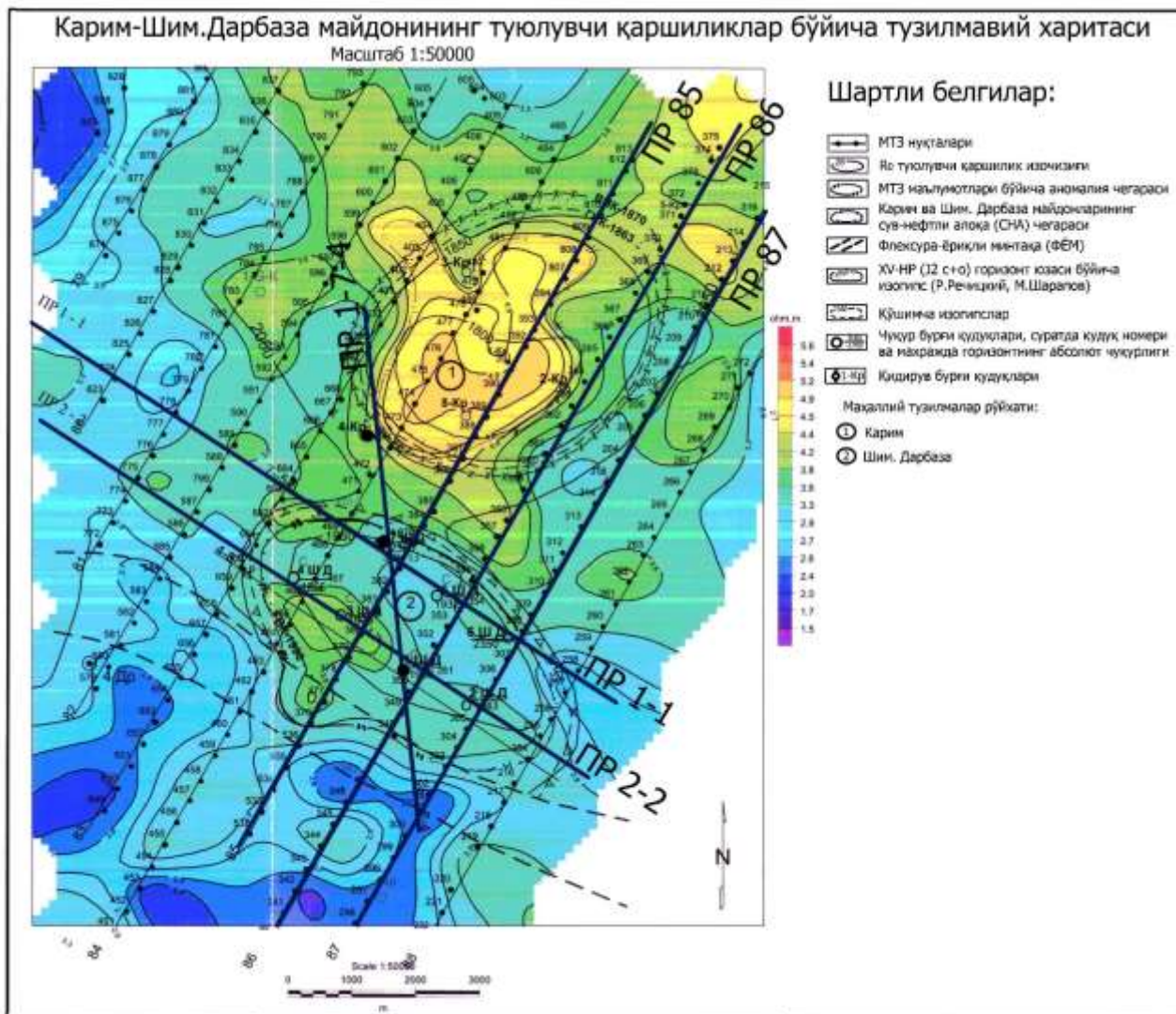
Карим ва Шим. Дарбаза майдонларида олиб борилган электроразведканинг МТЗ ва МТП тадқиқот ишларининг асосий мақсади майдонни нефт-газлилигини баҳолашда электроразведканинг геологик самарадорлигини оширишга қаратилган. Углеводород уюмлари мавжуд бўлган жойларда МТЗ нинг ρ_{xy} кесимларида юқори қаршилик аномалияси билан кузатилади.



1 – Расм.

МТЗ тадқиқотлари натижасида аниқланган Шим. Дарбаза тузилмасини белгиловчи аномалия нисбатан мураккаб кўринишга эга. Унинг жанубий қисми 3,3 Ом қаршилик изолинияси билан яхши чегараланади. Махсулдор ҳисобланувчи 1, 2, 3, 4 – Шим. Дарбаза чуқур бурғи қудуқлари ушбу чегара ичида жойлашган. Тузилманинг шимолий қисмида туюлувчи қаршилик миқдори паст ва бу тузилманинг гумбаз қисмига тўғри келади. Майдонлардаги МТЗ нуқталари учун 1-Д инверсия ишлари бажарилган ва моделлаштириш натижалари чуқур бурғи қудуқларида амалга оширилган каротаж натижалари билан мос келади. 2-2 (2-расм) ва бошқа профиллар бўйича 1-Д инверсия кесимини куриш ва талқин қилиш натижасида геологик чегараларни етарлича ишончли ажратиш ҳамда тузилма шаклини иложи борица батафсил ўрганиш имкони туғилди.

Амалга оширилган МТЗ тадқиқотлари натижасида геоэлектрик аномалиялар мавжудлигини аниқлаш орқали Карим ва Шим. Дарбаза майдонларининг мавжудлиги тасдиқланди ва уларнинг чегараларига аниқликлар киритилди.



2 – Расм.

МТЗ изланишлари натижасида Карим ва Шим. Дарбаза майдонларини жануби-ғарбдан шимоли-шарқ тарафга кесиб ўтувчи №83, 84, 85, 86 ва 87 профиллари бўйича қабул қилиш нуқталарида қайд қилинган қаршилик юқори қийматлари асосан – 1850м изоғипс бўйича ўтган ўрта юра (J₂) даврининг оҳактошларида кузатилади. Амалга оширилган МТЗ тадқиқотлари натижасида геоэлектрик аномалиялар мавжудлигини аниқлаш орқали, Карим ва Шим. Дарбаза майдонларининг мавжудлиги тасдиқланди ва уларнинг чегараларига аниқликлар киритилди. №85 профилнинг 389, 390, 391, 392 қабул қилиш нуқталарида туюлувчи электр қаршилик 4,9 Ом қийматларга эга.

Карим ва Шимолий Дарбаза майдонларида олиб борилган электроразведка тадқиқотлари асосида профиллардан фойдаланилган ҳолда майдоннинг тузилмавий харитаси қурилган (2-расм). МТЗ маълумотлари асосида қурилган тузилмавий харитамизда 83-86 профиллар оралиғида жойлашган Карим майдони сариқ рангда тасвирланган, яъни ушбу ҳудудга кузатилган туюлувчи қаршилиқ аномалиялари юқори қийматлар билан кузатилган. Шимолий Дарбаза майдонида эса туюлувчи қаршилиқлар нисбатан кичикроқ бўлиб, у Карим майдонидан жанубда жойлашган.

Фойдаланилган адабиётлар рўйхати:

1. “Проведение поисковых электроразведочных работ ЗСД-ЗИ, МТЗ в пределах юго-восточной части Бухарской, северо-западной и центральной частях Чарджоуской ступеней БХНГО”. Отчёт Учкульской э/п №03/2007-2011гг. БГЭ, 2012г.

2. З.У. Абдуллаев: “Поисковые электроразведочные работы ЗСД-ЗИ, МТЗ в пределах западной части Бухарской и центральной части Чарджоуской ступеней БХНГО”. Отчёт Чагакульской э/п №2/2000-2003 за 2000-2006гг. БГЭ, 2006г.

3. Л.С. Трусова: “Отчёт о поисковых электроразведочных работах ЗС в центральной и восточной частях Денгизкульского, Испанлы-Чандырского поднятий и сопредельных площадях Кушабского прогиба”. Отчёт Испанлинской э/п №10/1983-1986гг. БГЭ, 1986г.

4. М.Х. Арифджанов: “Рифообразование в карбонатной формации юры Узбекистана в свете геодинамических и эвстатических процессов и определение в них наиболее эффективных направлений поисков залежей нефти и газа”. Сборник. Геодинамическая эволюция и нефтегазоносность осадочных бассейнов. Москва, Наука, 1997й.

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ХУҚУҚБУЗАРЛИКЛАР ПРОФИЛАКТИКАСИ БЎЙИЧА НАЗАРИЙ-ХУҚУҚИЙ ВА АМАЛИЙ ТАКЛИФЛАР

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***Аннотация:** хуқуқни муҳофаза қилувчи органларнинг хуқуқбузарликлар профилактикасига оид фаолияти йўналишлари, амалга ошириладиган тадбирлар, содир этилган хуқуқбузарлик юзасидан киритиладиган тақдимномага қўйиладиган талаблар, хуқуқбузарликларнинг элементлари, сабаблари ва бунга имкон берган шарт-шароитлар таҳлилидан келиб чиқиб назарий-хуқуқий ва амалий таклиф-тавсиялар муҳокама қилинган.*

***Калит сўзлар:** хуқуқбузарлик, хуқуқбузарлик профилактикаси, хуқуқбузарлик профилактика субъектлари, хуқуқни муҳофаза қилувчи органлар.*

“Агар сиз ўз мақсадларингиз ва орзуларингизга эришмоқчи бўлсангиз, буни интизомсиз амалга оширолмайсиз” Ли Куан Ю.

Маълум бир мақсадга эришиш учун албатта интизом, маълум бир тартиб-қоида мавжуд бўлиши лозим.

Хуқуқбузарликлар профилактикаси субъектлари томонидан доимий равишда, фуқароларнинг ўзини ўзи бошқариш органлари, нодавлат нотижорат ташкилотлар ва фуқаролар хуқуқбузарликлар профилактикасини амалга оширувчи ҳамда унда иштирок этувчи органлар ва муассасалар билан ҳамкорликда босқинчилик профилактикаси объектлари рўйхатини шакллантириб, шахсларнинг маиший-турмуш шароити билан танишиб борилишини, шунингдек бу тоифа шахслар томонидан босқинчилик жинояти содир этилиш сабаблари, содир этилишига имкон бераётган шароитларни мунтазам равишда **ошкора** ёки **ноошкора** усулда ўрганиб бориб бартараф этилишини тўлиқ назоратга олиб, мувофиқлаштириб боришлари лозим.

Маълумотларни ўрганиш қуйидаги йўналишларда амалга оширилади:

1. Маълумот тўплаш:

–кўчабоши (уйбоши), маҳалла фаоллари, қўни қўшнилардан оғзаки, ёзма ва электрон шаклларда маълумот олиш орқали;

–хонадонга ташриф буюриб шахс ва унинг оила аъзолари билан суҳбат ўтказиш орқали;

–ҳуқуқбузарлик содир этишга мойил шахсларнинг иш жойи, таълим ва соғлиқни сақлаш муассасалари, ФХДЁ, маданий-кўнгилочар, спорт-соғломлаштириш муассасаларидан маълумот олиш орқали;

–ҳуқуқни муҳофаза қилувчи органлардан сўровнома орқали.

2. Маълумотларни таҳлил жараёнида алоҳида эътибор қаратилади:

–шахсларнинг маиший-турмуш тарзига;

–хулқ атвори (қизиқиши, дунёқараши, руҳияти, зарарли одатлари ва б.);

–оила аъзолари ва яқин танишлари (алоқалари) билан ўзаро муносабатлари;

–махаллада тутган ўрни ва атрофдагилар (қўшнилар) билан муносабатлари;

–бирор бир иш билан машғуллиги, ишининг мазмуни;

–ишга ва иш жойига нисбатан муносабати;

–севимли машғулоти.

3. Шахс фаолиятида юз бераётган ўзгаришларни кузатиш:

-оила аъзолари билан муносабатда низолар кузатилмадими?

-қўшнилар билан муносабатда зиддиятлар кузатилмадими?

-нотаниш кишилар билан муносабатида ортиқча муаммолар мавжудми?

-моддий-молиявий муҳтожлик сезганда муаммо кузатиладими?

Ҳуқуқбузарликлар профилактикаси самарадорлиги – профилактик тадбирлар қаратилаётган объектлар тўғрисидаги маълумотлар ишончилиги, тўлиқлиги ва аниқлигига кўпроқ боғлиқдир. Бунинг учун ҳуқуқбузарликлар профилактикаси тўғрисидаги маълумотларни тўплаш, таҳлил қилиш, шунингдек натижалари юзасидан хулосалар ишлаб чиқишга оид фаолиятни тўғри ташкил этиш керак.

Ҳуқуқбузарликларнинг элементлари, сабаблари ва бунга имкон берган шарт-шароитлар таҳлилидан келиб чиқиб, қуйидаги назарий-ҳуқуқий ва амалий таклифларни ишлаб чиқиш мумкин.

НАЗАРИЙ-ҲУҚУҚИЙ ТАКЛИФ.

1. “Ҳуқуқбузарликлар профилактикаси тўғрисида”ги қонун (тушунчалар,вазифаларга тааллуқли) ва ЖПКга (тақдимнома) ўзгартириш киритиш бўйича лойиҳа ишлаб чиқиш.

2. Хуқуқбузарликлар профилактикасини амалга оширишда ХМҚО ва бошқа идораларнинг фаолиятлари механизми, алгоритми ва тактикасини белгиловчи “Хуқуқбузарликлар профилактикасини амалга оширишда идоралараро ҳамкорлик самарадорлигини ошириш чора-тадбирлари тўғрисида” қўшма қарор ва низом ишлаб чиқиш.

Низомда қуйидаги зарурий чора-тадбирларни киритиш лозим:

Ички ишлар органларининг тезкор хизмати:

- Тайёрланаётган, режалаштирилган хуқуқбузарликлар ҳақида маълумотлар тўплаш
- Тайёрланаётган, режалаштирилган хуқуқбузарликларни бартараф этиш
- Фош этилмаган хуқуқбузарликларни фош этиш
- Қидирувдаги жиноятчиларни қўлга олиш

Фаолият 2 босқичда амалга оширилади

1. маълумот тўплаш:

- хуқуқбузарликларни содир этилишига имкон берган сабаб ва шарт-шароитлар;
- хуқуқбузарликларни содир этишни режалаштирган ва тайёргарлик кўраётган шахслар;
- қидирувдаги жиноятчиларни аниқлаш, ошкора ва ноошкора манбалар орқали тўлиқ ва аниқ маълумотлар тўплаш.

2. амалий тезкор қидирув тадбирлар:

- хуқуқбузарликларни содир этилишига имкон берган сабаб ва шароитларни бартараф этиш;
- режалаштирилган ва тайёргарлик кўриляётган хуқуқбузарликларни олдини олиш;
- хуқуқбузарликларни фош этиш;
- қидирувдаги жиноятчиларни қўлга олиш.

Тезкор-қидирув фаолиятини амалга оширувчи органлар Ўзбекистон Республикасининг 25.12.2012 йилдаги «Тезкор-қидирув фаолияти тўғрисида»ги Қонунининг 14-моддасида кўрсатиб ўтилган тезкор-қидирув тадбир турларидан бошқа турдаги тадбирларни ўтказиши таъқиқланади.

Пост патруль хизмати ходимлари:

- *жамоат тартибини сақлаш*
- *аҳоли билан тарғибот ва ташвиқот ишларини олиб бориш*

Фаолият 3 босқичда амалга оширилади:

таҳлил қилиш	тақсимлаш	амалий тадбир
хуқуқбузарлик содир этилиши эҳтимоли юқори бўлган худудларни аниқлаш ва таҳлил қилиш	жамоат тартибини сақловчи мавжуд куч ва воситаларни тўғри тақсимлаш	бириктирилган худудда жамоат тартибини сақлаш ва тарғибот-ташвиқот олиб бориш

Ички ишлар органларининг профилактика инспекторлари

- профилактик ҳисобга олинган, муқаддам судланган ва маъмурий назоратда бўлган шахслар билан профилактик тадбирлар ўтказиш
- хуқуқбузарликлар, қидирувдаги шахслар ҳақидаги маълумотларни тўплаш ва тегишли хизматларга етказиш

Фаолият 3 босқичда амалга оширилади

маълумот тўплаш:	амалий фаолият:	маълумот етказиш:
– хуқуқбузарликнинг сабаб ва шарт-шароитлари; – муқаддам судланган (жиноят содир этишга мойил бўлган), жабрланув-чи (мойил) шахсларнинг рўйхатини шакллантириш ва улар ҳақида маълумот тўплаш.	– профилактик ҳисобда турган шахслар; – маъмурий назоратда турувчи шахслар билан профилактик тадбирлар ўтказиш.	хуқуқбузарлик бўйича маълумотларни жиноят қидирув хизматига етказиш.

Пробация хизмати

- жазо ўтаётган маҳкумларни кунлик назорат қилиш
- жазони ўташ тартибини бузган маҳкумларга нисбатан оғирроқ жазо турига алмаштириш чораларини кўриш

Фаолият 3 босқичда амалга оширилади

назорат қилиш:	аниқлаш:	амалий тадбир:
жазо ўтаётган ҳар бир маҳкумни тайинланган жазони тўлиқ ўташини таъминлаш	жазони ўташ тарти-бини бузиб келаёт-ган ва тузалиш йўлига ўтмаган маҳ-кумларни аниқлаш	тартиб бузган маҳкум-ларга жазо турини оғирроққа алмаштириш чораларини кўриш

Тергов идоралари:

- юритувдаги жиноят ишларини тергов қилиш жараёнида жиноят содир этган барча шахсларнинг айблилигини исботлаш, жавобгарлик муқаррарлигини таъминлаш

- жиноятнинг сабаб ва шарт-шароитларини аниқлаш ва бартараф этиш, қайта содир этилишининг олдини олишга қаратилган чора-тадбирлар юзасидан тақдимномалар киритиш

- тақдимномалар ижросини таъминланишини назорат қилиш

Ҳуқуқбузарлик юзасидан киритиладиган тақдимномага қўйиладиган талаблар.

1. *Жиноят содир этилишига сабаб бўлган омиллар: субъект ва субъектив сабаблари (айбланувчининг ижтимоий-иқтисодий, оилавий аҳволи ва ҳ.к.)*

2. *Жиноятни содир этилишига имкон берган шарт-шароитлар ва объектив сабаблари (ёриткичлар ўрнатилмаганлиги, кузатув камералар мавжуд эмасли-ги, жамоатчилик назорати ўрнатилмаганлиги ва ҳ.к.)*

3. *Жабрланувчиларнинг виқтимлиги (ёлғиз яшовчилар, қариялар, аёллар, оғир аҳволдагилар, мулки ва ўзи ҳақида маълумотларни ошкор қилувчилар, спиртли ичимлик ва гиёҳвандликка ружу қўйганлар ва ҳ.к.)*

4. *Аниқланган сабаб, шарт-шароитларни бартараф этиш ва келгусида жиноятларни содир этилишининг олдини олишга қаратилган аниқ чора-тадбирлар (хавф гуруҳи остидаги шахслар билан тегишли ишлар олиб бориш, манзилли тарғибот ишларини олиб бориш, ишсизликнинг олдини олиш, объектив сабабларни бартараф этиш)*

5. *Жиноятларни содир этилишига сабаб ва шарт-шароитларни ўз вақтида бартараф этмаган, юклатилган вазифаларни лозим даражада бажармаган мансабдор шахсларнинг интизомий жавобгарлик масаласини ҳал қилиш чораларини кўриш*

6. *Тақдимноманинг ижросига масъулиятсизлик билан ёндашиб, юклатилган вазифаларни лозим даражада бажармаган мансабдор шахсларнинг интизомий жавобгарлик масаласини ҳал қилиш чораларини кўриш*

Терговчи (суриштирувчи)ларга эслатма: юритувдаги терговга қадар текширув ҳужжатлари бўйича ҳам шу йўсинда тақдимномалар киритишлари ва келгусида жиноят содир этилишининг олдини олиш чораларини кўришлари лозим.

АМАЛИЙ ТАКЛИФЛАР

Хуқуқбузарликларни профилактика қилиш бўйича қатор комплекс тадбирлар ўтказилиши лозим

1. Спорт тўғаракларида, айниқса якка кураш ва оғир атлетика спорт турлари билан шугулланувчи ёшлар ўртасида хуқуқбузарликлар профилактикаси тадбирларини ўтказиш.

Хуқуқбузарликлар мунтазам спорт билан шугулланувчи, маълум даражада жисмонан бақувват, зўравон ва тажовузкор феъл-атвордаги ёшлар томонидан содир этилаётганлиги аниқланган

Мазкур соҳа бўйича тегишли норматив ҳужжатларини таҳлил қилиш ҳамда масъул вазирлик ва идораларнинг малакали мутахассислари билан ўтказилган учрашувлар жараёнида, бу тоифадаги шахслар билан алоҳида хуқуқбузарлик профилактикасини амалга ошириш бўйича ягона чора-тадбирлар дастури мавжуд эмаслиги маълум бўлди.

Хуқуқбузарликларни профилактика қилиш бўйича хуқуқни муҳофаза қилувчи идоралари жисмоний тарбия ва спорт, халқ таълими бошқармалари билан ҳамкорликда, фуқароларнинг ўзини ўзи бошқариш органлари, нодавлат ноижорат ташкилотлари ва кенг жамоатчиликни жалб қилган ҳолда қуйидаги комплекс тадбирлар ўтказиши лозим:

- *Спорт мураббийлари ва инструкторларини тарбия остидаги ёшлар билан хуқуқбузарлик профилактикаси тадбирларини ўтказишнинг тартиби ва қоидаларини ўргатиш мақсадида қисқа муддатли ўқув курсларини ташкил этиш;*

- *Мураббий ва инструкторлар учун тарбия остидаги ёшлар билан хуқуқбузарлик профилактикаси тадбирларини ўтказишнинг тартиби ва қоидаларини акс эттирувчи Йўриқнома ишлаб чиқиш;*

- *Спорт тўғаракларида шугулланувчи ёшлар томонидан турли вазиятларга тушиб қолган вақтида зарурий мудофаа чегарасидан чиқмаслик, қобилиятини зўравонлик ва жиноятга йўналтирмасликни тарғиб қилувчи ён дафтарча (ахлоқ-қоидалар этикаси) ишлаб чиқиш;*

- *Спорт тўғаракларида хуқуқбузарлик профилактикасига оид, ш.ж. ҳаёт ва соғлиққа қарши, ўзгалар мол-мулкини талон-тороғ қилиш билан боғлиқ жиноятлар тўғрисидаги баннерларлар ўрнатиш;*

- Спорт тўғарақларида шуғуланувчи шахслар ўртасида ҳуқуқбузарликларни содир этишга мойил, айниқса ёшларни тезкор йўллар билан аниқлаб, улар билан яққа профилактика тадбирларини ўтказиш.

2. Замоनावий ахборот-коммуникация технологиялардан кенг фойдаланиш

Видеокузатув камералари нафақат ҳуқуқни муҳофаза қилувчи идораларга жинойтчиларни аниқлашга, балки жинойт содир этишга мойил шахсларни ўз фикридан қайтаришга ҳам хизмат қилади. Хусусий сектор ҳисобидан камералар ўрнатиш, ўзининг ижобий натижасини бериб келмоқда.

Ҳуқуқбузарликларни профилактика қилиш мақсадида замоनावий ахборот-коммуникация технологияларни амалиётга киритиш ва улардан кенг фойдаланиш бўйича қуйидаги тадбирларни ўтказиш лозим:

➤ ҳудуддаги кўчалар, савдо шаҳобчалари, жамоат транспортлари ва бошқа жойларга **видеокузатув мосламаларини** ўрнатиш ва интеграция қилиш чораларини кўриш. Бу тадбирлар жинойтлар содир этилишини олдини олиш ва ҳуқуқбузарларни доимий равишда кузатиш имконини беради;

➤ **“Профинспектор” электрон дастурини** барча ҳудудларда жорий қилинишини таъминлаб, унинг мобил иловасини ҳуқуқбузарликлар профилактикасига масъул идоралари ходимлари билан биргаликда ўзларининг фаолият йўналишлари бўйича фуқароларнинг ўзини ўзи бошқариш органлари ва нодавлат ноижорат ташкилотларининг ҳудуд ва секторлар бўйича масъул ходимларини улаш;

➤ хонадон ва савдо шаҳобчаларини **қўриқлаш пультларига** тўлиқ улаш чораларини кўриш;

➤ кўздан пана бўлиш мумкин бўлган жойларни аниқлаш ва уларни бартараф этиш. Бу жинойтчиларнинг жинойт содир этилгунга қадар ёки ундан кейин яшириниш имкониятини камайтиради;

➤ юқори хавф мавжуд бўлган объектларда кечалари **ёритилишини** таъминлаш. Бу ҳуқуқбузарларнинг аниқланишини осонлаштиради;

➤ пиёдаларнинг **ҳаракатланиш йўлини** ўзгартириш. Бу уларнинг хавфли ҳудуддан четда ҳаракатланишларини таъминлайди;

➤ **эвакуация йўллари**ни бартараф этиш. Бу жинойтчиларнинг маълум бир жойдан қочиб кетмасликларига ёрдам беради, бироқ фавқулодда ҳолатлар вақтида кишиларни эвакуация қилишни қийинлаштиради;

➤ фавқуллода **қўнғирок** **станцияларини** ўрнатиш.
Бу гумонланувчиларнинг тезда қўлга олинишига ёрдам беради;
➤ махсус тадбирлар ўтказилишини режалаштириш ишларини такомиллаштириш. Бу босқинчилик имкониятини пасайтиради.

3. Ҳуқуқни муҳофаза қилувчи идораларнинг аҳоли билан ҳамкорлигини жадаллаштириш

Жаҳон тажрибаси патруль хизматининг фаолияти жиноятларни сезиларли даражада камайишига сабаб бўлишини кўрсатмоқда. Шу билан бирга, аҳолининг ҳудуд профилактика инспекторини танимасликлари, профилактика инспекторининг ҳудуддаги вазиятдан тўлиқ хабардор эмаслигига сабаб бўлади.

Ҳуқуқбузарликларни профилактика қилиш мақсадида ҳуқуқни муҳофаза қилувчи идораларининг аҳоли билан ўзаро ахборот алмашинуви ва ҳамкорлигини тўғри йўлга қўйиш мақсадида қуйидаги тадбирларни ўтказиш лозим:

❖ жамоат жойларида кундузги ва тунги **патруль хизматларини** тўлиқ ташкил этилишини таъминлаш ва криминоген вазият таҳлилларидан келиб чиққан ҳолда куч-воситаларни манзилли йўналтириш чораларини кўриш;

❖ аҳоли гавжум жойларда ички ишлар ходимлари навбатчилик қиладиган **стационар пунктларни** ташкил этиш;

❖ хусусий сектор (фуқаролар, тадбиркорлик субъектлари) ўртасида мунтазам равишда жиноятларни содир этилишининг олдини олишга қаратилган “Менинг маҳалламда жиноят содир этилмайди”, “Ўз уйингни ўзинг асра” шиори остида **тарғибот-ташвиқот** ишларини олиб бориш;

❖ фойдаланувчилар учун профилактика инспекторлари ишларини баҳолаш ва ўзларининг изоҳларини қолдириш, яқин ҳудудларда жойлашган ички ишлар таянч пунктлари ёки бошқа тезкор хизматлар билан шошилиш алоқа ўрнатиш учун “SOS” тугмасидан фойдаланиш ҳамда шаҳар ИИБдаги расмий “Telegram bot”ларга мурожаатларни юбориш каби имкониятларни берувчи **“Хавфсиз ҳудуд”** мобил иловасини барча ҳудудларда ишга туширилишини таъминлаш;

❖ мобил телефонидаги “Telegram” дастури орқали ҳар бир маҳаллада **“Telegram-bot” канали** очиб, бунга кенг жамоатчиликни жалб қилиш (МФЙ, ТП, ўқув муассасалари ва бошқа ташкилотларда туманда яшовчи аҳолининг уяли алоқа рақамларини аниқлаб, уларни бир томонлама ижтимоий тармоққа улаш), кунлик содир этилаётган жиноятлар ҳамда жиноятчиликка қарши курашиш

борасида амалга оширилаётган ишлар ҳақида маҳалла аҳолисини хабардор қилиб бориш;

4. Ҳуқуқбузарликлар қурбонлари билан ишлаш ва виктимлик даражасини пасайтириш чораларини кўриш

Таҳлиллар жараёнида, ҳуқуқбузарликларнинг қурбонларига асосан фуқароларнинг жиноят содир этишга ундовчи ҳаракат ёки ҳаракатсизликлари (*бепарволик, мақтанчоқлик, моддий аҳволини намойиш қилиш, кечки вақтларда қимматбаҳо буюмларни таққан ҳолда назоратсиз кўчаларда юриш ва ш.к.*) сабаб бўлаётганлиги аниқланган.

Бундан ташқари, жиноят қурбонлари содир этилган ҳуқуқбузарликлар ҳақида ўз вақтида ҳуқуқни муҳофаза қилувчи идораларига хабар бермасликлари оқибатида жиноятларни фож этиш ва жиноятга қарши курашда маълум қийинчиликлар туғдиради.

Ҳуқуқбузарликларни профилактика қилиш мақсадида жиноят қурбонлари билан ишлаш ва виктимлик даражасини пасайтириш мақсадида қуйидаги тадбирларни ўтказиш лозим:

✓ аҳоли ўртасида кенг қўламли фуқароларни жиноятлардан ҳимоя қилишга қаратилган **ахборот кампанияларини** ўтказиб бориш (тушунтириш ишларини олиб бориш, эълонлар ва эслатмалар тарқатиш, ОАВ ва интернет орқали видеороликлар намойиш этиш);

✓ фуқароларнинг жиноят содир этишга ундовчи ҳаракат ёки ҳаракатсизликлари (*бепарволик, мақтанчоқлик, моддий аҳволини намойиш қилиш, кечки вақтларда қимматбаҳо буюмларни таққан ҳолда назоратсиз кўчаларда юриш ва ш.к.*) ҳақида кенг тарғибот ишларини олиб бориш;

✓ ҳуқуқбузарликлардан жабрланган шахсларни **тезкор-тергов ҳаракатларида** иштирок этишларини, тергов натижасидан хабардор бўлиб туришларини таъминлаш;

✓ хонадонларда ёлғиз яшовчи кекса ёшдаги, ожиз аҳволдаги ногирон шахсларга хизмат кўрсатувчи туман ижтимоий таъминоти ва тиббиёт муассасалари вакилларининг **фаолияти назоратини** кучайтириш;

✓ савдо ва маиший хизмат кўрсатиш шаҳобчаларида шубхали шахслар ҳамда ҳуқуқбузарлик ҳолатлари бўйича зудлик билан кўриқлаш хизмати тизимларига хабар берувчи **тезкор чақирув тугмаларини** ўрнатилишини таъминлаш;

✓ ломбардларга ва ёйма бозорларга, шунингдек аҳолидан маиший ва компьютер техникаларини (ш.ж. уяли алоқа воситалари) сотишга кўп товар олиб келаётган, қизиқиш уйғотиш эҳтимоли бўлган шахслар ҳақида **маълумотларни тезкор йўллар** билан тўплаш тизимини жорий этиш;

5. Аҳолининг ҳуқуқни муҳофаза қилувчи идоралар фаолиятига ёрдам бериш маданиятини шакллантириш ва фуқаролик позициясини кучайтириш

Аксарият ҳолларда ҳуқуқбузарликлар гувоҳлари жабрланувчиларга ёрдам кўрсатмайдилар ёки бу ҳақда хабар бермайдилар

Гувоҳларнинг фаол позицияси босқинчиларни ўз вақтида аниқлаш, жабрланувчи учун оғир оқибатлар келиб чиқишининг олдини олишга хизмат қилади.

Ҳуқуқбузарликларни профилактика қилиш мақсадида, аҳолининг ҳуқуқни муҳофаза қилувчи идоралари фаолиятига ёрдам бериш маданиятини шакллантириш ва фуқаролик позициясини кучайтириш бўйича қуйидаги тадбирларни ўтказиш лозим:

- ҳуқуқбузарликлар гувоҳи бўлганда ўз вақтида ҳуқуқни муҳофаза қилувчи идораларга хабар бериш муҳимлиги тўғрисида **“Бефарқ бўлма”**, **“Қўшни кузатуви”** шиори остида ахборот-ташвиқот ишларини олиб бориш, рағбатлантириш чора-тадбирларини кўриш. Бу нафақат мурожаат сифатида, балки интернет сайтларга видеороликлар ва мурожаатларни ўрнатиш орқали ҳам амалга оширилиши мумкин;

- **“Жиноий йўл билан топилган мулкни сотиб олиш, жиноятга шерик бўлиш демакдир!”** шиори остида ахборот-тарғибот кампанияларини ташкил этиш. Унда видеороликлар, буклетлар, реклама банерларидан кенг кўламда фойдаланиш;

- **Фаол фуқаролик позицияси** ҳурмат ва эътирофга сазовор бурч сифатида талқин этилиши лозим

- ҳуқуқбузарликлар гувоҳлари билан тергов идораларининг ҳамкорлигини ошириш, уларнинг шахсий вақтларига ва ўзларига ҳурмат билан муносабатда бўлинганлиги, гувоҳларни тергов натижаси ва ходимларнинг фаолияти ҳақидаги фикрларини ўрганиш орқали ходимларга **танқидий баҳо бериш** тизимини жорий қилиш.

6. Вояга етмаган ва ёшлар билан ишлаш тизимини ривожлантириш, ёши катталар билан уларнинг мулоқотини мустаҳкамлаш

Ёши катталарнинг вояга етмаган ва ёшлар билан ўзаро ишончли муносабатининг мавжуд эмаслиги, уларни жиноят йўлига кириб қолишига сабаб бўлади

Вояга етмаган ва ёшлар ўртасида босқинчилик жиноятларини профилактика қилиш мақсадида, уларни касбга йўналтириш, спорт секцияларига жалб этиш, билим олиш ва китобхонликка қизиқтириш, бўш вақтларини мазмунли ўтказиш бўйича қуйидаги тадбирларни амалга ошириш лозим:

- ўқувчи ва ёшларни жамоат ишларига жалб қилиш ва рағбатлантириш, китобхонликка, спорт тўғаракларига, мусиқа ва санъатга, инновацион технологиялар кашф қилишга қизиқтириш;

- ота-оналар кўмиталарининг мактабларда ўтказиладиган оммавий маданий тадбирларни ташкил қилишда иштирокларини тарғиб қилиш;

- педагоглар томонидан фарзандлари билан тўғри мулоқот қилиш, уларнинг муаммо ва қийинчиликларини эшита билиш маданиятини ўргатиш бўйича психологларни жалб қилган ҳолда ота-оналар ва ўқувчилар ўртасида учрашувлар ўтказиш;

- мактаб, ўқув юртларида босқинчилик жинояти профилактикасига оид видеороликлар намойиш этиб бориш, реклама баннерларидан кенг қўламда фойдаланиш;

- миллий қадриятларимизни тиклаш, аجدодларимизнинг “Бир болага етти кўшни ота-она” нақлининг том маънода ҳаётга қайта татбиқ этиш, ушбу йўналишдаги тарғибот-ташвиқот тадбирларини ўтказиш;

- тарбиявий таъсир қилиш барча асосий соҳалари ва манбаларидан тўлиқ фойдаланиш, жумладан оила, мактаб, иш, ўқиш жойларида, жамоат ташкилотларида мунтазам тушунтириш ишларини амалга ошириш;

- дорихоналарда, спиртли ичимликлар, сигареталар, автомашина карбюратор тозалагичи, хидли елим (клей) ва захарванд шахслар томонидан истеъмол қилинадиган бошқа нарсалар сотувчи шахобчаларда бундай турдаги маҳсулотларни вояга етмаган шахсларга сотмасликлари ҳақида тушунтириш ишларини олиб бориш.

СТРУКТУРА И СЕМАНТИКА ОДНОСОСТАВНЫХ ПРЕДЛОЖЕНИЯ РУССКОГО И УЗБЕКСКОГО ЯЗЫКА

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***Аннотация.** В статье речь идет о структуре и семантике односоставных (определенно-личных, неопределенно-личных, обобщенно-личных, безличных, инфинитивных, номинативных) предложений русского языка в сопоставлении с односоставными предложениями узбекского языка. В узбекском языке безличные предложения могут передаваться инфинитивными, а в состав односоставных включаются слова-предложения.*

***Ключевые слова и выражения:** Односоставные и двучленные двусоставные предложения, определенно-личные, неопределенно-личные, обобщенно-личные, безличные, инфинитивные, номинативные, структура и семантика односоставных предложений, переходные явления, предикативность.*

***Annotation.** The article deals with the structure and semantics of one-part (definitely personal, indefinitely personal, generalized personal, impersonal, infinitive, nominative) sentences of the Russian language in comparison with one-part sentences of the Uzbek language. In the Uzbek language, impersonal sentences can be transmitted infinitively, and words-sentences are included in the one-component ones.*

***Key words and expressions:** One-part and two-part two-part sentences, definitely personal, indefinitely personal, generalized personal, impersonal, infinitive, nominative, structure and semantics of one-part sentences, transitional phenomena, predicativity.*

Вопрос о структуре односоставных предложений в русском языкознании решался по-разному. Одни ученые (например, представители логического направления Востоков А.Х., Буслаев Ф.И.), рассматривали односоставные предложения как неполные, так как простые предложения как синтаксическая единица, по их мнению, должны быть всегда двучленными (двусоставными). «В

настоящее время выделение односоставных предложений в отдельный структурный тип простого предложения не вызывает сомнения. Что касается определения круга односоставных предложений, деление их на группы, а также отграничения некоторых видов односоставных предложений (например, номинативных) от схожих по форме синтаксических явлений, то в этом отношении еще не достигнуто единство во взглядах» (1. с.366). В узбекском языкознании выделяются следующие односоставные предложения: определенно-личные (шахси аник гап), неопределенно-личные (шахси номаълум гап), безличные (шахссиз гап), обобщенно-личные (шахси умумлашган гап), номинативные (атов гап) и слова-предложения (булаklarга ажралмайдиган даплар (5. С.43-49). Говоря о структуре односоставных предложений русского языка, необходимо учитывать и о переходных явлениях в строении подобных предложений, так как одно предложение можно рассмотреть, например, и как определенно-личное, и как обобщенно-личное.

В *определенно-личных (шахси аник гаплар)* односоставных предложениях главный член, который приравнивается к сказуемому, выражается глаголом в форме первого или второго лица настоящего или будущего времени изъявительного или повелительного наклонения. Главный член – глагол-сказуемое - не нуждается в наличии личного местоимения, так как сама форма глагола в изъявительном или повелительном наклонении указывает на определенное лицо. Например: *Пишу тебе письмо – Напишешь всем письма – Пиши (те) всем письма – Напишите всем письма - Напиши(те) всем письма – Давай напишем письмо* и т.д. Подобные предложения по своей структуре и семантике очень близки к двусоставным, так как такую информацию можно передать предложениями, включив в них подлежащие *я, ты, вы, мы*. Употребление формы прошедшего времени не может указывать на конкретное лицо, и подобные предложения нельзя отнести к определенно-личным. Например, глагол *писал* всегда требует обязательного употребления подлежащего (брат, отец, сосед, ученик и т.д.). Такие предложения рассматриваются как двусоставные неполные.

Такое мнение по отношению к определенно-личным предложениям в узбекском языке: *Сенга хат ёзаяман – Хаммага хат ёзасан – Хаммага хат ёз – Хаммага хат ёзасиз – Хаммага хат ёзинг – Хат ёзайлик* и другие. По своей структуре являются односоставными побудительные предложения, в которых субъектом действия являются любые лица или обращение. Например: *Приходи утром; Ну, друг, перестань плакать и садись к столу!* В узбекском языке

большинство определенно-личных предложений побудительные: *Приходи завтра – Эртага кел.*

Определенно-личные предложения делают нашу речь динамичной, экономят речевые средства, они более употребительны в разговорной речи.

В *неопределенно-личных* (*шахси ноаник гаплар*) односоставных предложениях главный член выражается глаголом в форме третьего лица множественного числа настоящего и будущего времени или в форме множественного числа прошедшего времени изъявительного или сослагательного наклонения. Действие в неопределенно-личных предложениях совершается неопределенными, необозначенными лицами. Например: Газеты *приносят* утром – Журналы *принесут* потом – Нам *подали* чаю – Его *позвали бы* в гости. В узбекском языке значение времени в формах глагола в настоящем и будущем времени совпадают: «Газеталарни эрталаб олиб келишади» (будущее время) и «Журналларни кейин олиб келишади» (будущее время). Имеется форма прошедшего времени без указания на субъекта действия: «Бизга чой беришди». Из всех имеющихся форм, например, глагола «писать», только три формы - *пишут, писали, писали бы* потенциально могут быть главным членом в неопределенно-личных предложениях. Семантической особенностью неопределенно-личных предложений русского и узбекского языков является необязательное указание на определенный субъект. Подобные предложения часто употребляются в непринужденной разговорной речи.

В *обобщенно-личных* предложениях (*шахси умумлашган гаплар*) субъект действия мыслится обобщенно, но чаще всего выражается глаголом второго лица единственного числа настоящего и будущего времени изъявительного и повелительного наклонения. Такие предложения часто употребляются как в русском, так и узбекском языках в сфере народных пословиц и поговорок.

Например: *Любишь* кататься – *люби* и саночки возить (посл.); Из песни слова *не выкинешь* (посл.); Шила в мешке *не утаишь* (посл.) – Жужани кузда *санайдилар*, Санамай саккиз *дема* и т.п. Хотя в подобных примерах сообщается о действии конкретного лица, но выражается оно обобщенно, и действие может выражаться глаголом в разных формах: а) глаголом в форме настоящего или будущего времени единственного числа: Что *посеешь*, то и *пожнешь* (посл.) – Нима *эксанг*, шуни *урасан*; б) глаголом в форме настоящего времени третьего лица множественного числа изъявительного наклонения: После драки кулаками *не машут* (посл.); Обещанного три года *ждут* (пог.) и т.д. в) глаголом в форме первого лица множественного числа изъявительного наклонения: Что *имеем* – *не храним*, потерявши – *плачем* (посл.); Подобные предложения по своей

структуре очень близки к определенно-личным; г) глаголом в форме повелительного наклонения: *Не зная броду, не суйся* в воду (пог.); По одежке *протягивай* ножки (посл.); *Век живи, век учись* (посл.).

Безличные предложения являются многообразными по своей структуре и по семантическим возможностям, но имеют общие особенности в выражении главного члена. Обычно используется безличные формы третьего лица единственного числа или среднего рода: В трубе *воет* – Лодку *качало* слева направо – Уже *отправлено* на разведку - В аудиториях *тепло и светло* – Нам здесь *хорошо*. В безличных предложениях возможны только названные формы главного члена. «Формы лица, рода и числа здесь неизменяемы: невозможны употребление первого и второго лица, мужской и женский род, также множественное число» (2. с.114) Что касается подлежащего (субъекта действия), то в безличных предложениях его вообще нет и не может быть. Действие или состояние в безличных предложениях происходят стихийно, произвольно. Главный член в безличных предложениях может выражать *действие* (Дерево *клонит* к земле); *общее состояние дел* (У нас *плохо* с учителями); *состояние развивающихся событий* (Им *пришлось остановиться*); *состояние человека или живых существ* (Нам *холодно* – Мне *хочется спать*); *состояние окружающей среды* (В классе *стало темно* – *Морозит* – *Стало свежее*). Параллельное употребление односоставных безличных и двусоставных предложений указывает на преимущество безличных предложений, например, более употребительно предложение *В комнате было тепло – а не «Комната была теплая»; Везде пахнет керосином – а не «Везде пахнет керосин».*

В узбекском языке безличные предложения не так распространены, как в русском. Они переплетаются с инфинитивными или безличными предложениями русского языка. Например: «Хонада шовкин килинмасин!» - В комнате *не шуметь!* (инфинитивное); «Бу ердан тезда кетишга тугри келади» - Отсюда *придется* срочно *уехать* (безличное).

Инфинитивные предложения имеют в качестве главного члена глагол в неопределенной форме (инфинитив): «*Сидеть* смирно»; «Не болтать лишнего! В узбекском языке подобные предложения рассматриваются как безличные. Например, «Хамма ишни бирдан бажариб булмайди» - «Невозможно выполнить все дела сразу».

Номинативные (назывные) предложения – «это простые односоставные безглагольные предложения, главный член которых выражен именительным падежом существительного (номинативом)» (4. с. 563). В них утверждается наличие, присутствие, существование предмета, лица или явления, называемого

главным членом: «Вот лес. Тень и тишина. Два товарища. Война, Раненые». Номинативные предложения бывают только утвердительными (при наличии отрицательных частиц или слов они сразу становятся безличными. Сравним: «Большие камни, темный лес» - «Нет больших камней и не было темного леса»), так как обозначают наличие явления или предмета в настоящем. Они не могут употребляться в будущем или прошедшем времени. «Семантическими и грамматическими особенностями назывных предложений определяются их стилистические свойства. Лаконизм и в то же время установка на передачу широкого общего содержания обуславливают экспрессивность назывных предложений. В художественных текстах их экспрессивности способствует также временной план «настоящего исторического» (2. с.132). В узбекском языке «В таких предложениях на лицо предикативность и сравнительно законченная интонация, хотя не заметны отношения между подлежащим и сказуемым» (5. С.45). Например, «Тонг. Куёш ерга олтин ленталар ёйди» - «Утро. направило на землю золотые ленты».

Так как слова-предложения в русском языке не относятся к односоставным, мы ограничились рассмотрением только вышеназванных типов односоставных предложений.

Как показал краткий анализ имеющихся разновидностей односоставных предложений русского и узбекского языков, основной особенностью односоставных предложений является наличие только одного главного члена. Изучение таких предложений в сопоставительном плане важно как для специалистов, так и для тех, кто изучает русский язык как неродной.

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ИМЕННАЯ ЧАСТЬ СОСТАВНОГО СКАЗУЕМОГО И СПОСОБЫ ИХ ВЫРАЖЕНИЯ

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Аннотация: В статье рассматриваются разновидности сказуемого, а именно – именного сказуемого, разновидностей связки при именной части. На примерах, составленных произвольно, показаны способы выражения именной части и её грамматические формы.

Ключевые слова: сказуемое, простое глагольное, составное глагольное, составное именное, сложное, смешанное сказуемое, способы выражения, связка отвлеченная (незнаменательная), полужнаменательная, знаменательная, формы выражения именной части, стилистическое использование форм сказуемого.

Annotation: The article discusses the varieties of the predicate, namely the nominal predicate, the varieties of the ligament with the nominal part. Examples, compiled at random, show the ways of expressing the noun phrase and its grammatical forms.

Key words: predicate, simple verb, compound verb, compound nominal, compound, mixed predicate, ways of expression, abstract linkage (non-significant), semi-significant, significant, forms of expression of the nominal part, stylistic use of predicate forms.

Сказуемое – это главный член двусоставного предложения, грамматически зависимый от подлежащего, который выражает действие или состояние, а также признак подлежащего и отвечает на вопросы «что делать?», «что сделать?», «каков?» и т. д. Например: Издалека *доносились* звуки флейты. Мы обязательно *выполним* это задание. Он *был высок и широкоплеч*, *искал* дружбы со всеми.

Сказуемое может выражаться словами многих частей речи. Сюда относятся глаголы (в самых разных грамматических формах), прилагательные, числительные, существительные, местоимения, наречия, причастия. Исходя из способов выражения сказуемого выделяются следующие типы сказуемого: простое глагольное, составное глагольное и составное именное и смешанное (сложное).

Мы рассмотрим в нашей работе только составное именное сказуемое, так как способы выражения именной части самые разнообразные и интересны в практическом отношении для будущих учителей русского языка.

При одном и том же подлежащем возможно несколько форм составного именного сказуемого: Он *был умен; кажется больным; будет третьим; был врачом; был врач; хочет стать инженером, станет инженером; был друг, был другом; был хирург, станет хирургом, был блондин, был блондином; был отправлен, пришел усталым, стал усталым и т.п.* По сравнению с глагольными сказуемыми составное именное сказуемое имеет многочисленные грамматические и семантические разновидности. Вместе с тем они обладают общими существенными признаками – выражают *пассивный признак*. Общим грамматическим признаком является употребление в их составе глагольной связки, которая выражает модально-временные отношения: наклонение, время, в прошедшем времени – род, лицо, число. Именно при составных именных сказуемых употребляется нулевая связка – отсутствие связки в настоящем времени: Отец *был врачом; Отец – врач; Он будет врачом.*

Немаловажным вопросом в определении составных именных сказуемых является определение связки, которая бывает 1) *отвлеченная* (незнаменательная): *был, будет, был бы, будь, пусть будет и т.д.* 2) *полузнаменательная* с более конкретным значением *кажется, становится, станет, стал, сделался, оставался, оказался, считается, называется и т.д.* 3) *знаменательные связки* – знаменательный глагол, который сочетается с именной частью: *вышел спокойный, сидел притихший, вернулся врачом, ушел злой, стоял пьяным и т.д.* В отличие от незнаменательных связок полузнаменательные и знаменательные связки требуют жестких грамматических форм в составе именной части сказуемого. Если незнаменательная связка «*быть*» может употребляться в составе сказуемого в именительном и творительном падежах параллельно, но с различием в стилистическом отношении (Он *был шофером* – стилистически нейтральная норма; Он *был шофер* – разговорная форма), то при полузнаменательных связках возможны только творительный: *кажется деревом, казался усталым, становились жаркими, станет доктором.*

Существенные различия имеются в способах выражения *именной части* составного именного сказуемого. Рассмотрим эти способы выражения:

1. Имя существительное. Обычно имя существительное в составе именного сказуемого имеет формы именительного (именительный предикативный) и творительного (беспредложный творительный предикативный) падежей. Существительное в этих формах выражает разряд предметов, к которому

относится предмет. Например: Янгиер – это *город*; Он *рабочий*; Она *русская*; Петр был *бедняк* и т.д. Жесткого разграничения в употреблении именительного и творительного падежей не наблюдается при связке прошедшего времени *был*: Он *был студентом* = Он *был студент*.

Часто в составе именного сказуемого употребляются с существительными имена прилагательные, образуя с ними смысловое единство: Этот ребенок закончит школу и *станет самостоятельным человеком*; Ведь они *были люди самостоятельные и серьёзные*; Зима – *время суровое для зверей*.

2. *Имя прилагательное*. В составе именного сказуемого используются три формы прилагательного: а) краткая, б) полная в именительном падеже, в) полная в творительном падеже. Возможно употребление всех трех форм при незначительной связке «*быть*»: Он *был молодой* – он *был молод* – он *был молодым* – он *молодой* – он *молод*.

3. *Причастие*. Хотя причастие в составе именного сказуемого употребляется часто, но обычной употребительной предикативной формой является краткое страдательное причастие прошедшего времени, которое выражает обычно состояние характеризуемого предмета. Например: Окна были *открыты*. Дом *не огорожен*. Довольно встречается полная форма страдательных причастий: Тайна *останется неразгаданной*; Ворота *оказались закрытыми*, а окна *были заколоченными*.

4. *Местоимение*. Чаще всего употребляются местоимения, которые бывают грамматически соотносительными с прилагательными. Например: Он *остался таким* до конца. Пруд *был тот же*.

5. *Числительные*. Имена числительные в составе именного сказуемого употребляются довольно редко, как результат сокращения количественно-именного сочетания: У мальчика температура *была сорок*; Возраст дуба – *две тысячи лет*; Ему *было лет пять*.

6. *Наречие*. Они используются как именная часть составного именного сказуемого в том случае, если выражают состояние предмета: Окна в комнатах *были настежь*; Все *было по-прежнему*.

Итак, при определении границ связки и именной части составного именного сказуемого необходимо четкое выделение способов выражения именной части и типов связки.

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SEMENTBETON QOPLAMALI AVTOMOBIL YO‘LLARINI TA’MIRLASHDA ISHLATILADIGAN ZAMONAVIY MATERIALLARNING O‘ZIGA XOS XUSUSIYATLARI

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Annotatsiya: Ushbu maqolada avtomobil yo‘llarini ekspluatatsiya qilish ishlarini tashkil etishning ilg‘or texnologiyalari, avtomobil yo‘llarini ekspluatatsiya qilishda ishlarni tashkil etish davlatlarning bu sohada usul va ilg‘or horijiy uslublarini keng joriy etish, haqida fikrlar yuritilgan.

Kalit so‘zlar: avtomobil yo‘llari, ekspluatatsiya qilish, sementbeton qoplamalar, maksimal harorat, sementbeton qoplamadagi yoriqlar, yemirilishlar, sinishlar va ko‘chishlar.

Аннотация: В данной статье рассматриваются передовые технологии организации работ по эксплуатации автомобильных дорог, организация работ по эксплуатации автомобильных дорог, широкое внедрение методов и передовых зарубежных методов в этой области государствами, были сделаны соображения.

Ключевые слова: автомагистрали, эксплуатация, цементно-бетонные покрытия, максимальная температура, трещины, разрушения, поломки и смещения в цементно-бетонном покрытии.

Avtomobil yo‘llari muhandislar sementbeton qoplamali yo‘llarini ekspluatatsiya qilishda bir qancha muommalarga duch kelmoqda. Qoplamalarni ekspluatatsiya qilishda xatto kengaytirilgan yoriqlar mavjud bo‘lganda ham harorat choklari asta-sekin chiqindilar bilan to‘lib qoladi va shu asnoda salbiy oqibatlar yuzaga keladi xamda choklardagi xolati buziladi. Yoz vaqtida ayniqsa, yuqori harorat ta‘sirida plitalarning zo‘riqishi kuzatiladi. Bunda plitalarda sinishlar paydo bo‘lish jarayonlari jadallashadi va plitalar buzila boshlaydi. Natijada qoplamaning ravonlik darajasi va mustahkamligi yomonlashadi. Sementbeton qoplamalaridagi deformatsiya choklarining germetizatsiyasini tiklash va yoriqlarni konservatsiya qilish muhim ishlardan biri hisoblanadi.

Sementbeton qoplamalarda yoriqlar, yemirilishlar, sinishlar va ko‘chishlar paydo bo‘lganda bu qoplamalarni ta‘mirlash va saqlash ishlarida mini texnikalardan

foydalanishni yo'lga qo'yish lozim. Yoriqlar va yemirilishlarni ta'mirlashdan oldin u joylar zamonaviy usullar bilan tozalanadi va mavjud qoplama markasidan yuqori bo'lgan sement markasi va unga qo'shilgan qo'shimchalardan hosil bo'lgan qorishma bilan to'ldiriladi. Bundan tashqari hozirgi paytda germetizatsiya qilinadigan noyob polimer kompozitsion materiallardan foydalanish yo'lga qo'yilgan. Issiq holatda ishlatiladigan mastika ayniqsa, «Crafco» (AQSH) va «Biguma» (Germaniya) germetikalaridan foydalanish maqsadga muvofiqdir. Bu materiallarning xizmat ko'rsatish muddati 5 yildan kam emas.

Ba'zi mamlakatlarda yoriqlarni epoksid smolali qum aralashma bilan yopiladi, g'ovaklar, mayda o'yiqlar, plitalarning sho'rlangan joylari, sement, polimerbeton qorishma va suyuq shisha asosidagi qorishmalar bilan tuzatiladi. Sementbeton qoplamali avtomobil yo'llarini sement, suyuq shishali qorishma bilan ta'mirlayotganda havo harorati 5 C° dan past bo'lmazligi kerak. Polimerbeton qorishmani esa havo harorati 15 C° dan past bo'lmaganda bajariladi.

Sementbeton qoplamalarning turli yemirilishlarini oldini olish yoki yo'qotish uchun yuzalarni pishiqlashning ikkita usuli tavsiya etiladi: polimer bog'lovchilarni shimdirish, polimerbeton yoki polimer sementbetondan yupqa himoya qatlami yotqizish.

Agar qoplama yuzasida ko'plab yemirilish va shikastlar paydo bo'lsa, ular yanada ko'payib ketmasligi va zaruriy foydalanish sharoitlarini ta'mirlash uchun yupqa himoya qatlami hosil qilish kerak bo'ladi. Buning uchun avvalo yuzaga ishlov beriladi. Bu jarayonda oddiy sementbetonning epoksid bog'lovchisi surtiladi va polimerbeton yoki polimersementbeton yotqiziladi. 5 mm dan chuqurroq uvalanganda va g'ovaklar paydo bo'lganda, plita choki yonida siniqlar bo'lganida va boshqa yemirilishlarda yupqa himoya qatlam qurishning istalgan usulini qo'llash mumkin. Bunda polimerbeton ishlatilsa qatlam qalinligi 0,5-2 sm, polimersementbeton ishlatilsa 6-12 sm bo'ladi. Issiq iqlim sharoitida plitalarning burchaklari, qirralari singanda, chuqur yoki g'ovaklar paydo bo'lganda ularning chuqurligi 5-15 sm, eni 60 sm gacha o'yiqlarni yo'qotish uchun suyuq shisha bilan tayyorlangan, tez qotuvchi beton ishlatiladi, qorishmani tashlashdan 15-20 minut oldin o'yiqning chetlari va tubiga grunt eritma surtiladi. Bu eritma suyuq shisha va ferroxromli shlakdan tayyorlanadi. Tayyor bo'lgan qorishma o'yiq ichiga bir tekis yoyiladi undan keyin masterok yoki yog'och andava bilan tekislab qoplama yuzasidan 3-4 sm chiqib turadigan holga keltiriladi. Havo harorati $25-30\text{ C}^{\circ}$ da qorishmani tayyorlagandan keyin 20-40 minut o'tgach tayyorlangan qorishma qotadi. Ta'mirlangan joydan transport harakatlanishi uchun 5-7 soat o'tgandan keyin ruhsat etiladi. Agar bu ta'mirlash ishlari choklarga to'g'ri kelsa va choklar bekilib qolsa, quyidagi ishni bajarish kerak bo'ladi. Kompensatsiya choklarini mavjud siqilish choklariga o'xshab qirqish mumkin. Bunda dastlab eski germetikani

kavlab olish ishlari bajariladi. Plitaning o'rta qismida afzal ko'rilgan olmosli qirquvchi qurilma yordamida nuqsonli qirrani olishga imkon yaratadi. Chuqurligi 390 mm dan 580 mm gacha bo'lgan choklarni qirqish uchun gidravlik mashinalardan foydalaniladi.

Sementbeton qoplamalarining hamma qalinligi bo'yicha choklarning kengligi 30 mm gacha qirqiladi.

To'ppa-to'g'ri o'tgan chok siqilgan havo bilan puxta tozalanadi va quritiladi hamda uning ostki qismi penopoliuretan bilan to'ldiriladi. Chok qirralaridagi faska 2 mm olib tashlanadi, chokning chetlari gruntovka va uning ustki qismi 30 mm chuqurlikda germetizatsiya qilinadi (*1-rasm*).



1-rasm. Sementbeton qoplamali choklarni germetizatsiyasining ko'rinishi

Xulosa qilib shuni aytish mumkinki, avtomobil yo'llarining xizmat muddati va sifatini oshirishni ta'minlashda yo'l qurilishida qo'llaniladigan zamonaviy innovatsion texnologiyalar va minerallarni avtomobil yo'llari qurilishi va loyihalash sohasida yetuk xalqaro standartlarni tadbiiq etishni taqozo etadi.

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MUSTAMLAKA BOSHQARUV TIZIMI: MUAMMO, TAHLIL VA XULOSA

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ANNOTATSIYA

Ushbu maqolada Turkiston mintaqasida siyosiy hayot, jumladan boshqaruv tizimidagi kamchiliklar, xalqning ahvoli, ziyolilarning munosabati, ularning ma'naviy hayotga ta'sir o'tkazishga harakat qilishlari xususida ma'lumot beriladi.

Kalit so'zlar: Mulkdor, ulamolar, qozilar, aktsiyadorlik jamiyatlari, Turkiston general-gubernatorligi, «inorodets» («begona zot»), tuzemets («yerli aholi»).

КОЛОНИАЛЬНАЯ СИСТЕМА УПРАВЛЕНИЯ: ПРОБЛЕМА, АНАЛИЗ И ЗАКЛЮЧЕНИЕ

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АННОТАЦИЯ

В данной статье представлена информация о политической жизни Туркестанского края, в том числе о недостатках системы управления, состоянии народа, отношении интеллигенции, ее стремлении влиять на духовную жизнь.

Ключевые слова: Владелец, писцы, судьи, акционерные общества, Туркестанское генерал-губернаторство, «инородец» («иностранная порода»), туземец («землевладельческое население»).

COLONIAL GOVERNMENT SYSTEM: PROBLEM, ANALYSIS AND CONCLUSION

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ANNOTATION

This article provides information about the political life of the Turkestan region, including the shortcomings of the management system, the state of the people, the attitude of the intelligentsia, its desire to influence the spiritual life.

Key words: *Owner, scribes, judges, joint-stock companies, Turkestan Governor-Generalship, "foreigner" ("foreign breed"), native ("landowning population").*

INTRODUCTION (ВЕДЕНИЕ / KIRISH)

Rossiya imperiyasi hokimiyati O‘rta Osiyoni o‘z ichki mustamlakasiga aylantira oladigan ma‘muriy va siyosiy tizimni yaratishga zamin hozirlagan edi. Bu tizim o‘zining to‘liq harbiy hukmronligini qaror toptirishni, o‘lka iqtisodiy va siyosiy hayoti ustidan yalpi nazorat o‘rnatishni anglatar edi. Bu tizimning boshqa bir jihati Turkiston o‘lkasi — Xiva, Buxoro va Qo‘qonni tashqi dunyodan tamomila yakkalab qo‘yishda, Rossiya imperiyasi tashqi davlat chegaralarini barpo etish yo‘li bilan har qanday iqtisodiy, madaniy va siyosiy aloqalarni to‘xtatishdan iborat edi.

Ingliz imperialistlari bilan imzolangan shartnomaga ko‘ra 1869— 1872-yillarda Panj daryosi bo‘ylab mahalliy xalqni ikkiga ajratib tashlab, surfiy chegara o‘rnatildi. 1881-yilda Skobelev Turkmanistonni bosib olishi natijasida Eron bilan hozirgi chegaralar belgilandi. Xuddi shu yili Sharqiy Turkistonning Ili o‘lkasidagi qo‘zg‘alon chor qo‘shinlari tomonidan bostirilgandan so‘ng Rossiya va Xitoy imperatori hozirgi (Qozog‘iston, Qirg‘iziston, Tojikiston va Xitoy o‘rtasidagi) chegaralarni belgilab, shartnoma imzoladilar.

LITERATURE REVIEW (ЛИТЕРАТУРА И МЕТОД / ADABIYOTLAR TAHLILI VA METODLAR)

Rossiya mustamlakachilik siyosati maqsadi, bu — mintaqada rus aholisining ma‘lum bir foizini joylashtirish edi. Markaziy Rossiyadan ochlik va yersizlikdan qochgan rus dehqonlarini ko‘chirib keltira boshladilar, ammo shaharlarda rus aholisini shakllantirish siyosati muhim ahamiyatga ega edi. XIX asrning ikkinchi yarmida Toshkent shahri Rossiyadan ko‘chib kelgan aholi hisobiga zudlik bilan kengayib bordi. Bu aholining katta qismi iste‘foga chiqqandan keyin shaharda yashash uchun qolgan askarlar, davlat amaldorlari, Rossiya armiyasi amaldorlari, Rossiya firmalari xizmatchilari, jazo manziliga jo‘natilib, jarimaga tortilgan xizmatchilar, xizmatdan bo‘shatib yuborilgan harbiy xizmatchilar edi. Anhor shaharni qoq ikki qismga ajratgan bo‘lib, eski shaharda mahalliy aholi, yangi shaharda esa rus aholisi yashardi.

Shaharning bu ikki qismi bir-biri bilan kamdan-kam aralashgan holda o'z iqtisodiy va ma'naviy hayotini boshdan kechirar edi.

Boshqaruv tizimi va ma'muriy-hududining joylashuvi Rossiya imperiyasi olib borgan tinimsiz urushlar uning cheklangan moliyaviy zaxiralarini kasodga uchratdi. 1874-yilda Rossiya Sharqiy Turkistondagi Yoqubbek qo'zg'olonini bostirish uchun katta qo'shin jo'natdi. Ayniqsa, 1877—1878-yillarda Turkiya bilan olib borgan urush San-Stefan sulh shartnomasi bilan yakunlanishi imperiyaga juda qimmatga tushdi. 1878—1880-yillarda ingliz-afg'on urushi tufayli Afg'onistonga yurish qilishga mo'ljallangan rus armiyasi askarlari soni Turkiston o'lkasida qariyb 40 mingga yetgandi. Rossiyaning harbiy xarajatlari yangi mustamlaka mamlakatlarni ezish hisobiga qoplandi. 1877-yilda Toshkentda "Shahar nizomi" joriy etilgan bo'lib, unga muvofiq shahar boshqaruvi Dumaga o'tgan edi. Duma a'zolarining 1/3 qismi shaharning "Osiyo" qismidan, 2/3 qismi esa "yangi Toshkent" qismidan saylangan edi. Natijada shaharning 80 ming mahalliy aholisidan 21 deputat, 3900 nafar yevropalik aholidan esa 48 deputat qatnashadigan bo'ldi. Shahar xo'jaligini yuritishga oid barcha ishlar ana shu Duma qo'liga o'tdi. Duma ustidan rahbarlik qiluvchi shahar boshlig'ini general-gubernator taqdimiga ko'ra Harbiy vazirning o'zi tasdiqlar edi. Joylarda boshqaruv apparati vazifalarining bir qismi mahalliy rus ma'muriyati nazorati ostida ish yuritgan mahalliy oqsoqollar va volostnoylarga o'tkazildi. Ular aholidan "soliqlarni qurutday sanab olar edi".

DISCUSSION (ОБСУЖДЕНИЕ / MUHOKAMA)

1886-yil 12-iyulda imperator Aleksandr III tasdiqlagan "Turkiston o'lkasini idora qilish to'g'risidagi yangi Nizom" arzimas o'zgarishlar bilan 1917-yilga qadar amal qildi. Nizom to'rtta asosiy bo'limdan iborat bo'lgan:

- 1) o'lkaning ma'muriy tuzilishi;
- 2) sud tuzilishi;
- 3) yer tuzilishi;
- 4) soliqlar va yig'imlar.

Bu Nizom general-gubernatorlik hududiy birliklari nomlarini o'zgartirishni va ularni bundan keyin ham bir xillashtirib borishni nazarda tutar edi. Zarafshon okrugi Samarqand viloyatiga aylantirildi. Xo'jand, Jizzax, Kattaqo'rg'on, Samarqand uyezdlari uning tarkibiga kiritildi. Amudaryo bo'limining bir qismi Sirdaryo viloyatiga o'tkazib yuborildi, Qurama uezdining nomi Toshkent uezdi deb qayta nomlandi. Farg'ona viloyati o'zgarmasdan qoldi. Turkiston general-gubernatorligining umumiy yer maydoni 1,7 million kv. km bo'lib, bu Frantsiya va Germaniya hududini birga

qo‘shib hisoblaganda ham ikki baravar ko‘p, ayni mahalda aholisi esa jami 5,2 million kishini tashkil etar edi. o‘zbeklar va boshqa tub millatlar 1897-yilda 5 millionni, 1911-yilda esa qariyb 6 millionni tashkil etgan.

1886-yilgi "Nizom"ga muvofiq Turkiston general-gubernatorligining ma'muriy boshqaruvi yangi idora — Turkiston general-gubernatori Kengashi bilan to‘ldirilgan edi. Viloyatlar harbiy gubernatorlari, general-gubernator devoni boshqaruvchisi, Turkiston harbiy okrugi shtabi boshlig‘i bu Kengashning doimiy a‘zolari bo‘lishgan. Bu idoradan ko‘zlangan maqsad hokimiyat qonunchilik asoslarini yaratish bo‘lgan. Kengash o‘lkani idora qilishga taalluqli masalalarda qonun chigarish huquqiga ega edi. 1886-yilgi "Nizom" asosida Buxoroda Rossiya siyosiy agentligi ta'sis etildi, uning ruxsati va rozilgisiz Buxoro amiri na tashqi, na ichki siyosat masalalarida biror ishni mustaqil hal qila olar edi. Siyosiy agent shu yerda istiqomat qiluvchi nasroniylar manfaatlarini himoya qilar edi.

RESULTS (РЕЗУЛЬТАТЫ / NATIJALAR)

O‘rta Osiyo hududi sovet davlati tarkibiga kiritilgach, mahalliy boshqaruv tizimi, jamiyatdagi ijtimoiy-iqtisodiy va ma'naviy sohalar yangicha asosda qurila boshladi. Bu jarayonda hukumat mahalliy xotin-qizlar ijtimoiy-siyosiy faolligini oshirish, ularni “zamonaviylashtirish”, jamiyatda erkaklar bilan teng faoliyat yuritishini ta'minlash (keyinchalik ular mehnatidan keng foydalanish) masalasiga jiddiy e'tibor qaratdi. Ushbu jarayonni yanada tezlashtirish masalasi O‘rta Osiyo partiya komiteti xotin-qizlar bo‘limlari xodimlari ishtirokida o‘tkazilgan kengashda muhokama etilib (1926-yil sentyabr‘), ayollarni majburiy ravishda “ozodlikka chiqarish”, ya'ni paranjidan xalos etishga qaror qilindi[1. B. 105] “Hujum” deb atalgan bu tadbir boshlangan ilk kezlarda muayyan muvaffaqiyatlarga erishildi albatta, ya'ni ayollarga o‘qish, bilim va malakasini oshirishga imkon yaratildi. Natijada o‘zbek ayollari orasidan maorif, madaniyat, fan, san'at, tibbiyot va ijtimoiy turmushning barcha sohalarida faol ziyolilar yetishib chiqdi. “Hujum” kompaniyasining ilk yillari ko‘p ayollar paraji tashlab (1927-yil bahorida 100 ming nafar), ijtimoiy-siyosiy jarayonlarda qatnasha boshlagan bo‘lsa-da, bu siyosatni amalga oshirish salbiy oqibatlar bilan kechdi. O‘zbekiston SSR prokuraturasiga viloyatlardan o‘ta maxfiy tamg‘a ostida topshirilgan hisobotlarda qayd etilishicha, 1927-yili “Hujum” harakati aholining ma'lum bir qismi, jumladan, davlat tashkilotlarida ishlaydigan erkaklar ayoli, shuningdek, kambag‘al va batraklar oilasi tomonidan qo‘llab-quvvatlangan, ulamolar, boylar, savdogarlar esa unga qarshi targ‘ibot-tashviqot olib borgan[2. B.62-63].

“Hujum” shu qadar shiddatli tus oldiriladiki, hatto xotin-qizlar yuzini ochish bo‘yicha O‘zbekiston, Turkmaniston va boshqa respublikalar o‘rtasida “sotsialistik musobaqa” tashkil qilinadi. Qizig‘i shundaki, bu tadbirga respublikalarning sovet sud-huquq, ichki ishlar organlari, prokuratura xodimlari va tergovchilar ham jalb etiladi. Musobaqa davomida (1929-yil 1 sentyabrdan 1930-yil 1 martgacha) sud xodimlari ajralish ishlarini jadallashtirish bilan shug‘ullangan bo‘lsa, boshqa ishtirokchilar qishloqlarga borib jamiyatda ayollar o‘rni va haq-huquqlari to‘g‘risida ma‘ruzalar o‘qishi zarur edi.

Shuningdek, ularga mahalliy xotin-qizlardan sud-huquq organlariga xodimlar jalb etish, sud jarayonlarida xalq maslahatchisi sifatida qatnashishiga sharoit yaratish vazifasi ham yuklanadi. Bu vaqtda ayollardan keksa eridan ajralish xususida sudga murojaatlar tushib turgan bo‘lib, “musobaqa” davomida bu jarayon yanada avj olgan. Natijada O‘zbekistonda ko‘plab oilalar buzildi, ajralishga ariza bergan ayollarning ba‘zilari eri yoki aka-ukasi tomonidan jazolandi. Sovetlarning xotin-qizlarni ozodlikka chiqarish borasida tezkorlik bilan amalga oshirgan siyosati mahalliy ayollarning begunoh qurbon bo‘lishiga-da sabab bo‘ldi. Buni tasdiqlovchi ko‘plab dalillar mavjud. Davlat siyosiy boshqarmasining Qo‘qon okrugi tomonidan O‘zbekiston Kommunistik partiyasi Markaziy Komitetiga topshirilgan dalolatnomaga ko‘ra (1927-yil iyun), Buvayda va Beshariq tumani hamda Oqtepa va G‘ori qishlog‘ida paranji tashlagan ayollar o‘limi bilan bog‘g‘liq jinoiy ishlar qo‘zg‘atilgan[3. B. 65-66].

1927-28 yillar O‘zbekistonda 2.5 mingdan ziyod ayol [4. Son. 1992-yil 11 sentyabr] bevaqt hayotdan ko‘z yumgan bo‘lsa, Xorazm shahar prokurori bergan xabarnomada “... ko‘rib chiqilgan atigi 20 ta jinoiy ishda 68 nafar ayol o‘limi ma‘lum bo‘lgan” [5. B.87-88] deya ta‘kidlanadi. Boshqa bir hujjatda 1928-yili respublika bo‘yicha 208 ayol o‘limi bilan bog‘liq jinoiy ish ko‘rilgani, haqiqatda esa bu raqam ancha katta ekani, masalan, birgina Xorazm viloyatida 68 ayol o‘ldirilgani-yu, boryo‘g‘i 20 ta jinoiy ish qo‘zg‘atilgani, okrug prokurorlarining 1929-yil to‘rt oyi yuzasidan topshirgan hisobotida esa 21 ayol o‘ldirilgani, 2 nafari jarohatlangani qayd etilgan [6. B. 86-87]. “1929-yil 1 yanvardan 15 aprelgacha Farg‘ona okrugining Marg‘ilon rayonida 2 ayol og‘ir yaralangan, Andijon okrugi Muxunbek qishlog‘ida faol ayollardan birini mahalliy imom o‘ldirgan, Shahrixon rayonida 2, Surxondaryoda 4, Zarafshon okrugida 2, Xorazm okrugida 1 ayol o‘ldirilgan va 2 nafari jarohatlangan, Samarqand okrugida 3, Toshkent okrugida 2, umumiy hisobda 20 nafar ayol o‘ldirilgan va 5 tasiga og‘ir tan jarohati yetkazilgan” [7.1153-ish]. Bu jarayonning salbiy oqibatlari aks etgan yana ko‘plab hujjatlarni misol tariqasida keltirish mumkin.

O‘zbekiston hududida xotin-qizlarning ijtimoiy-iqtisodiy va siyosiy jarayondagi ishtiroki, jumladan, paranji tashlash bilan bog‘liq muammolar, bu jarayonlar negizida

sodir etilgan turli jinoiy ishlar XX asr 30-yillari oxirlarida ham davom etgani arxiv hujjatlarida uchraydi.

Xususan, bu borada O‘zbekiston SSR prokuraturasining 1939-yil 2 fevralda 56-sonli buyrug‘i e‘lon qilinadi. Unda ayollarning paranji tashlash jarayoni bilan bog‘liq jinoiy ishlar xali-hanuz davom etayotgani, shu sababli bu kabi jinoiy ishlarning olib borilishi, ular soni va holatini doimiy nazorat qilish, shuningdek, ayollarni davlat tashkilotlariga jalb etishni jadallashtirish (prokuratura va shu kabi tashkilotlar) zarurligi ta‘kidlanib, ularni bajarishga O‘zbekiston SSR va Qoraqalpog‘iston ASSR prokurorlari yordamchilari mas‘ul qilib belgilanadi [8. B. 4-5].

Xulosa qilib aytganda, O‘zbekistonda sovetlarning xotin-qizlar bilan bog‘liq ijtimoiy-siyosiy tadbiri tufayli o‘zbek ayollari ruhan uyg‘ondi, ijtimoiy hayotning barcha jabhalarida erkin, faol qatnasha boshladi. Ammo, sovet davrida bu jarayonga birtomonlama qaralib, faqat ijobiy baho berilgan bo‘lsa-da, o‘sha davrga tegishli ko‘plab birlamchi manbalar mahalliy aholining tarixan tarkib topgan turmush tarzi, urf-odatlarini, islom dini bilan bog‘liq an‘analar hisobga olinmagani bois, bu ishlar salbiy oqibatlar bilan kechganidan dalolat beradi.

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7. O‘zR PDA, 58-fond, 2-ro‘yxat, 1153-ish
8. Rossiya Federatsiyasi davlat arxivi, 8131-fond, 16-ro‘yxat, 48-ish, 4-5-varaqlar.

ОСНОВЫ ФУНКЦИОНИРОВАНИЯ ИНТЕЛЛЕКТУАЛЬНЫХ ТРАНСПОРТНЫХ СИСТЕМ В ОРГАНИЗАЦИИ ДВИЖЕНИЯ И ПЕРЕВОЗОК

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АННОТАЦИЯ

В статье приводятся вопросы анализ существующих стратегий управления дорожным движением, где маршруты индивидуальных автомобилей определяются свободным желанием водителей. А также функционирования интеллектуальных транспортных систем в организации движения и перевозок.

Ключевые слова. *Анализ, существующая стратегия, управления дорожным движением, маршруты, желание водителей, функционирования, интеллектуальные транспортные системы, организация движения, перевозока.*

ANNOTATION

The article provides an analysis of existing traffic control strategies, where the routes of individual cars are determined by the free will of drivers. As well as the functioning of intelligent transport systems in the organization of traffic and transportation.

Key words. *Analysis, existing strategy, traffic management, routes, desire of drivers, functioning, intelligent transport systems, traffic management, transportation.*

Организация дорожного движения, общая проблематика. Из множества факторов, оказывающих влияние на безопасность дорожного движения (состояние дорожного покрытия, метеорологические условия, уровень квалификации водителей, техническое состояние транспортного средства, плотность транспортного потока, выполнение скоростных режимов управления автотранспортом и т. д.), основное значение имеет уровень организации дорожного движения, связанный с реализацией современных методов управления потоками транспорта на УДС. Основной проблемой транспортной системы является несоответствие ее пропускной способности реальному спросу на транспортные услуги. Любая транспортная сеть, оптимизированная для

решения задач текущего момента проектирования, может потребовать серьезных изменений в будущем. Наиболее дешевый и действенный метод борьбы с транспортными задержками – это создание оптимальной схемы организации дорожного движения путем анализа различных смоделированных схем организации движения. Моделирование дорожного движения необходимо как для выявления эффективных стратегий управления транспортными потоками, так и для поиска оптимальных решений по организации дорожного движения и развитию транспортной сети. Анализ результатов замеров интенсивности транспортных потоков на любой УДС показывает, что имеется значительная неравномерность интенсивности в суточном, в недельном и сезонном временных циклах. Причем неравномерность распределения интенсивности может изменяться в разы. Еще одной особенностью движения по УДС является то, что оно основано на многих случайных процессах, что допускает прогноз параметров только с определенной степенью вероятности. При создании элементов ИТС на УДС города нужно, прежде всего, учитывать ее характерные особенности.

Типовые характерные особенности дорожного движения городской агломерации Объектом управления в системе управления дорожным движением является транспортный поток, состоящий из технических средств (автомобилей, мотоциклов, автобусов и т. д.). В то же время водители автомобилей обладают свободной волей и реализуют при движении свои частные цели. Таким образом, дорожное движение представляет собой техно-социальную систему, что и определяет его специфику как объекта управления.

Интенсивный поток транспортных средств В часы пик значительно усложняется управление автомобилем, так как водитель движется в плотном потоке с высокой скоростью. Он вынужден удалять взгляд на значительное расстояние от автомобиля, что является следствием увеличения тормозного пути и возникновения мелькания в глазах боковых предметов дорожной обстановки. Многополосность это также затрудняет восприятие водителем информации на знаках и сигналах, осуществляющих управление движением, что накладывает отпечаток на размещение информации, ее качество, оперативность и достоверность. Неполная управляемость дорожным движением. Множественность критериев качества управления. Сложность или невозможность получения всех характеристик дорожного движения Часть воздействий носит рекомендательный характер. Подсистема мониторинга параметров дорожного движения развита слабо. Близко идущий встречный поток При наличии близко идущего встречного потока значительно сложнее

производится процесс обгона или перестроения. Значительное количество транзитного потока транспортных средств Транзитные транспортные потоки, проходящие через городскую агломерацию, ухудшают состояние дорог, создают пробки, повышенный шум и ухудшают экологическое состояние агломерации. Большая загруженность УДС Некоторые пересечения исчерпали свою пропускную способность, вследствие этого создаются заторовые ситуации. Слабо развитая пешеходная и велосипедная инфраструктура Интерес жителей практически любой городской агломерации к велосипедному движению есть, но чаще велосипедом пользуются в рекреационных (прогулочных) целях. Медленный темп роста велосипедного движения сдерживается таким фактором, как отсутствие велосипедной инфраструктуры, что в свою очередь, снижает безопасность движения на велосипеде. Отсутствуют тротуары, подходы к остановочным пунктам общественного транспорта, к пешеходным переходам. Значительное количество ДТП по вине водителей транспортных средств Главные причины аварий – несоблюдение дистанций для выбранного скоростного режима и наезд на пешеходов.

Неравномерность транспортной нагрузки по месяцам года, дням недели и времени суток В летние месяцы интенсивность движения на УДС увеличивается в 1,5–2 раза за счет возрастания количества легковых автомобилей и мотоциклов, принадлежащих жителям прилегающих населенных пунктов, а также иногородних автотуристов. Резко увеличивается количество автомобилей, выезжающих в предвыходные и предпраздничные дни к местам отдыха. Такая неравномерность движения приводит к образованию заторов во многих «узких» местах сети дорог, повышению числа дорожно-транспортных происшествий, загрязнению атмосферы выхлопными газами.

В заключении можно отметить что, изучение закономерностей движения дает основание сделать вывод о необходимости разработки специальных автоматизированных систем управления движением, целью которых является повышение эффективности работы автомобильного транспорта за счет рационального распределения транспортных потоков, выбора оптимальных режимов движения и гибкого управления ими с учетом постоянно меняющихся условий движения и уровня загрузки. Слабая информированность участников движения об условиях движения на дорожной сети агломераций и возможности изменения маршрута движения транспортного средства необходимо видеть дорожную сеть в масштабе, выходящем за рамки УДС города. Людям неважно, в чьей юрисдикции находится дорога, по которой они в данный момент едут. Им необходимо иметь возможность совершать безопасные, надежные и предсказуемые поездки.

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О ЧАСТЕРЕЧНОЙ ПРИНАДЛЕЖНОСТИ ФРАЗЕОЛОГИЗМОВ РУССКОГО ЯЗЫКА

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ДжГПУ

Аннотация: В статье рассматривается частеречная классификация фразеологизмов современного русского языка. В частности, дискуссионные вопросы частеречной принадлежности фразеологизмов.

Ключевые слова: Фразеология, части речи, видовая корреляция, свободные и связанные словосочетания.

ON THE PART-SPEAK AFFILIATION OF PHRASEOLOGICAL UNITS OF THE RUSSIAN LANGUAGE

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Djizak

Annotation: The article deals with a partial-of-speech classification of phraseological units of modern Russian. In particular, the controversial questions of the part of speech belonging to phraseological units.

Key words: Phraseology, parts of speech, species correlation, free and related word combinations

Такой вопрос решается в современном русском языке практически по аналогии к такой же классификации словосочетаний (по стержневому слову), с теми поправками, которые определяются спецификой семантики и функционирования фразеологизмов. Однако, в отличие от словосочетаний, фразеологизм при определении соотнесенности с частями речи обнаруживает релевантность не только формально-грамматических, но и семантических и синтаксических признаков (функций), поскольку «лексико-грамматическое значение стержневого слова далеко не всегда совпадает с лексико-грамматическим значением фразеологизма, фразеологизм *рукой подать* в качестве стержневого слова имеет глагол *подать*, фразеологизм *битый час* имеет в качестве стержневого слова существительное *час*, однако в лексико-грамматическом отношении оба аналогичны наречию» [1, с.29].

В принципе, частеречная принадлежность фразеологизмов всегда определима, хотя с большей легкостью поддаются такой классификации ФЕ с открытой структурой и подчинительной синтаксической связью. По отношению к глагольным фразеологизмам «решающим фактором в квалификации фразеологизма как процессуального считается не формальное присутствие в его составе глагольного компонента, а способность этой единицы обозначать действие, процесс» [1, с. 31].

Наиболее изоморфными свободным ССЧ являются глагольные и субстантивные фразеологизмы, реализующие формулы «глагол + существительное» (со связью управления) и «существительное + прилагательное» (со связью согласования) или «существительное + предлог + существительное в косвенном падеже» (со связью слабого управления, или именного примыкания).

В функциональном аспекте, однако, доминируют глагольные и наречные фразеологизмы, что представляет собой существенную перестройку системы частей речи на фразеологическом уровне. На лексическом уровне, как известно, основными (кардинальными) частями являются существительные, прилагательные и глаголы. Это связано, очевидно, с оценочно-характеризующими функциями фразеологизмов, однако доминирование наречных фразеологизмов над адъективными требует дополнительного изучения и обоснования количественными данными. Обращает на себя внимание тот факт, что наречия как таковые не участвуют в формировании наречных фразеологизмов: стержневым словом в них является деепричастие (*положа руку на сердце*), существительное (*с корабля на бал*), глагол (*рукой подать*), союз (*как по маслу*).

Суммируя вышеизложенное, можно выделить следующие критерии, которые необходимо принимать во внимание при частеречной классификации фразеологизмов:

- 1) формальный критерий: принадлежность стержневого слова к определенной части речи;
- 2) семантический критерий: смысловая нагрузка фразеологизма;
- 3) функционально-синтаксический критерий: синтаксическая функция и тип синтаксического варьирования.

В монографиях, учебниках и пособиях по фразеологии традиционно выделяются следующие типы фразеологизмов:

- 1) глагольные фразеологизмы: *заварить кашу, брать за живое, втирать очки, дать дёру, носить воду решетом* и др.;

2) субстантивные: *львиная доля, медвежья услуга, мякинная голова, золотой телец, притча во языцах* и др.;

3) Наречные: *очертя голову, положя руку на сердце, как по маслу, на широкую ногу, с грехом пополам* и др.;

4) адъективные: *одного поля ягода, два сапога пара, в сорочке родился, в чем мать родила* и др.;

5) безлично-предикативные: *не по себе, вне себя*;

6) глагольно-пропозициональные: *карачун пришел, бабушка надвое сказала, волосы становятся дыбом* и др.

7) модальные: *к слову сказать, вообще говоря, так сказать, что называется* и др.

8) междометные: *Боже упаси, гром и молния, черт побери* и т.д.

Наиболее распространенными являются фразеологизмы первых четырех типов в соответствии с выделением основных частей речи: существительных, прилагательных, глаголов и наречий.

Наиболее «сомнительными» представляются фразеологизмы, соотносимые с безлично-предикативными (словами категории состояния) и с модальными словами. В первом случае примеры единичны, причем словам категории состояния соответствует только первый пример (*Мне что-то не по себе*); ср. *Я вне себя* – фразеологизм включается не в состав безличного, а в двусоставное предложение; *вне себя* – это скорее адъективный фразеологизм (ср.: *Я раздражен*).

Во втором случае приводятся не модальные слова (ср.: *конечно, безусловно, кажется* и т.п.), а вводные слова, не морфологическая, а синтаксическая рубрика классификации.

В настоящее время части речи вновь становятся предметом пристального и углубленного внимания лингвистов, о чем свидетельствуют, в частности, фундаментальные монографии Е.С. Кубряковой [2]. Частеречная организация фразеологизмов русского языка, ее специфические особенности по сравнению с организацией лексического состава, должны стать предметом пристального внимания фразеологов, поскольку данный аспект фразеологии является еще одним свидетельством существования своеобразного фразеологического яруса.

Однако следует подчеркнуть, что ярким своеобразием отличаются, прежде всего, именные и наречные фразеологизмы, глагольные фразеологизмы во многом сохраняют признаки свободных словосочетаний с доминирующим глаголом. По мнению Е.С. Кубряковой, «роль частей речи в любом языке связана не только с тем, что каждая из соотносимых к ним категорий обладает собственным диапазоном

выражаемого ею содержания и известным набором осуществляемых ею функций. Она связана в не меньшей степени и с тем, как категоризируется все это содержание, по каким рубрикам распределяется и какие принципы положены в основу этого распределения» [2, с. 170]. В связи с этим Е.С. Кубрякова рассматривает части речи как особые ономаσιологические категории и когнитивные структуры.

Таким образом, частеречный фактор оформления фразеологизмов не менее важен, чем такой фактор для единиц лексического уровня.

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TOSHKENT VILOYATI SHAROITIDA ISHCHI ASALARILARNI QISHLOV DAVRIDA ORQA ICHAGIDA NAJAS MIQDORINING O‘ZGARIB TURISHI

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***Annotatsiya:** Respublikamizda asalari oilalarini qishlovdan talofatsiz chiqarish usullari yoritilgan bo‘lib, asalari oilasini qishlov davrida ishchi asalarilarni orqa ichagida najas miqdori o‘rganilgan.*

***Kalit so‘zlar.** Asalari, asalari chiqimi, qishlov, ramka, ozuqa, najas, tuxum, oila, mahsuldor, populyatsiya, ishchi.*

KIRISH

Qishloq xo‘jaligining boshqa tarmoqlari singari, asalarichilik sohasini rivojlantirish borasida ham, bir qator ijobiy ishlar amalga oshirilmoqda. Ayniqsa asalarichilik sohasini barqaror rivojlantirishga huquqiy asos bo‘lgan, O‘zbekiston Respublikasi Prezidentining 2017 yil 16 oktabrdagi “Respublikamizda asalarichilik tarmog‘ini yanada rivojlantirish chora-tadbirlari to‘g‘risidagi” gi -3327 sonli qarori, bu borada muhim amaliy ahamiyat kasb etadi. Aynan ana shu qaror asosida asalarichilik tarmog‘i jadal rivojlana boshladi.

Qishlov qish faslini faol mavsumida asalari oilasida bo‘ladigan barcha nuqsonlar, xato kamchilik va yetishmovchiliklarni oshkor etadigan davrdir. Bunday imtihon O‘zbekistonning tez o‘zgaruvchan iqlim sharoitida butunlay o‘zgacha va murakkab holda o‘tadi. Shu bois, asalarilarni qishlovga tayyorlash va uni

muvaqqiyatli o'tishini tashkil etish kelgusida mo'l asal xosili olishga zamin yaratadi. Asalari oilasini qishlovi uchun kuchli shamol esadigan yo'llarni to'sadigan ixota daraxtzorlar, imoratlar bo'lishi va shunga o'xshash asalari qishloviga xalaqit bermaydigan joylarni to'g'ri tanlash choralari ko'rish maqsadga muvofiqdir.

Qishlov davrida asalari oilasi bezovtalanmay, tinch yashasa, asalarilar iste'mol qiladigan kislorod miqdori va ajratadigan karbonat angidrid gazi kerakli miqdorda bo'ladi. Agarda asalari oilasi bezovtalansa, ozuqa ko'p iste'mol qilinadi va yuqoridagi gazlar miqdorlari o'zgaradi. Tinch holatda 1 kg asalari 1 soatda 457 kub sm kislorod sarflasa, bezovtalanagan asalarilar esa 297 ming kub sm yoki 650 marotaba ko'p kislorod iste'mol qiladi. Ana shuning uchun ham asalari oilasini bezovtalantirmay, uning qishlovi uchun sharoit yaratish kerak. Bu esa asalarilarni qishlov davrida chidamliligini bir muncha oshishiga sabab bo'ladi.

Qishlov davrida asalarilar asosan uglevod (asal, shakar) ozig'i bilan oziqlanadi. Asalari organizmidagi oziqa hisobiga modda almashinish jarayonida issiqlik ajralib chiqadi. Asalarilar 1 kg asal ozuqasi iste'mol qilsa 2720 kalloriya issiqlik, 1448 g karbonat angidrid va 502 g suv ajratadi. Demak, asalari oilasi qancha kuchli bo'lsa, uyadagi havo haroratini shuncha yaxshi ushlab turadi, asalari organizmidan energiya kam sarflanadi va jami asalarilar vazniga nisbatan kam ozuqa iste'mol qiladi.

Asalari oilasining qishlovga chidamliligini oshirish maqsadida kuz faslida asalari oilasini oqsilga boy ozuqalarga talabi juda katta bo'ladi, chunki bu davrda asalari oilasidagi ko'plab yosh asalarilar tarbiyalanadi. Xususan, qish davomida o'zidan ko'p energiya va kuch sarflab, ular qishlovdan juda kuchsiz bo'lib chiqadi. Shuning uchun kuzda asalari oilasini qo'shimcha oziqlantirish, ularning ozuqasiga oqsilga va vitaminlarga boy bo'lgan sumalak suvini asalari ozuqasiga qo'shib berish asalari oilasining rivojlanishiga va qishlov davrida, ular tanasida oqsil, vitaminlar tarkibini boy bo'lishiga hamda qishlovdan sog'lom bo'lib, talofatsiz chiqishini ta'minlaydi.

Qishlov uchun asalari uyasida qoldirilayotgan ramkalar soni asalarilar kuchiga mos tushishi kerak, ya'ni uyadagi nechta ramkani asalarilar qoplab turgan bo'lsa, o'sha ramkalarni qoldirib, ortiqcha ramkalarni asalari uyasidan olib qo'yiladi chunki, ortiqcha ramkalar asalari uyasining sovib ketishiga sabab bo'ladi, natijada bunday sovuq (namli) harorat asalari oilasiga har xil kasalliklarni ham keltirib chiqaradi. Buning uchun, oila kuchiga e'tibor berish (u 5-6 ramkadan kam bo'lmasligi kerak), ona asalari zoti va yoshi, ona asalarini qo'ygan tuxumlarining miqdori va sifati, asalari uyasida qoldirilgan ramkalarining sifatiga va undagi ozuqaning miqdoriga alohida e'tibor berish maqsadga muvofiqdir.

Asalarilar qishda uyadagi usti berkitilgan mumkatalardagi asalning ustini ochib, oziqlanadi. Asalari inchaning usti ochilgach mo'tadil haroratda, undagi ozuqa asal, havodagi namlikni tezda o'ziga tortib, asalari iste'mol qilish uchun tayyor bo'ladi. Qish oylarining birinchi yarmida, asalari oilasi kam oziqlanadi, o'rta hisobda bir oila kuniga 20-25 g yoki bir oyda 600-700 g ozuqa asal iste'mol qiladi. Erta bahordan boshlab, oilada qurtchalar paydo bo'lishi bilan, asalari oilasining ozuqa iste'mol qilishi oyiga 1,0-1,2 kg gacha ko'payadi, qish oxirlariga borib, esa ikki marotaba ko'payadi.

Biz tadqiqotlarimizda asalarilarni qishlovga chidamliligini oshirish maqsadida asalari oilasini qishlovga tayyorlash oldidan, ularning ozuqa tarqibida sumalak suvi qo'shib berilganda asalarilarning fiziologik holati yaxshilandi. Shuningdek, ozuqa tarqibidagi bo'linmaydigan aminokislota oqsillarini parchalab, ularni ichaklarida so'rilishini tezlashtirdi. O'zbekiston iqlim sharoitida qishlovga tayyorlangan asalarilar ozuqasi tarkibiga sumalak suvini kiritish, qishlov jarayonlarini muvofiqlashtirib turadi va asalarilarni qishlovga chidamliligini 15-20% gacha oshiradi, hamda asalarilarni qishlovdan sog'lom, talofatsiz chiqishiga, ularni faol bo'lib chiqishini ta'minlaydi.

Qishlovga tayyorlash davrida charchagan, qari ishchi asalarilar o'rnini egallaydigan, yosh asalarilarni ko'paytirish lozim. Shu bois, kuzda asosiy e'tiborni ona asalarini yuqori darajada tuxum qo'yishiga va uyadagi yosh asalarilarni oziqlantirishga qaratish lozim. Qishlov uchun yosh asalarilarni ko'paytirish maqsadida, har bir asalari oilasiga 200-250 grammdan, 50%-li shakar sharbati tayyorlab ularga vitaminlarga boy qo'shimchalar berish lozim. Bunday oziqlantirish qishlovga tayyorlanayotgan asalari oilalaridagi yosh asalarilarning ko'payishida muhim o'rin tutadi. Oziqlantirish uchun zarur shakar sharbatini quyuproq qilib tayyorlash va ularga 1 litr shakar sharbatiga 2-3 gr sirka yoki limon kislotasi qo'shib, nordonlashtirish lozim. Bu o'z o'rnida shakar tarkibidagi saxarozaning tarkibiy qismlari bo'lgan glyukoza va fruktozaning tezroq parchalanishiga, asalarilarning qishgi ozuqa uchun berilgan shakar sharbatini qayta ishlashini kuchaytirishga yordam beradi.

MATERIAL VA METODLAR

Ilmiy tadqiqot ishlarimiz Toshkent viloyati Parkent tumani "Toshkent Bee Agro" asalarichilik xo'jaligida olib borildi. Asalarichilik xo'jaligidagi barcha asalari oilalarini ko'zdan kechirildi. Asalarizorda ilmiy ish olib borish uchun ajratilgan nazorat va tajriba guruhlarida qishlovni namunali o'tkizishni nazorat qilindi.

Tadqiqotning ob'ekti sifatida Respublikamiz hududida boqiladigan mahalliy populyatsiyadagi asalari oilalari tanlangan. Tadqiqotning usullarida Qishlov davrida asalari organizmida bo'ladigan fiziologik o'zgarishlar asalari orqa ichagidagi najas miqdori V.M. Jeryobkin (1979) uslubi asosida o'rganildi.

NATIJAR VA ULARNING TAHLILI

Asalari oilasining qishlov davrida chidamliligini oshirishning yana bir omili, bu qishlovdan oldin asalari ozuqasida har xil oqsilga va vitaminlarga boy bo‘lgan maysali bug‘doy (sumalak) suvi bilan oziqlantirish hisoblanadi.

Asalari oilalarini qishlov oldidan ularning ozuqa zaxirasini to‘ldirish maqsadida 2018-2020 yillardagi qishlovi davrida ularning ozuqasi tarqibiga 50% li 10 litr shakar sharbatiga 1 litr sumalak suvi qo‘shib, bir oy davomida haftada ikki marotaba asalari uyasidagi ustki ozuqa oxurchalariga kechqurunlari hamma asalarilar uyasiga qaytgandan so‘ng berib borildi.

Asalarilarni qishlovdan sog‘lom chiqishiga uning orqa ichagida to‘planib qoladigan najas miqdorining oz va ko‘pligi ham katta ta‘sir etadi. Shu maqsadda biz o‘tkazgan tadqiqotlarimizda mahalliy populyatsiyadagi asalarilar qishlovi davrida ularning orqa ichagidagi najas miqdorini to‘planishini oyma-oy dala elektron tarozisida o‘lchab aniqlab borildi. Asalari orqa ichagidagi to‘plangan najas miqdorining o‘zgarib turishi 1-jadvalda keltirilgan

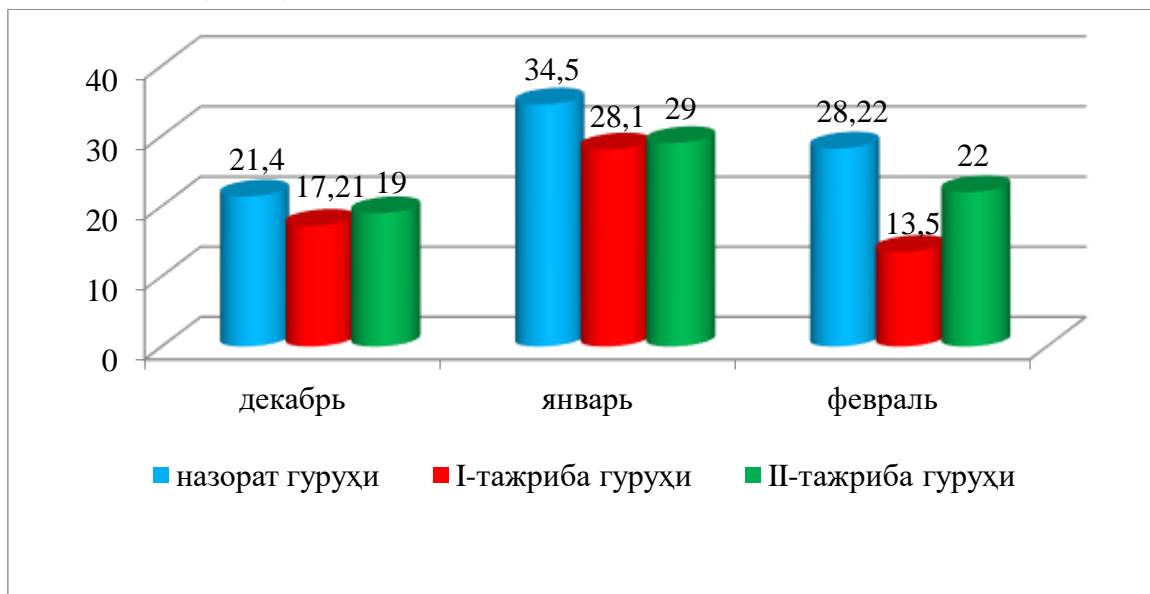
1-jadval

Qishlov davrida asalari orqa ichagidagi najas miqdorining o‘zgarib turishi, mg

Guruhlar		Dekabr	Yanvar	Fevral
Nazorat	Lim	10-37	21-54	14-52
	X±Sx	21,40±1,4	34,55±1,2	28,22±0,79
	Cv%	2,46	3,21	4,62
I-tajriba	Lim	9-35	19-39	8-19
	X±Sx	17,21±1,40	28,10±0,74	13,5±1,74
	Cv%	2,53	3,25	4,78
II-tajriba	Lim	10-28	20-38	15-29
	X±Sx	19,0±1,15	29,0±0,21	22,0±0,91
	Cv%	2,41	3,11	4,15

1-jadval ma‘lumotlaridan ko‘rinyaptiki, maysali bug‘doy (sumalak) suvi bilan oziqlangan tajriba guruhlarida qishlov oxirida asalari orqa ichagi eng kam miqdorda (13,5±1,74) najas to‘plangan. Nazorat guruhlarida esa u eng ko‘p yanvar oyida 34,5 mg-ni tashkil etgan. Bu ko‘rsatkichlar asalarilarni qishlov davrida uning chidamliligini oshirishda ularni sog‘lom bo‘lib chiqishidan dalolat berdi. Tajriba guruhlarida esa bu ko‘rsatkich yanvar oyida 28,10 mg ni yoki nazorat guruhiga nisbatan 6,45 mg ga kam bo‘lganligini va 81,3% ni tashkil etdi.

Natijada tajriba guruhlarida qishlov davrida asalari orqa ichagida najas miqdori nazorat guruhiga nisbatan dekabr oyida 80,4% ga, yanvar oyida 81,3% ga va fevral oyida esa 37,9% ga yetganligi aniqlandi. O‘zgaruvchanlik koeffitsienti hamma variatlarida ham 2,53-4,48% ni tashkil etdi.



1-rasm. Qishlov davrida asalari orqa ichagida najas miqdorini o‘zgarish diagrammasi

2-rasmda asalari qishlovi davrida dekabr, yanvar va fevral oylarida asalari orqa ichagida to‘planadigan najas miqdorining to‘planishi va oylar davomida uni o‘zgarib turishi dinamikasi keltirilgan. Bu rasm ma’lumotlari tajriba guruhidagi asalari oilalaridagi ko‘rsatkichlari bilan tavsiflanganligidan dalolat beradi.

XULOSA

Asalari oilasini muvaffaqiyatli qishlashini ta’minlash maqsadida, ko‘pchilik tumanlarda qishga qoldirilgan asal ozig‘ining 6-8 kg ni shakar sharbati bilan almashtirish maqsadga muvofiqdir. Qish cho‘zilib ketib, asalarilar orqa ichaklaridagi axlatni uzoq vaqt tozalolmay yurgan paytlarida, shakar sharbatining ahamiyati katta.

Shuningdek, O‘zbekiston iqlim sharoitida qishlovga kiradigan asalarilar ozuqasi tarkibiga sumalak suvini kiritish, qishlov jarayonlarini muvofiqlashtirib turadi va asalarilarni qishlovga chidamliligini 15-20% gacha oshiradi, hamda asalarilarni qishlovdan sog‘lom, talofatsiz chiqishiga, ularni faol bo‘lib chiqishini ta’minlaydi

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ĠÁRIP-ASHIQ DÁSTANIÍN JIYNALIW HÁM IZERTLENIW TARIYXI

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Qaraqalpaqstan Respublikası Nókis qalası 1-sanlı ayırım pánler tereńlestirilip úyretiletuǵın klası bar ulıwma orta bilim beriw mektebiniń Qaraqalpaq tili hám ádebiyatı muǵallımı.

Annotaciya: *Bul maqalada qaraqalpaq xalıq dástanlarınıń jıynalıwı, izertleniwı tariyxı, taralıwı, jıraw-baqсылar tárepinen atqarılıwı sóz etilgen. Sonday-aq, folklorlıq dóretpelerdi izertlewshi alımlar hám Ġárip-ashiq dástanı haqqında maǵlummat berildi.*

Kálit sózlar: *folklor, ádebiyat, jıraw-baqsa, dástan, basqa xalıqlar.*

Ключевые слова: *фольклор, литература, жирав-баксы, эпос, другие народы.*

Key words: *folklore, literature, jıraw-baksı, epos, other nationalities.*

Folklorlar xalıqtıń ruwxıy baylıǵı sıpatında onıń mádeniyat tariyxında úken rol tutadı. Mádeniyattıń rawajlanıwında eń áhmiyetli dereklerden sanaladı. Qaraqalpaq folklorı bir ásirdeń ǵana jemisi emes, al onıń pútkil tariyxı menen birge jasap, payda bolıp kiyatırǵan dóretpeler. Álbette, barlıq folklorlıq dóretpeler bunnan bir waqıtta payda bolǵan degen juwmaq shıqpaydı. Hár bir folklorlıq dóretpeniń óziniń payda bolıw tariyxı bar. Folklordeń taralıwı hám atqarılıwı formaları hár qıylı. Oǵan awızeki tradiciya, ustazlıq hám shákirtlik dástúr, túpkilikli syujetler xarakterli bolıp keledi. Folklor úlgileriniń taralıwında awızsha hám kitabıy nusqalardıń roli oǵada úlken. Hár qanday jámiyettiń tiykarın quraytuǵın klaslardıń hám qatlamlıq toparlardıń tariyxıy jaqtan qalıplesken jıyınıtuǵın ádebiyatta xalıq dep júritilse, sol xalıqtıń quramı adamzat jámiyetiniń rawajlanıw basqıshında ózgeriske ushırap otıradı. Qaraqalpaq folklorınıń úlgilerin jıynaw hám izertlew jumısı 50-jıllardan shıntlap baslandı. Eger burın qaraqalpaq dástanlarınıń jeke variantı jazılǵan bolsa, al endi hár bir dástanıń bir neshe variantı jıynala basladı. Qurbanbay jırawdıń repertuarın úyreniwge ayırıqsha kewil bólinde. Onnan „Hájigirey”, „Jazkelen”, S. Beknazarov hám G. Esemuratov tárepinen „Erziywar”, A. Karimov tárepinen, Alpamıs”, M. Seytniyazov tárepinen „Meńliqal” „Jaxansha” „Salimjan”, O. Xojaniyazov hám Q. Maqsetov tárepinen „Xanshayım” dástanınıń eki variantı jazıp alındı. Sonday-aq F. Sultanova tárepinen Qurbanbay jırawdın „Janádil”, „Baltakey ulı Faru”, „Gúldirsın” ápsanası jazıldı. Q. Mámбетnazarov tárepinen jazıp alınǵan „Bozuǵlan”nıń Qıyas jıraw variantı

„Sháriyar”dın Q.Maqsetov jazıp alǵan Óteniyaz jıraw variantı,Q.Mambetnazarov tárepinen jazılǵan Qıyas jıraw variantı,R.Xojambergenov jazıp alǵan Esemurat variantı,Q.Mámbetnazarov tárepinen jazıp alınǵan Jumabay jıraw h.m Jannzar jıraw variantları, „Shora”nıń „Edige”niń bir neshe variantları, „Ashıq Najep”tiń Q.Maqsetov tárepinen jazıp alınǵan Qarajan baqsı variantı,Qıyas jırawdan Q.Maqsetov tárepinen jazıp alınǵan „Qırıq qız” dástanınıń jańa variantı,„Góruǵlı”dástanınıń „Awezhan”, „Bázirgen”, bólimleri, „Sayatxan-Hamre”, „Húrlıxa”, „Hamre”, „Gáripashıq” dástanlarınıń variantları Ótep Erpolatov taǵı basqa tárepinen kitabıy dástanlardıń bir qansha bólimleri Qaraqalpaqstan Ilimler Akademiyası tariyx,til hám ádebiyat institutınıń folklorist xızmetkerleri tárepinen jıynaldı.Qaraqalpaq dástanları basqa xalıqlardıń ertedegi dástanlarınan óziniń kúndelikli turmısqa ádewir jaqınlıǵı menen,shınlıǵı menen pariq etse,ótken ásirdegi hám biziń ásirimizdegi qaraqalpaq shayırları dóretgen dástanlar menen salıstırǵanda óziniń súwretlew usılındaǵı giperbolası menen ayırılıp turadı.Qaraqalpaq dástanlarınıń janrlıq ózgesheliklerin belgilegende olardıń mazmunı menen formasında qaraqalpaq xalıq awızeki dóretpeleriniń basqa túrleriniń erkeklerdiń,jumbaqlardıń,taǵı basqa kútá sheberlik penen orın alǵanlıǵın bayqaymız.Usı kóz qarastan xalıq dástanları qaraqalpaq folklorınıń eń úlken bir túri bolıp qalmastan,al qalǵan túrleriniń hámmesi de óz boyına jarastırǵan. Biz joqarıda dástannıń janr retinde geypara biziń kóz qaramızsha, áhmiyetli dep esaplanǵan belgelerine toqtap óttik.Sonıń menen birge janrǵa tikkeley qatnası bar, qaraqalpaq dástanlarınıń dóreliw,taralıw,atqarılıw jaǵdaylarında sóz etiwge tuwra keledi.

Qaraqalpaq dástanlarınıń basqada qońsılas xalıqlardıń dástanları sıyaqlı,qay jılı,qay jerde, qanday waqıya tiykarında,kim tárepinen dórelgenin anıqlaw qıyın. Sonlıqtan professor Q.J.Jumaliev óziniń eposqa arnalǵan bahalı izertlewinde,„Awızeki ádebiyattı izertlewde gezlesetuǵın úlken qıyınshılıqtıń biri-onıń qaysı waqıtta, qay dáwirde tuwǵan shıǵarma ekenligin tap basıp, dál aytıw múmkinshiliginiń joqlıǵı”-dep jazadı.¹

Qaraqalpaqları kóp ǵana qaharmanlıq dástanlar menen bir qatarda bay liroepikalıq dástanlarǵa iye.Liroepikalıq dástanlar qaraqalpaqlar arasında basqada qońsılas tuwısqan xalıqlar sıyaqlı uzaq waqıtlarda payda bolıp házirge shekem jasap keledi.Olardıń ishinen xalıq arasınan keńnen tarap, baqsılardıń turaqlı repertuarına kirgenlerinen „Gáripashıq”, „Sayatxan-Hámire”, „Ashıq-Nájep”,dástanların ayrıqsha atap kórsetiwge boladı. Bulardan basqada qaraqalpaqlar arasında uluwma Xorezm ozisinde jasawshı xalıqlarǵa ortaqlı bolǵan „Xúrlıxa-Hámire”, „Zuxra-Tayır”, „Láyli-

1.Q.Jumaliev,„Qazaq eposı men ádebiyatı tariyxınıń máseleleri

Majnun”, „Yusup-Zulayxa”, „Gúl-Sanovar”, tađı basqa solarađa usađan kitabiy dástanlar kóplep tarađan. Qaraqalpaqstan Ilimler Akademiyası tariyx, til hám ádebiyat institutınıń kitapxanasınıń qoljazbalar fondında qaraqalpaq baqsılarınan jazıp alınđan,sonıń menen birge qoljazba túrinde tarađan „Ĝáripashıq”, „Sayatxan-Hámire”, „Ashıq-Nájep”,dástanlarınıń bir neshe variantları saqlanadı.Mısalı „Ĝáripashıq” dástanınıń belgili qaraqalpaq qıssaxanı Qazı Máwlik parısshadan qaraqalpaqshađa awdarmalaydı.Xalıqtan jazıp alđan mađluwmatlarđa qarađanda Qazı Máwlik awdarđan,„Ĝáripashıq”, „Góruđlı” dástanların adamlar satıp alıw ushın olardı xatkerler awdarıp bolđansha neshe aylap gezek kútip turđan.Bul jillarda ataqlı awdarmashı,shayır,qıssaxan sıpatında Qazı Máwliktiń atı qaraqalpaq elatında elden-elge taraladı.Bunnan basqada baqsıları Japaq Shamuratovtan,Ámet Tariyxovtan,Narbay Kóshkenovtan jazıp alınđan úlgileri,qıssa túrindegi qaraqalpaq kátipleri kóshirip qayta islegen,Nókis qalasında turıwshı Abutov Hábibnazardan, Medetovtan, sonday-aq, Qońırat rayonında jasawshı Baltabaev Yuldashtan alınđan nusqalar júdá bahalı materiallar ekenligi aytıw kerek.

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OLIIY TA'LIMDA PEDAGOGIK IJODIYLIK MOHIYATI

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Adabiyot ma'lumotlarini tahlil qilish amalga oshirildi. Bosqichlarning zamonaviy tasnifi berilgan ijodiy jarayon. Pedagogik ijodkorlikning asosiy shakllari berilgan.

Kalit so'zlar: tahlil, ijodkorlik, pedagogika.

THE ESSENCE OF PEDAGOGICAL CREATIVITY IN HIGHER EDUCATIONAL UNIVERSITY

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The analysis of literature data was carried out. A modern classification of the stages of the creative process is given. The main forms of pedagogical creativity are given.

Keywords: analysis, creativity, pedagogy.

Talabalarning shaxsiy rivojlanishi, ijodiy qobiliyatlarini ochish va amalga oshirish ko'pchilik mamlakatlar oliy o'quv yurtlarining asosiy vazifalaridan biriga aylanadi, shu jumladan va O'zbekiston Respublikasi. Bugungi kunda shakllangan mutaxassislar kerak shaxsiy va kasbiy potentsialini turli xil sharoitlarga moslashtirishga tayyorligi jamiyatning farmatsevtika ta'limiga bo'lgan ehtiyojlari, yaratilishga tayyorligi, uchun noodatij vaziyatlarga ijodiy yechimlar. Shu munosabat bilan, qayta ko'rib chiqish muhimdir oliy o'quv yurtlarida talabalarni kasbiy tayyorlash

jarayonining tarkibiy qismlari muassasalar. Ijodiy komponent har qanday fanning ajralmas qismiga aylanishi kerak, shu jumladan farmatsevtika sanoatida kadrlar tayyorlash.

Innovatsion dori vositalari, mahsulotlar va yaratishda muvaffaqiyatga erishishning asosiy shartlaridan biri xizmatlar ijodkorlik yoki ijodiy fikrlashdir. Kuchli muhim va holda doimiy ravishda yangi g'oyalar oqimi bo'lsa, tashkilotlar o'z faoliyatini to'xtatadi.

Ijodkorlik nima? Amerikalik psixolog Avraam Masloug ko'ra - bu ijodiy yo'nalish, hamma uchun tug'ma xarakterli, lekin ko'pchilik tomonidan yo'qolgan mavjud ta'lim va ijtimoiy amaliyot tizimining ta'siri.

Boshqa mualliflarning yondashuvlari doirasida ijodkorlik jarayon sifatida taqdim etiladi, muhim vaqt oraliqlari bilan ajratilgan ketma-ketlikdan iborat bosqichlar, ularni amalga oshirish muammoni muvaffaqiyatli hal qilishga olib keladi.

Ijodiy jarayonda J.Uolles quyidagi bosqichlarni belgilaydi:

- a) tushunish - muammo yoki imkoniyatni topish va ifodalash;
- b) tayyorgarlik - muammoni hal qilish uchun poydevor qo'yish;
- d) tushuncha - ko'pincha to'satdan "Evrika!";
- e) tasdiqlash - - bu bosqichda g'oya boshqa odamlar tomonidan qabul qilinadi, uni tasdiqlaydi hayotiylik.

Xulosa: Shunday qilib, adabiy manbalar tahlili shuni ko'rsatadiki pedagogik ijodkorlik - o'qituvchining tayyorgarligini tavsiflovchi qobiliyatidir ta'lim samaradorligini ta'minlashga xizmat qiluvchi yangi g'oyalarni yaratishga va ta'lim jarayoni, shuningdek, mavjud pedagogik muammolarni hal qilishga tayyorlik.

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POYEZDLAR HARAKATI GRAFIGI ASOSIY KO'RSATKICHLARINING O'RNATILGAN TEXNIK ME'YORLARI BAJARILISHI TAHLILI

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ANNOTATSIYA

Poyezdlar harakati grafigi asosiy ko'rsatkichlari davlatlar kesimida tahlil qilindi. "O'zbekiston temir yo'llari" AJ va "Rossiya temir yo'llari" OAJning yuk poyezdlari texnik va uchastka tezliklari solishtirma tahlil qilindi. Xorijiy davlatlar kesimida PHG asosiy ko'rsatkichlarining o'rnatilgan texnik me'yorlarini oshirish bo'yicha choratadbirlar tahlil qilingan.

Kalit so'zlar: *Poyezdlar harakati grafigi, temir yo'l uchastkasi, uchastka va texnik tezlik, o'tkazish qobiliyati, lokomotiv, zamonaviy texnologiya, vagon aylanmasi.*

ABSTRACT

The main indicators of the train schedule were analyzed in the context of states. A comparative analysis of the technical and local speeds of freight trains of JSC "Uzbekistan temir yullari" and JSC "Russian Railways" was carried out. The measures to improve the established technical standards of the main indicators of the train schedule in the context of foreign countries are analyzed.

Keywords: *Train schedule, railway section, section and technical speed, capacity, locomotive, modern technologies, turnover of wagons.*

KIRISH

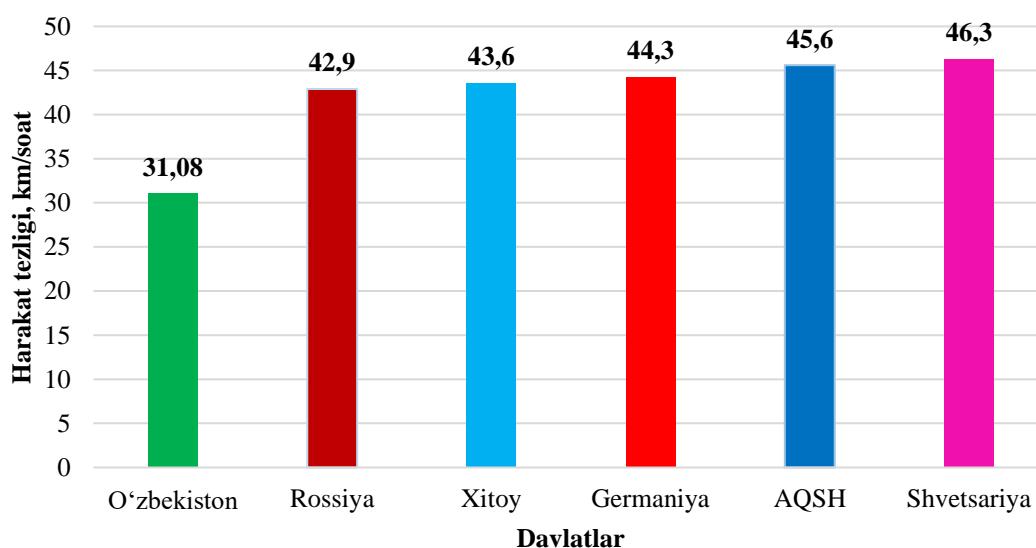
Poyezdlar harakati grafigi (PHG) asosiy ko'rsatkichlarining o'rnatilgan texnik me'yorlari bajarilishi "O'zbekiston Respublikasi temir yo'llaridan texnikaviy foydalanish qoidalari" va PHG talablariga rioya qilish muhim vazifalardan biri hisoblanadi. Ushbu talablarga amal qilish nafaqat PHG asosiy ko'rsatkichlarining o'rnatilgan texnik me'yorlari bajarilishini, balki yuk va yo'lovchilarni belgilangan vaqt davomiyligida yetkazib berish imkoniyatlarini ham belgilab beradi [1, 2].

Temir yo'l transportida PHG asosiy ko'rsatkichlarining o'rnatilgan texnik me'yorlarini amalda bajarilishi temir yo'l uchastkalari va yo'nalishlaridagi yo'llar soni (bir yoki ikki yo'l), rahbar nishabliklar, burilish radiuslari, stansiyalarda poyezdlar

bilan bajariladigan texnologik amallarga sarflanadigan vaqt me'yorlari, tashish jarayonida ishtirok etuvchi xodimlar kasb mahorati, peregondagi poyezdlar orasidagi intervallar davomiyligi, poyezdlarning o'rnatilgan og'irlik me'yorlari va lokomotivlar aylanish yelkalaridan samarali foydalanish ko'rsatkichlari bilan ifodalanadi [3, 4, 5, 6].

ADABIYOTLAR TAHLILI METODOLOGIYASI

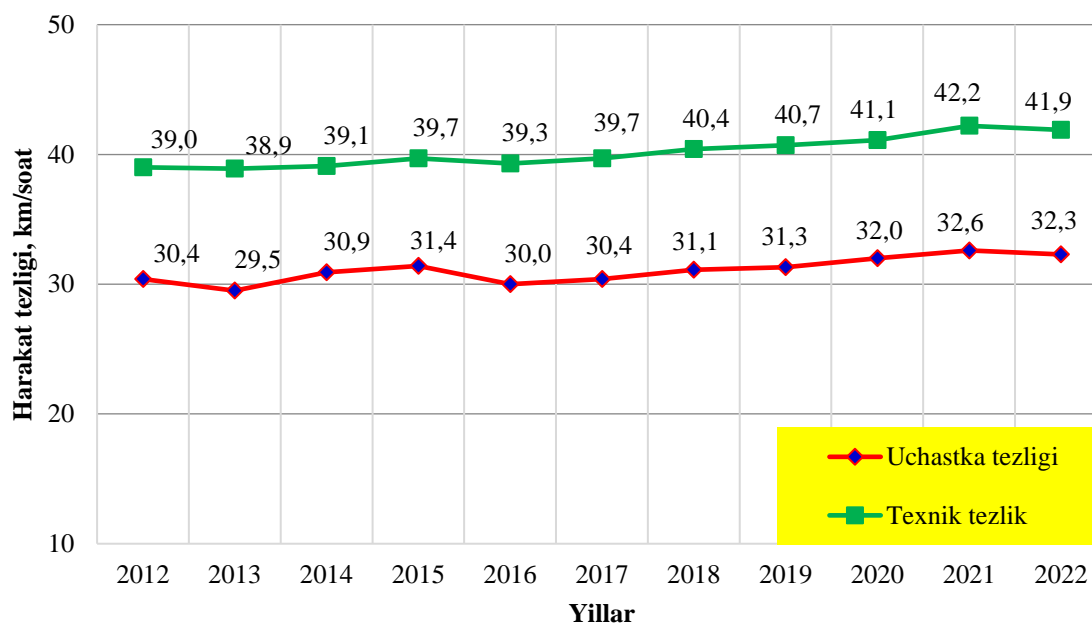
Davlatlar kesimida uchastka tezligining amalda bajarilish darajalari statistik ma'lumotlarga [7, 8, 9, 10] asoslangan holda tahlil qilindi (1-rasm). Bu o'z navbatida davlatlar kesimida poyezdlar harakati bilan bog'liq ilmiy asoslangan zamonaviy texnologiyalardan foydalanilganlik bilan ifodalanadi.



1-rasm. Davlatlar kesimida uchastka tezligining amalda bajarilishi holati (2012÷2022 yillar)

PHG ko'rsatkichining bajarilishini tahlil qilishdan asosiy maqsad, temir yo'l uchastkalari o'tkazish qobiliyatini oshirish, lokomotiv va vagon aylanmalarini tezlashtirish orqali harakat tezliklarining o'rnatilgan texnik me'yorlarini aniqlash usullarini takomillashtirishdan iboratdir [3, 4, 5].

Shuning uchun "O'TY" AJning statistik ma'lumotlari asosida "O'zbekiston-Xovos" va "Xovos-Jizzax-Marqand" temir yo'l uchastkalarida yuk poyezdlari texnik va uchastka tezliklarining o'rnatilgan texnik me'yorlari bajarilish darajasi 2012-2022 yillar kesimida tahlil qilindi (2-rasm).



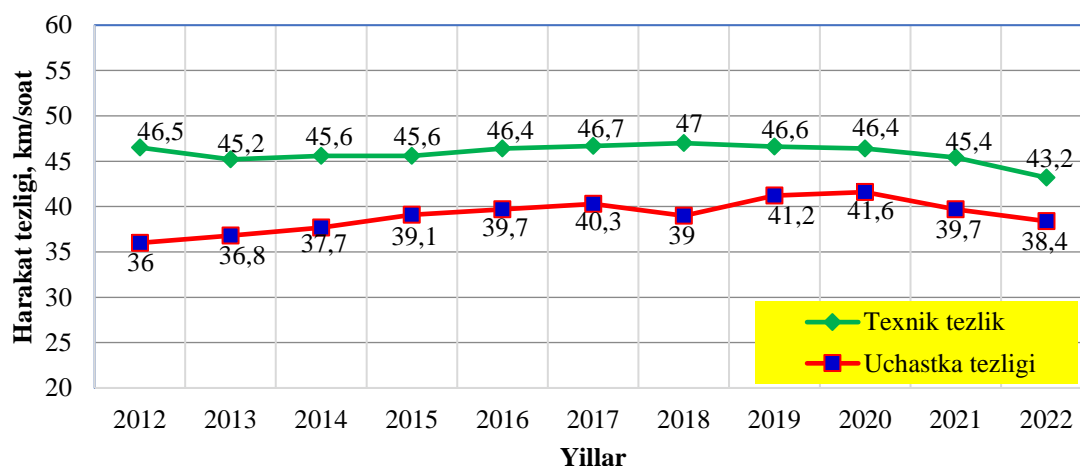
2-rasm. “O‘TY” AJda yuk poyezdlari texnik va uchastka tezliklarining o‘zgarish dinamikasi

Ushbu temir yo‘l yo‘nalishlarida yuk poyezdlarining me‘yoriy PHG peregonlarida o‘rnatilgan yurish tezligi “O‘zbekiston Respublikasi temir yo‘llaridan texnikaviy foydalanish qoidalari” (TFQ)ning 2-bo‘limi 2-bobi 12-bandining 2-xatboshi “Temir yo‘l inshoot va qurilmalari ... yuk poyezdlari – 90 km/soat tezlik va “O‘TY” AJ boshqaruvi raisi ... temir yo‘llarning ma‘lum uchastkalari bo‘ylab differensiallashgan (turli xil) tezliklar o‘rnatiladi”ga binoan “O‘TY” AJ raisining tegishli buyruqlari asosida 60 km/soat deb o‘rnatilgan.

Tahlil natijalari (2-rasm) yuk poyezdlarining texnik va uchastka tezliklari 2012-2022-yillar davomida mos ravishda o‘rtacha $38,9 \div 42,2$ km/soat va $29,5 \div 32,6$ km/soatga o‘zgarganini ko‘rsatdi.

MDH davlatlari ichida eng rivojlangan temir yo‘l tarmog‘iga ega bo‘lgan “Rossiya temir yo‘llari” OAJ statistik ma‘lumotlari [10] asosida texnik va uchastka tezliklarining 2012-2022 yillar kesimida bajarilish dinamikasi tahlil qilindi (3-rasm).

Tahlil natijalariga ko‘ra texnik va uchastka tezliklari mos ravishda o‘rtacha $43,7 \div 47$ km/soat va $36 \div 41,6$ km/soatga o‘zgarmoqda. “Rossiya temir yo‘llari” texnikaviy foydalanish qoidalarining talablari bo‘yicha uchastkalar va yo‘nalishlarda yuk poyezdlari uchun o‘rnatilgan tezlik 80-90 km/soatni tashkil etadi. Demak, ushbu uchastkalar va yo‘nalishlarda harakat tezliklarini me‘yorlash uchun yuqori tezlikda harakatlanuvchi yo‘lovchi poyezdlar harakati uchun alohida magistrallarda harakatlanishi tashkil etilgan. Yuk poyezdlarining PHGda yuqori tezlikdagi yo‘lovchi poyezdlar tomonidan siqib chiqarish koeffitsenti va doimiy ta’sir etuvchi omillarni me‘yorida bo‘lishini ko‘rish mumkin.



3-rasm. “Rossiya temir yo‘llari”da yuk poyezdlari texnik va uchastka tezliklarining o‘zgarishi dinamikasi

Temir yo‘l uchastkalari va yo‘nalishlarida PHG ko‘rsatkichlarini oshirish uchun bir qator olimlar [86] “Rossiya temir yo‘llari” OAJ temir yo‘l yo‘nalishlari texnologik jarayonlarini hisobga olgan holda yuk tashish harakatini rivojlantirish bo‘yicha 2030-yilgacha bo‘lgan davr uchun ekspluatatsiya ishlari sifat ko‘rsatkichlarining o‘rtacha qiymatlari bashorat qilgan (1-jadval).

1-jadval

“Rossiya temir yo‘llari” OAJning 2030 yilgacha bo‘lgan davrda yuk tashish yo‘nalishi ekspluatatsiya ko‘rsatkichlarining bashoratlash qiymatlari

Ko‘rsatkichlar nomi	Bashoratlash qiymatlari
Poyezdning brutto og‘irligi, tonna	4815
Poyezdning netto og‘irligi, tonna	3130
Poyezdlarning brutto va netto og‘irligining bog‘liqliklari (og‘irlik koeffitsenti)	0,650
Texnik tezlik, km/soat	51,5
Uchastka tezligi, km/soat	45,6
Uchastka tezligi koeffitsenti	0,885

1-jadvaldan ko‘rish mumkinki, amalda (2021-yil) texnik va uchastka tezliklari mos ravishda 5,9 va 6,1 km/soatga oshgan.

NATIJALAR VA MUHOKAMA

Yevropa davlatlarida YuPHT texnik me‘yorlar bajarilishi tashishlarni tezkor boshqarishni avtomatlashtirish bo‘yicha yuk harakatida o‘zgarmas grafikdan foydalanish variantlari asosiy ko‘rsatkich sifatida belgilangan.

Yuk poyezdlari harakatini tashkil etish jarayoni berilgan mezonlar va cheklovlarga javob beruvchi bazaviy texnologik jarayonlar mavjud bo'lishini talab etadi. Yuk poyezdlari harakatida bu kabi texnologik jarayonlarni tezkor rejalashtirish uchun PHG xizmat qiladi va bu o'z ichiga avtomatlashtirishning zamonaviy vositalarini olgan dispetcherlik boshqaruv tizimini ta'minlashga yo'naltirish hisoblanadi [8, 10].

Xitoy temir yo'llarida YuPHT texnik me'yorlari bajarilishi 43,6 km/soatni tashkil etgan (1-rasm). YuPHT texnik me'yorlarini bajarishda poyezdlar harakatini tashkil etishning yangi tizimi tadbiiq etilgan. Ushbu yangi usul asosini quyidagilar tashkil etadi [9, 10]:

-uchastkalarda yuk poyezdlar oqimlarini tizimlashtirilgan holda poyezdlar harakatini tashkil etish;

-og'irligi va uzunligi to'liq bo'lgan poyezdlarni tuzishda, ular tarkibidagi vagonlar soni qancha bo'lishidan qat'iy nazar yuk poyezdlarini tuzish rejasi asosida jo'natishga o'tish;

-terma poyezdlarni raz'ezd manyovr lokomotivlari bilan ta'minlash;

-xalqaro, aralash va boshqa turdagi tashishlarda vagon oqimlarini boshqarishdagi logistik omillarni tadbiiq etish.

Germaniya temir yo'llarida YuPHT texnik me'yorlari bajarilishi 44,3 km/soatni tashkil etgan (1-rasm). Germaniya temir yo'llarida aksariyat umumiy foydalanishda bo'lmagan temir yo'llarga vagonlarni yuk frontlariga yetkazib berish va ulardan yuklarni qabul qilish bo'yicha kuniga bir martalik xizmat ko'rsatiladi. Vagonlarni qabul qilish va yig'ish jarayoni Germaniya temir yo'llari qoidasiga ko'ra kunning ikkinchi yarmida, ularni jo'natish kunning birinchi yarmida amalga oshiriladi. Ushbu holat YuPHT texnik me'yorlari bajarishga xizmat qiladi [9].

AQSH temir yo'llarida YuPHT texnik me'yorlari bajarilishi 45,6 km/soatni tashkil etgan (1-rasm). AQSH temir yo'llarida yuk tashishlar va poyezdlar harakati tezkor boshqarishni avtomatlashtirish bo'yicha o'zgarimas grafikdan foydalanish variantlari asosiy ko'rsatkich sifatida belgilangan. Poyezdlar harakatini tashkil etish zamonaviy axborot texnologiyalaridan foydalanish orqali amalga oshiriladi. Yuk poyezdlari harakatida bu kabi zamonaviy axborot texnologiyalari tezkor o'zgaruvchan holatlarda ham amalga oshiriladigan PHGga asoslangan holda xizmat qiladi va bu o'z ichiga avtomatlashtirishning zamonaviy vositalarini olgan dispetcherlik boshqaruv tizimini ta'minlashga yo'naltirilgan bo'ladi [7, 8].

Shvetsariya temir yo'llarida YuPHT texnik me'yorlari bajarilishi 46,3 km/soatni tashkil etgan (1-rasm). YuPHTning o'rnatilgan texnik me'yorlari asosida poyezdlar harakatini samarali tashkil etishga qaratilgan masalalarning ratsional yechimlarini zamonaviy usullari tadqiq etilgan. Xususan, Shvetsariya temir yo'llar

yaqinidagi chegaralangan hududlarda yuk frontlari joylashgan bo‘lib, ularning faoliyati poyezdlar og‘irligi va harakatlanish chastotasiga asoslanadi hamda umumiy foydalanishdagi temir yo‘llaridagi yuk poyezdlar ishining ma’lum bir ritmini axborot texnologiyalari asosida yaratilganligi muhim jarayonlardan biri hisoblanadi [7, 8, 10].

XULOSA

Mamlakatimiz temir yo‘llari ish ko‘rsatkichlarini chet el temir yo‘llari texnologiyalarini foydalanishga tadbqiq etish bo‘yicha tajribalarni to‘g‘ridan-to‘g‘ri qo‘llashga imkon bermaydi. YuPHTni o‘rnatilgan texnik me‘yorlarining bajarilish ko‘rsatkichlarini optimallashtirish masalalariga e‘tibor qaratilar ekan, sohaga doir ilmiy tadqiqoqt ishlari tahlilini o‘tkazish maqsadga muvofiq.

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O‘ZBEKISTON RESPUBLIKASI AKSIYADORLIK JAMIYATLARIDA DIVIDEND SIYOSATI VA UNI RIVOJLANTIRISHDA XORIJ TAJRIBASI

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***Annotatsiya.** Maqolada O‘zbekiston Respublikasi Aksiyadorlik jamiyatlarida (AJ) dividend siyosatidagi muammolar. Aksiyadorlik jamiyatlarini rivojlantirish va dividend siyosatidagi muammolarni bartaraf qilishda xorij tajribasining o‘ziga xos xususiyatlari keltirilgan.*

***Аннотация.** В статье рассмотрены проблемы дивидендной политики в акционерных обществах (АО) Республики Узбекистан. Особенности зарубежного опыта развития акционерных обществ и устранения проблем дивидендной политики.*

***Abstract.** In the article, the problems of dividend policy in joint-stock companies of the Republic of Uzbekistan. Features of foreign experience in the development of joint-stock companies and elimination of dividend policy problems.*

***Kalit so‘zlar:** dividend siyosati, aksiyadorlar, sof foyda, investitsiyalar, ijobiy pul oqimi, obligatsiyalar, risk.*

Raqamli iqtisodiyotni rivojlantirishda aksiyadorlik jamiyatlarining faoliyati muhim rol o‘ynaydi. Ishlab chiqarishni kengaytirish, asbob-uskunalarni almashtirish va maxsulot sifatini oshirish uchun qo‘shimcha mablag‘lar zarurligi sababli, kompaniyalar rahbariyati ularni topish masalasini ko‘taradi. Buning yechimi esa bank kreditini olish, obligatsiyalar yoki aksiyalar chiqarib, aksiyadorlarni ko‘paytirish bilan bog‘liq.

Dividend siyosatini rivojlantirish mavzusining dolzarbligi shundaki, kredit foizlarini, obligatsiyalar uchun foiz to‘lash korxonaga bir qancha noqulayliklar olib keladi. Aksiyalar esa qarz yukini oshirmasdan qo‘shimcha mablag‘larni jalb qilish imkonini berishi sababli, aksiyadorlik jamiyatlari hozirgi sharoitda maqbul korxonalaridan hisoblanadi.

Dividend jamiyat sof foydasining aksiyadorlar o'rtasida taqsimlanadigan qismi bo'lib, uning to'lov miqdori milliy qonunchilikka asosan aksiyadorlarning umumiy yig'ilishidagi qaroriga asosan belgilanadi. Jumladan, dividend aksiyadorlar o'rtasida ularga tegishli aksiyalarning soni va turiga mutanosib ravishda taqsimlanadi.

Rivojlangan mamlakatlarda xususan, AQSH, Rossiya, Kareya va boshqalar aksiyadorlik jamiyatlarida optimal dividend siyosatini shakllantirish bo'yicha nazariy tadqiqotlar olib borilgan. Keng tarqalgan nazariyalarga quyidagilar kiradi:

1.Dividendlarning mustaqillik nazariyasi

Uning mualliflari- F.Modilyani va M.Millerning ta'kidlashicha, tanlangan dividend siyosati na korxonaning bozor qiymatiga (aksiyalar narxiga), na joriy va istiqbol davrda mulkdorlar farovonligiga ta'sir ko'rsatmaydi, chunki bu ko'rsatkichlar taqsimlanadigan emas, balki shakllantiriladigan foyda miqdoriga bog'liq bo'ladi;

2.Dividendlarning afzallik nazariyasi

Uning mualliflari-M.Gordon va D.Lintnerning ta'kidlashicha, joriy daromadning har bitta birligi uning "riskdan tozalangani" tufayli kelajakka olib qo'yilgan daromadga nisbatan unga xos bo'lgan risk tufayli doimo qimmatroq turadi.Ushbu nazariyadan kelib chiqadigan bo'lsak, dividend to'lovlarini maksimallashtirish foydani kapitallashtirishdan ko'ra afzalroq sanaladi;

3.Soliq imtiyozlari nazariyasi

N.Litsenberger va K.Ramasvami tomonidan o'tgan asrning 80-yillari boshida ishlab chiqilgan "Dividendlarni minimallashtirish yoki soliq asmmimetriyasi (imtiyozlari) nazariyasi"ga ko'ra, dividendlarni olish vaqtida ular darhol soliqqa tortiladi, kapital ortishi bo'yicha daromad solig'I faqat aksiyalar, paylar sotilgandagina to'lanadi.Shunday qilib, kapital ortishi bo'yicha daromad solig'I nazariy jihatdan uzoq muddatga kechiktirilishi mumkin.

Foydani qayta investitsiyalash kompaniya uchun yangi aksiyalarni chiqarish bilan taqqoslaganda, nisbatan arzon moliyalashtirish shakli bo'lib, uning faoliyati ustidan mulkdorlarni nazorat qilishning mavjud tizimini saqlab qolishga imkon beradi. Kapitalizatsiya qilingan foyda miqdorining o'sishi korxonaning mulkiy holatining o'sishi, o'z mablag'larining ko'payishini ko'rsatadi.

Rivojlangan korporatsiyalar tomonidan dividend siyosatini yuritish amaliyotiga nazar tashlasak, bunda aksiyadorlik jamiyatlarida dividend to'lovlariga yo'naltirilgan sof foyda ulushining yuqoriligi bilan Microsoft korporatsiyasining dividend siyosatini tashkil etish amaliyoti alohida ahamiyatga ega.

1975-yilda asos solingan Microsoft korporatsiyasi 2003-yildan boshlab o'z aksiyadorlariga ham ko'rinishida, ham aksiya shaklida dividendlar berishni boshladi va o'sha vaqtdan boshlab dividend berishni davom etib kelmoqda. 2010-yilda esa

Microsoft korporatsiyasining sof pul oqimi ijobiy bo'lishiga qaramasdan, dividendlarni to'lash uchun obligatsiyalar emissiya qildi.(3) Ko'pgina iqtisodchilar tomonidan tushunarsiz deb topilgan bu holat Microsoft korporatsiyasiga yaxshigina daromat keltirdi. Bu amaliyot orqali Microsoft korporatsiyasi tomonidan chiqarilgan obligatsiyalar foiz stavkasi, davlat qimmatli qog'ozlari stavkasidan ham past qilib belgilanishi mumkinligini ko'rsatib berdi. Buning asosiy sababi esa korporatsiya kredit reytingining yuqoriligidandir. Aniqroq tahlil qiladigan bo'lsak, 2019-yilning 3-choragida har bir aksiyaga to'g'ri keladigan daromad miqdori 1,71 AQSh dollari bo'lgan vaziyatda Microsoft korporatsiyasi 0,51 AQSH dollaridan har bir aksiya uchun dividend to'lagan. Qolgan qismini aksiyalar ko'rinishida ulashgan. Bu siyosat orqali Microsoft kompaniyasi ham aksiyadorlarga dividend to'lagan, ham boshqa investitsion faoliyat uchun yetarli kapitalga ega bo'lgan. Shu usulda chetdan qo'shimcha mablag' jalb qilish uchun ehtiyoj bartaraf qilingan.

Har bir mamlakatda dividend siyosatini amalga oshirish bo'yicha nizom ishlab chiqilib, aksiyadorlarning umumiy yig'ilishida tasdiqlanadi. Ushbu nizomda dividend siyosatini amalga oshirishning qonunchilik asoslari, tamoyillari, dividendlarni miqdorini belgilash va hisoblash tartibi, dividendlarni to'lash tartibi va muddatlari, e'lon qilingan dividendlarni to'lamaganlik uchun javobgarlik, dividend siyosatiga va ushbu nizomga tegishli axborotlarni oshkor qilish tartibi, yakuniy qoidalar ko'rsatib o'tiladi. Dividend siyosati Fuqarolik kodeksi, "Qimmatli qog'ozlar bozori to'g'risida", "Aksiyadorlik jamiyatlari va aksiyadorlarning huquqlarini himoya qilish to'g'risida"gi qonunlar, korxonaning ustavi kabi qonunchilik asoslariga tayangan holda ishlab chiqiladi. Dividend siyosatini amalga oshirishda quyidagi tamoyillardan foydalaniladi:

- shaffoflik tamoyili: bunda dividend siyosatini amalga oshirishda ishtirok etayotgan tomonlarning majburiyatlari va javobgarligi to'g'risidagi, shu jumladan, dividendlar to'lovi va miqdori xususida qaror qabul qilish tartibi va shartlari borasidagi axborotlarni aniqlash va oshkor etish nazarda tutiladi;

- o'z vaqtida to'lash tamoyili: dividend to'lovlarini amalga oshirish chog'ida vaqt chegaralarini o'rnatishni nazarda tutadi;

- asoslanganlik tamoyili: bu dividendlar to'lovi va miqdori to'g'risidagi qaror, faqat jamiyat tomonidan taraqqiyot rejaları va uning investitsiyaviy dasturlarini inobatga olgan holda, ijobiy moliyaviy natijalarga erishilgan taqdirdagina qabul qilinishi mumkinligini anglatadi;

- adolatlilik tamoyili: aksiyadorlarning dividendlar to'lovi, miqdori va to'lash tartibi to'g'risida qabul qilinadigan qarorlar borasidagi axborotlarni olishga bo'lgan teng huquqlarini ta'minlashni anglatadi;

-izchillik tamoyili: dividend siyosati jarayonlari va tamoyillarining ijro etilishini anglatadi;

- rivojlanish tamoyili: korporativ boshqaruv jarayonlarini yaxshilash va jamiyatning strategik maqsadlari o'zgarishi munosabati bilan uning qoidalarini qayta ko'rib chiqish doirasida dividend siyosatini doimiy takomillashtirishni ko'zda tutadi;

- barqarorlik tamoyili: jamiyatning dividend to'lovlarining turg'unlik darajasini ta'minlashga intilishini anglatadi.

O'zbekiston Respublikasi qonunchiligiga muvofiq, dividend aksiyaning nominal qiymatiga nisbatan foizda yoki har bir aksiya uchun so'mda belgilanadi. Dividendlarni to'lash quyidagi usulda amalga oshiriladi:

1. Dividentlar to'lashning pul shakli: kassadan naqd pul, plastik kartochka, to'lov topshirig'i, pochta orqali to'lash.

2. Boshqa (mol-mulk) shakli: agar u kompaniya ustavida nazarda tutilgan bo'lsa, xususan aksiyadorlik jamiyati aksiyalari, obligatsiyalar, tovarlar ko'rinishida beriladi.

O'zbekiston fond bozori dunyodagi eng yosh bozorlardan biri bo'lib, rivojlangan mamlakatlarning aksariyatida u bir necha o'n yillar davomida faol rivojlanib kelmoqda. Ba'zi bir aksiyadorlik jamiyatlari dividend siyosatini amalga oshirishda ijobiy tajribaga ega, ammo aksariyat aksiyadorlik jamiyatlari uchun bu hali ham muvaffaqiyatli emas. Fond bozori professional ishtirokchilari soni 100 taga ham bormaydi. Bugungi kunda 605 ta aksiyadorlik jamiyati aksiyalarining 85 foizi davlat tegishli. Shundan 105 ta jamiyatning atigi 5 foiz aksiyalari fond bozorida ishtirok etmoqda.

Shu bois O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev boshchiligida 2019-yil 7-oktabrda fond bozorini rivojlantirish masalalariga bag'ishlangan yig'ilish bo'lib o'tdi. Unga ko'ra 2020-2025 yillarda fond bozorini rivojlantirish strategiyasini ishlab chiqish rejalashtirildi. Erkin muomaladagi jami qimmatli qog'ozlarning yalpi ichki maxsulotga nisbatini 2025-yil oxirigacha kamida 10-15 foizga yetkazish mo'ljallangan. Ushbu yig'ilishda buning uchun amalga oshirilishi zarur bo'lgan chora-tadbirlar muhokama qilindi.

Qimmatli qog'ozlarga bo'lgan talabni ko'paytirish, xorijiy birja, brokerlar va banklarni mamlakatimiz fond bozoriga jalb qilish choralari muhokama qilindi. Sug'urta kompaniyalariga aktivlarining ma'lum foizini fond bozoriga yo'naltirish, banklarga birlamchi bozorda yuqori likvidli qimmatli qog'ozlarni xarid qilish uchun ruxsat berish masalalari ko'rib chiqildi.

Shu bilan birgalikda investorlar va minoritar aksiyadorlar huquqlari himoyasini kuchaytirish, dividendlar to'lash va undirishni takomillashtirish zarurligi alohida

ta'kidlandi. Chunki, dividend siyosati korporatsiyalarning mavqeini belgilab beruvchi omillardan biri hisoblanadi.(1)

Quyidagi jadvalda so'ngi 5 yil davomida "O'zRTXB" AJ tomonidan hisoblangan va to'langan dividendlar to'g'risida ma'lumotlar

To'lov yili	Dividend to'langan payt	Iaksiya uchun dividend (so'm)	Sof foyda %	Sof foyda summasi	Muomaladagi aksiyalar soni	A.U.Y sanasi
2023-y	2022-y	2300,0	87,21%	172404366000,00	74958420	18.03.2023
2022-y	2021-y	1650,0	88,31%	123681393000,00	74958420	19.03.2022
2021-y	2020-y	1100,0	86,95%	82454262000,00	74958420	20.03.2021
2020-y	2019-y	2490,0	76,135%	62215488600,00	74958420	22.05.2020
2019-y	2018-y	550,0	52,23%	13742377000,00	74958420	24.05.2019

Yuqoridagi jadval ma'lumotlariga ko'ra, "O'zRTXB" AJ ning dividend to'lash foizi yildan yilga oshib borgan va 2019-yildan 2023-yilgacha 34,98% ga o'sgan. Dividendlar har yil o'z vaqtida to'langan ya'ni aksiyadorlar umumiy yig'ilishidan kamida 60 kun oldin. 01.01.2023-yil holatiga ko'ra talab qilinmagan dividendlar bo'yicha qarzdorlik 1017747,0 ming so'mni tashkil etadi.(2)

Xulosa qilib aytganda, respublikamizdagi aksiyadorlik jamiyatlari korporativ moliyaviy boshqaruv tizimida dividend siyosatini takomillashtirishda quyidagi asosiy omillar hisobga olinishi kerak:

- ✓ Korporatsiyaning investitsion imkoniyatlari;
- ✓ Korporatsiyalar faoliyatini muqobil muqobil manbalardan moliyalashtirish imkoniyatlari;
- ✓ Dividend to'lovlari bo'yicha qonunchilikdagi va boshqa obyektiv cheklolar;
- ✓ Boshqa omillar (korporatsiyalarning to'lovga layoqatliligi, raqobatchi korporatsiyalarning dividend siyosati va boshqalar).

Xorijiy korporatsiyalarda dividend siyosatini yuritish tajribalarining mumkin bo'lgan yo'nalishlaridan foydalanilishi natijasida aksiyadorlik jamiyatlarimizda optimal dividend siyosatini shakllantirish masalasida ijobiy natijalarga erishish mumkin.

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СУЩЕСТВУЮЩИЕ ИНЖЕНЕРНЫЕ МЕТОДЫ РАСЧЕТА СЕЙСМОСТОЙКОСТИ КОНСТРУКЦИЙ ОДНОСВОДЧАТЫХ СТАНЦИЙ МЕТРОПОЛИТЕНА МЕЛКОГО ЗАЛОЖЕНИЯ

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Аннотация. В данной статье рассматриваются существующие инженерные методы расчета сейсмостойкости конструкций односводчатых станций метрополитена мелкого заложения. Для проектирования туннельных сооружений было разработано несколько теорий реагирования на землетрясения, которые, как было показано, могут быть использованы для оценки состояния напряжения на нескольких станциях и сооружениях, в частности в туннелях метро.

Ключевые слова: вертикальные стены, станций метрополитена мелкого заложения, сейсмостойкость, грунт, осадка, сейсмические колебания, тоннель.

Abstract. This article discusses the existing engineering methods for calculating the seismic resistance of structures of single-vaulted metro stations of shallow laying. Several earthquake response theories have been developed for the design of tunnel structures, which, as it has been shown, can be used to assess the state of stress at several stations and structures, in particular in metro tunnels.

Keywords: vertical walls, metro stations of shallow laying, earthquake resistance, soil, precipitate, seismic fluctuations, tunnel.

Введение. История развития методов решения задач механики подземных сооружений насчитывающая уже более столетия, начиная с простейших схем равновесия жестких клиньев, которыми аппроксимировалась обделка сводов, включает ряд характерных этапов. При этом существенно различными темпами развивались решения двух основных подходов к расчету туннельных обделок.

Первый подход - это имеющий значительно более давнюю предысторию, объектом непосредственного исследования является конструкция обделки, которая представляется в пространстве в виде цилиндрической, призматической

оболочки, а в плоскости в виде стержневой аппроксимации. Во втором подходе рассматривается совместность перемещений обделок тоннелей с окружающим массивом и решается контактная задача теории упругости или пластичности.

Начальным этапом в развитии теории расчёта подземных конструкций было появление способов расчета их, основанных на учете воздействия окружающего грунта исключительно как нагрузки, пренебрегая влиянием его как упругой среды. Монолитная каменная или бетонная обделка рассматривалась как упругий свод, находящийся под воздействием только активного давления грунта; реакция породы при этом не учитывалась. Дальнейшее развитие теория подземных конструкций получила в работах О. Коммереля, С. Н. Розанова и Б. Хьюита. Новое здесь заключалось в учете влияния грунта как среды, помогающей в работе конструкции, а именно, в учете реактивного воздействия породы по боковым плоскостям обделки [1].

Материалы и методы. Расчетная схема монолитной конструкции предусматривала отдельное рассмотрение свода и стен без учета влияния их совместных деформаций. Свод рассчитывался как бесшарнирный на неподвижных опорах. Вне зависимости от характеристик конструкции и грунта, стенки обделки рассматривались как жесткие и неподвижные, что снижало достоверность расчета не в запас прочности. Способы О. Коммереля, С.Н. Розанова и Б. Хьюита переоценивали влияние поддерживающих сил реактивного воздействия грунта и тем самым приводили к недостаточно надежным результатам. В целях компенсации указанных допущений при расчете обделок повышали значения коэффициента запаса прочности конструкции, принимая его равным 4 и более; проектирование подземных конструкций вели, главным образом, копируя построенные ранее сооружения, что в конечном счете значительно увеличивало стоимость строительства. Дальнейшее развитие теория расчёта подземных конструкций получила в работах ученых и инженеров, решивших задачу о расчете обделки как упругой системы в упругой среде.

Первое предположение о расчете монолитной подземной конструкции как единой статически неопределимой системы было сделано С.С. Давыдовым в 1934-1935 гг. [2-4]. В основу решения было положено допущение, что упругая среда подчиняется линейной зависимости между напряжениями и осадками, т. е. гипотезе Винклера. Обделка рассматривалась как конструкция с гибким сводом и абсолютно жесткими стенами. На своде предполагалось отсутствие упругого отпора. Задача была решена для общего случая расположения обделки в разнородном грунте.

Для облегчения расчета разными авторами: А.М. Новиковым, К.А. Вахуркиным, В.С. Эристовым, Л.И. Гореликом, Г.К. Клейном, М. Шпрэнгелом, М. Друкером и другими был разработан ряд так называемых приближенных методов расчета обделок, которые основывались на априорном задании вида эпюр упругого отпора. При определении отпора пород все авторы приближенных методик исходили из гипотезы Винклера, а максимальные ординаты эпюр отпора определялись из условия совместности деформаций обделки и пород в точке, лежащей на горизонтальном диаметре. Наибольшее распространение получил предложенный О.Е. Бугаевой метод расчета тоннельных обделок, основанный на представлении эпюры упругого отпора в виде плавной кривой заданного очертания [3-5]. Отпор учитывался на той части контура обделки, которая при деформации получает перемещения в сторону породы, величина отпора в любой точке принималась пропорциональной перемещению в этой точке и направленной перпендикулярно к поверхности обделки. На всем участке действия сил отпора учитывались также силы трения.

Эпюра отпора определялась тремя точками: двумя нулевыми и точкой с максимальной ординатой. Нижняя нулевая точка принималась в пяте свода, так как пяты подъемистых сводов, согласно общепринятой гипотезе, горизонтальных смещений не получают. Верхняя нулевая точка принималась по опыту проектирования лежащей в сечении, наклоненном под углом 45 либо, для обделок очертания верхней части, которых сильно отличается от полуциркульного, в сечении, где пролет в свету составляет 0,7 от максимального пролета. Обделка рассчитывалась как свод с упруго заделанными пятами по методу сил. Задача о расчете круговой обделки как кольца в упругой среде, подчиняющейся гипотезе Винклера, была решена инженерами Мосметропроекта Б.П. Бодровым, Л.И. Гореликом, С.Г. Полярковым, Б.Ф. Матэри и В.М. Разнощиком (рис.1). В работах [2] реакция упругого основания принималась пропорциональной радиальным деформациям точек контура обделки, выражаемым посредством тригонометрического ряда. Задача решалась методом последовательных приближений, пока все участки, где вычислялась упругая энергия породы, не совпадут с зонами действия сжимающего упругого отпора. По полученным перемещениям определялись усилия в обделке.

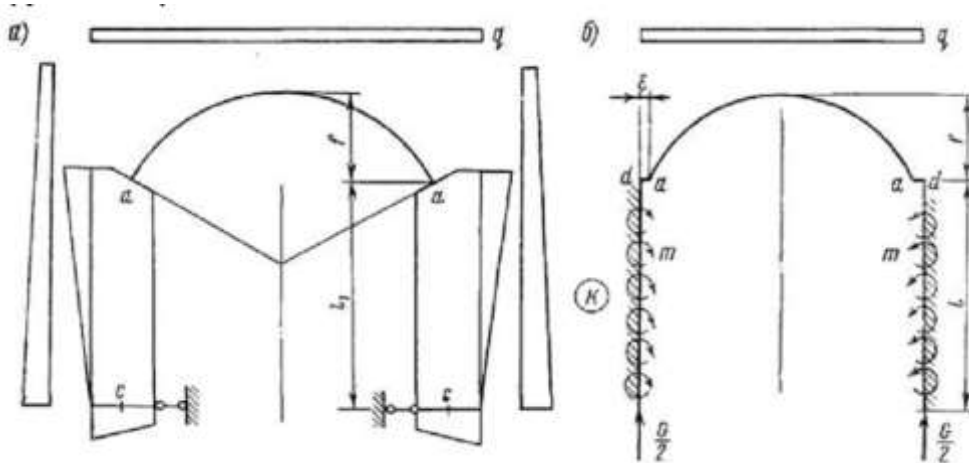


Рис. 1. Схема расчета «пологий свод, опирающийся на вертикальные стены»

Наибольшее распространение и практическое применение как в нашей стране, так и за рубежом нашел метод расчета Б. П. Бодрова и Б. Ф. Матэри [5], позволяющий рассчитывать обделки произвольного очертания. Для упрощения решения ось обделки заменяется стержневым многоугольником, причем внешние нагрузки и упругие реакции предполагаются сосредоточенными в его вершинах. Н.Н. Шапошников предложил применять способ Метрогипротранса в форме метода перемещений [6]. При этом количество неизвестных возрастает, примерно, в три раза, но существенно стандартизируется алгоритм расчета, что облегчает составление программ для ЭВМ. Для облегчения построения матриц реакций упругие опоры полагаются расположенными перпендикулярно стержням, т. е. в каждом узле по две опоры (рис.2, 3).

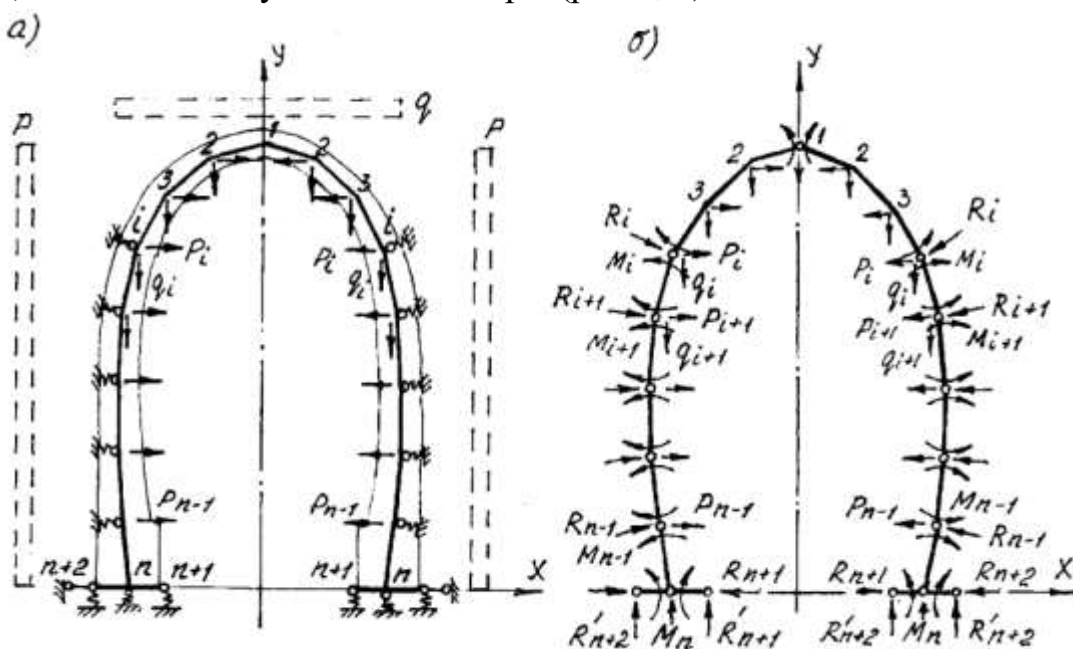


Рис.2. Расчетная схема сводчатых конструкций тоннелей по методу упругого отпора породы

С. С. Давыдов разработал и изложил в монографии [7] метод расчета подземных конструкций, в котором отказался от применения гипотезы Винклера, воспользовавшись решениями теории упругости. По этой методике подземная конструкция рассматривается как упругая статически неопределимая система, на которую оказывает воздействие грунт и как нагрузка и как упругая среда (рис.3).

Отпор породы при расчете монолитных конструкций учитывается только в пределах стены, которая рассматривается или жесткой, или упругой. Воздействие породы на стенку учитывается системой стерженьков, связанных с упругим слоем, по аналогии со способом расчета балок на упругом основании, предложенным Б. Н. Жемочкиным.

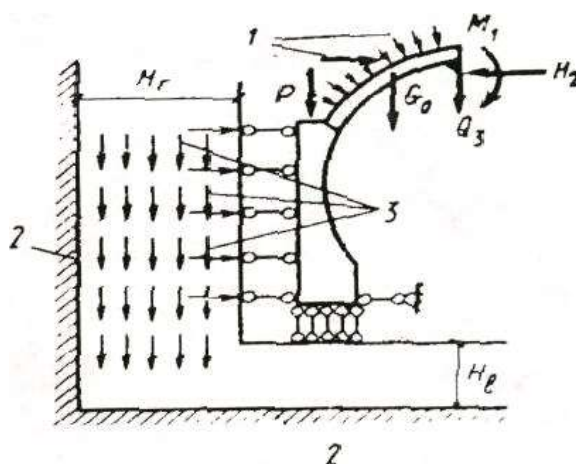


Рис. 3. Расчетная схема сводчатых конструкций тоннелей по С. С. Давыдову

Количество стерженьков изменяется в зависимости от требуемой точности расчета и обычно равняется пяти. Расчет конструкции по методике С.С. Давыдова производился смешанным методом в точке "А" вводились добавочные связи, препятствующие повороту и вертикальному смещению. Таким образом, учитывалась только величина равнодействующей сил трения, пренебрегая характером их распределения на основании анализа величин контактных напряжений между обделкой и породой, замеренных в натуральных условиях, Н.С. Булычев предложил экспериментально-теоретический метод расчета тоннельных обделок [8]. При неуравновешенности системы нормальных контактных напряжений касательные напряжения являются следствием и своеобразной реакцией пород на неравномерность радиальных нагрузок. Для их определения использовалась схема Метрогипротранса, в которой опоры (жесткие или упругие) поставлены по касательной к обделке, а в качестве

нагрузки используются замеренные величины нормальных контактных напряжений.

С началом широкого внедрения в расчетную практику ЭВМ методика Метрогипротранса стала развиваться. Оказалось, возможным уточнения условий контакта на основе введения в рассмотрение упругих стержней, моделирующие отпорные свойства массива [9]. В настоящее время разработаны и эксплуатируются большое количество программ для ПЭВМ, реализующих различные модификации методики Метрогипротранса. К сожалению, все описанные методы расчета основываются на гипотезе Винклера, которая имеет существенные недостатки, связанные с не учетом распределительной способности породного массива (грунта) и с неопределенностью величины коэффициента упругого отпора, который не является физико-механической константой грунта, а зависит от множество факторов, например, от площади опирания и интенсивности нагрузки. При расчете замкнутой монолитной выработки некругового сечения рассматривается плоская контактная задача теории упругости о равновесии кольца произвольной формы с одной осью симметрии, подкрепляющего вырез в упругой весомой полуплоскости. Постановка и решение задачи принадлежат Н.Н. Фотиевой, К.В. Руппенейт на основе предположения о гидростатическом бытовом напряженном состоянии массива рассмотрел осесимметричную задачу взаимодействия горного массива с кольцевой обделкой. Согласно теории К.В. Руппенейта при проведении выработки в окрестности ее в окружающем породном массиве происходит перераспределение напряжений, точки контура выработки получают упругие смещения внутрь выработки.

Поскольку горные породы имеют ограниченную прочность, в местах концентрации напряжений начинают развиваться неупругие деформации, охватывающие некоторую область.

Интересные результаты по расчету на сейсмостойкость тоннелей мелкого заложения получены Н.Н. Фотиевой, Н.С. Булычевым [9] и др. на основе рассмотрения квазистатических задач теории упругости для среды, ослабленной неподкрепленными или подкрепленными отверстиями, испытывающей не бесконечности двухосное сжатие или чистый сдвиг, моделирующие соответственно действию длинных (более, чем в 3 раза превосходящих размеры отверстий) продольных и поперечных волн произвольного направления.

Результаты и их обсуждение. Нагрузки на обделку определяют отдельно для вертикального и горизонтального направлений сейсмических воздействий:

а) горизонтальную и вертикальную составляющие сейсмической нагрузки от

собственного веса обделки вычисляют по формуле

$$S_k = Q_k k_c \quad (1.1)$$

где Q - вес элемента обделки, отнесенный к точке k ;

б) интенсивность горизонтального инерционного давления грунта на обделку в пределах высоты стены обделки определяют по формуле

$$P_{(y)} = p_y k_c t g \left(45^\circ + \frac{\varphi}{2} \right), \quad (1.2)$$

где p_y - активное давление грунта, кгс/см²;

и) горизонтальную составляющую инерционной массы грунта засыпки над тоннелем в пределах пролета выработки, приложенную к верхней части обделки, определяют по формуле

$$P_c = g H l f, \quad (1.3)$$

где l - ширина выработки, м;

H - расстояние от дневной поверхности, м;

f - коэффициент трения грунта по обделке.

г) интенсивность вертикальной составляющей $q_c^{свм}$ определяют по формулам

$$q_c^{свм} = \gamma H k_c \quad (\text{от веса полного столба } H_{\text{грунта}} \text{ над тоннелем})$$

или

$$q_c^{свм} = \gamma h_1 k_c \quad (\text{при возможности сводообразования, где } h_1 - \text{высота свода}).$$

Производится раздельное суммирование горизонтальных сил от собственного веса и инерционных масс грунта (первое сочетание) и вертикальных нагрузок от собственного веса и инерционных масс грунта (второе сочетание), выполняется два статических расчета по первому и второму сочетанию и проверяется прочность сечений обделки.

Исследования, проведенные Ш.И. Айтиалиевым, Ж.К. Масановым и других учёных также посвящены изучению квазистатической работы тоннельной обделки при сейсмических воздействиях с учетом анизотропии массива и дифракции волн.

Ташкентский метрополитен возводилось в сложных инженерно-геологических и сейсмологических условиях. Впервые в практике метростроения пришлось решать задачи сейсмостойкости конструкций станций и перегонных тоннелей, проходящих в сильно увлажненных лессовых породах. Город расположен в районе с расчетной сейсмичностью, равной 9 баллам, поэтому конструкции станций и перегонных тоннелей, выполненные из сборного и монолитного железобетона, необходимо было рассчитать не только на восприятие постоянных и временных нагрузок, но и на действие инерционных

сил движения породы в момент землетрясения. Большая часть района трассы представлена лессовидными суглинками, отличительная особенность которых - высокая просадочность. События условия района строительства (высокая расчетная сейсмичность, просадочные грунты, сухой жаркий климат) существенно повлияли на инженерные решения.

Определяющим оказалось обеспечение сейсмостойкости и непросадочности конструкций. При выборе расчетных схем приняты конструкции с жесткими узлами сопряжений элементов в уровнях перекрытия и лотка. При этом большую роль сыграли динамические методы расчета тоннелей метрополитена, взаимодействующих с грунтом труды узбекских ученых Т.Р. Рашидова, Г.Х. Хожметова и А.А. Ишанходжаева [7, 8].

Таким образом, в настоящее время разработаны несколько теорий по расчетным схемам, которых, могут оцениваться напряженно-деформированное состояние конструкций станций односводчатого типов, в частности тоннелей метрополитена мелкого заложения:

Спектральная теория сейсмостойкости подземных сооружений.

Согласно этой теории инерционное сейсмическое давление на сооружение определяется от собственного веса самого сооружения и веса взаимодействующего некоторого слоя грунта. При этом сейсмические силы от грунта вычисляются через нормативные давления грунта произведением на понижающий коэффициент, учитывающий сейсмичность района строительства. Сейсмические силы, возникающие от веса конструкции определяются согласно спектральному методу расчета, которые заложены в нормах. Достоинством этой теории является, то, что при длинноволновом сейсмическом воздействии предлагается упрощенная схема вычисления сейсмической нагрузки и учет динамических характеристик самого сооружения в зависимости от ее формы колебания. Недостатком является, что расчет производится в предположении их статического действия, и вычисляемые нагрузки прикладываются статически к сооружению.

Квазистатическая теория сейсмостойкости подземных сооружений.

Согласно этой теории сейсмические волны отличаются большой длиной, существенно превышающей размеры поперечных сечений тоннелей, вследствие чего задача расчета подземных сооружений на сейсмостойкость сводится к решению квазистатических задач применительно к сейсмическим волнам, приложенных на бесконечности [9]. Нагрузки на сооружения определяются через жесткостные характеристики окружающего тоннель породного массива грунта.

Достоинством этой теории является, как и в первом, упрощенная схема вычисления сейсмической нагрузки на сооружение. Недостатком является невозможность распространения расчетных схем для произвольных очертаний тоннельных конструкций и не учет инерционных свойств самого сооружения.

Динамическая теория сейсмостойкости подземных сооружений.

Согласно этой теории расчет тоннельной обделки может производиться по сейсмодинамической теории подземных сооружений и по теории волновой динамики [10]. В первом случае расчет основан в прямых динамических методов расчета, заключающееся в исследовании колебаний элементов обделки, взаимодействующих с грунтом и составлении дифференциальных уравнений колебания тоннельного сооружения, а во втором с учетом дифракции упругих сейсмических волн, учитывающих многократных преломлений и отражений на отверстиях образованными тоннельными сооружениями.

Достоинством динамической теории по сравнению двум первым является учет в расчетах действительных колебательных стационарных и волновых нестационарных процессов в грунте и в сооружении и изменение получаемых внешних и внутренних усилий во времени.

Заключение. Целью работы является изучение состояния односводчатых станций тоннелей метрополитена и исследование их напряженно-деформированного состояния с учетом совместного действия сейсмических волн сжатия (растяжения) и сдвига.

При этом представляется выполнить следующие задачи:

- анализ условий работы и изменений напряженно-деформированного состояния элементов односводчатых станций тоннелей метрополитен мелкого заложения а при воздействии сейсмических волн;
- разработка моделей деформирования конструкций односводчатых станций тоннелей метрополитена мелкого заложения с использованием методов строительной механики и механики грунтов при сейсмических воздействиях;
- разработка методик расчета конструкций односводчатых станций тоннелей метрополитена мелкого заложения с учетом совместного действия сейсмических волн сжатия (растяжения) и сдвига, проведение численных расчетов и исследование влияния грунтовой среды на изменение несущей способности и работоспособности элементов конструкций.

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LINGVISTIK EKSPERTIZADA AXBOROTNING XAVFLILIK DARAJASINI BAHOLASH MEZONLARI

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ANNOTATSIYA

Ijtimoiy tarmoqlar orqali uzatilgan xabarlar pragmatik mazmunini baholash bugungi globalashuv davrida muhim ahamiyat kasb etadi. Keyingi vaqtlarda ijtimoiy tarmoqlar orqali uzatilgan xabarlarda davlat xavfsizligiga tahdid qiluvchi salbiy tashviqot semali xabarlar soni ko'payib bormoqda. Bu esa axborotning ijtimoiy xavflilik darajasini baholash, uni ekspertiza qilish mezonlarini ishlab chiqish zaruratini qo'yadi. Maqolada axborotning ijtimoiy xavflilik darajasini baholash xususida so'z boradi.

Kalit so'zlar: konstitutsiyaviy tuzum, ijtimoiy xavf, terrorizm, ekstremizm, terrorizm, irqchilik, ekspertiza, lingvistik ekspertiza, qonuniylik, targ'ibot.

CRITERIA FOR ASSESSING THE LEVEL OF DANGER OF INFORMATION IN LINGUISTIC EXPERTISE

ANNOTATION

Assessing the pragmatic content of messages transmitted through social networks is of great importance in today's era of globalization. In recent times, the number of negative propaganda messages threatening the security of the state has been increasing in the messages transmitted through social networks. This makes it necessary to assess the level of social danger of information and develop criteria for its expertise. The article talks about assessing the level of social danger of information.

Key words: constitutional system, social risk, terrorism, extremism, terrorism, racism, expertise, linguistic expertise, legality, propaganda.

Ijtimoiy tarmoqlarda mikro-bloklar(tvit, comment, feedback) lar tahlilida mazmunan haqorat, shaxs sha'niga daxl qilish, ichki nizolarni qo'zg'ash, insonlarda agressiv kayfiyatni uyg'otuvchi ayrim fikrlarni uchratish mumkin. Ijtimoiy

tarmoqlarda uchrovchi shu singari salbiylik o'ttenkasiga ega bo'lgan axborotlarni mazmun liniyasiga ko'ra quyidagicha guruhlariga ajratish mumkin:

- O'zbekiston Respublikasi konstitutsiyaviy tuzumiga ishonchsizlik, tajovuz mazmuniga ega bo'lgan xabarlar.
- O'zbekiston Respublikasi Prezidenti shaxsiy daxlsizligiga xavf soluvchi, amalga oshirilayotgan islohotlarga ishonchsizlik hissini uyg'otuvchi xabarlar.
- Mamlakat hududida irqiy nomutanosiblik, boshboshdoqlik, agressivlik, ichki nizolarni qo'zg'ashga qaratilgan axborotlar.
- Mamlakat hududida qo'poruvchilik, terroristik xatti-harakatlarni amalga oshirishga qaratilgan xabarlar.

Ushbu xarakterga ega bo'lgan xabarlar ifodalanish shakliga ko'ra turlicha tarzda bo'lishi mumkin:

- Audio, video ko'rinishidagi to'g'ridan-to'g'ri muayyan shaxs tomonidan omma oldida e'lon qilingan chiqishlar.
- Ijtimoiy tarmoqlar orqali maxsus maqsadda tayyorlangan video roliklar, matnli xabarlar.
- SMS-xabarnoma shaklida fuqarolarga yuboriluvchi xabarlar;
- Ijtimoiy tarmoqlar orqali siyosiy matnlarga bildirilgan fikrlar (tvit, comment, feedback).

Axborot oqimining kengligi va katta hajmga egaligi ular orasida g'arazli maqsadlar ko'zlangan, pragmatik mazmuni maxsus shaxsiy manfaatlarga asoslangan kommunikativ maqsad yashiringan xabarlarni ajratishda qiyinchilik tug'diradi. Muayyan axborotga bildirilgan fikr har bir shaxsning shaxsiy munosabatini ifodalaydi va aksar hollarda bunday munosabat zamiridagi tub maqsad yashirinligicha qoladi. Bunday hollarda muayyan ijtimoiy tarmoq foydalanuvchisi tomonidan turli axborotga bildirilgan mazmuniy o'xshash kommentariylar orqali aniqlash, xavflilik darajasi, pragmatik mazmunini baholash mumkin. Xususan, Facebook, Instagram ijtimoiy tarmog' hamda daryo.uz, qalampir.uz, saytlari YouTube platformasi orqali uzatilgan xabarlar, ularga bildirilgan kommentlar tahlillari shuni ko'rsatadiki, biror axborotga nisbatan foydalanuvchilarning katta qismi negativ fikr bildirishga moyil. Xususan, Facebook sahifalarida uzatilgan 16 ta siyosiy xabarlarga bildirilgan kommentlarda umumiy mulohazalar 748 tani tashkil etadi. Shulardan 219 tasi salbiy mazmunga ega bo'lsa, 529 tasi ijobiy mazmunga ega. Ko'rinadiki, ijobiy mazmunga ega xabarlar bilan bir qatorda, salbiy mazmunga ega bo'lgan xabarlar ham salmog'i anchani tashkil qiladi. Instagram ijtimoiy tarmog'ida ham 16 ta post va ularga bildirilgan fikrlar tahlil qilinganda 529 ta fikrdan 132 tasi salbiy mazmunga egaligi, agressiv kayfiyat mavjudligini kuzatish mumkin. Tahlilga tortilgan ijtimoiy tarmoq materiallarining

aksariyatida xalqda norozilik, ishonchsizlik, agressivlik, shovinstik kayfiyatni uyg'otish mazmuniga egaligini kuzatish mumkin. Lingvistik ekspertizada shu xarakterga ega bo'lgan barcha xabarlar ham sud yoki muayyan nodavlat tashkilotlari tomonidan ekspertizaga buyurtma berilmaydi. Biroq keng xalq ommasining e'tiborini jalb qilgan, ularda boshboshdoqlik, ishonchsizlik kayfiyatini uyg'otadigan yoki davlat rahbari, mansabdor shaxslarni obro'sizlantirishga qaratilgan xabar yoki kommentlar lingvistik ekspertiza obyekt sifatida tahlilga tortilishi mumkin.

Konstitutsiyaviy tuzumga tajovuz mazmuniga ega matnlarni keng mazmunda sharhlash mumkin. Xususan, muayyan millat o'rtasida boshboshdoqlik, agressivlik kayfiyatini uyg'otuvchi matnlar. Bunday tipdagi tarmoq xabarlar qasddan xalq o'rtasida nizo qo'zg'ash, tajovuzkor kayfiyatni uyg'otish va buzg'unchilikka da'vat etish mazmunini tashiydi. Ijtimoiy tarmoqlarda uzatilgan ushbu tipdagi matnlarning asosiy qismi chet elda syomka qilingan videolar, anonim profil egalari tomonidan qoldirilgan postlar ko'rinishida ifodalangan. Bu esa ushbu materiallarning xalq orasida adovat, isyonni qo'zg'ash, agressiv kayfiyatni uyg'otishga qaratilgan oshkora va yashirin da'vat semasiga ega matnlar sanaladi. Shu boisdan ushbu tipdagi matnlar ekspertizasida xabarning xavflilik darajasini huquqiy jihatdan baholab, matnning pragmatik mazmuni, leksik-semantik xususiyatlarini aniqlashni lingvist-ekspert zimmasiga topshirish lozim. Qasddan da'vat etish, parokandalikka olib kelishni ko'zlagan siyosiy jihatdan xavfli axborotlarning leksik-semantik, pragmatik, stilistik xususiyatlariga muvofiq ekspertiza qilish kutilayotgan xavfning oldini olishga yordam beradi.

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THE ROLE OF CULTURE IN WRITING DEVELOPMENT

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ABSTRACT: *In developing writing skills culture plays a crucial role. As a writer his works will definitely be impacted by the culture he is surrounded by and, later the writer is likely to impact the culture of the community with his works. In different geographical locations writing is taught in different ways. The presence of cultural influence is obvious, especially in L2 writing classroom. However, western rules of academic writing have become a “right way of writing” for a long time. Even though highly popular western process pedagogy in writing classes have been supported by many language teachers so far, some scientists question the benefits of this methodology applied in nonnative ESL/EFL classrooms. On the journey of teaching writing to nonnative learners the knowledge of Contrastive Rhetoric and skillful delivery of cultural awareness to learners plays a huge role in the successful learning process. To understand the differences in cultures, some scientists offer graphic representations of cultural thought patterns of various languages.*

Keywords: *culture, teaching writing, process-oriented classroom, Contrastive Rhetoric, inductive, deductive, intercultural awareness, applied linguistics.*

АННОТАЦИЯ: *В развитии навыков письма культура играет решающую роль. Как писатель, на его произведения определенно будет влиять культура, которой он окружен, а позже писатель, вероятно, повлияет на культуру сообщества своими произведениями. В разных географических точках письмо учат по-разному. Наличие культурного влияния очевидно, особенно на уроках*

письма иностранного языка. Однако западные правила академического письма уже давно стали «правильным способом письма». Несмотря на то, что очень популярная западная процессуальная педагогика на уроках письма до сих пор поддерживается многими учителями языка, некоторые ученые ставят под сомнение преимущества этой методологии, применяемой в классах ESL (английский как второй язык)/EFL (английский как иностранный язык) для не носителей языка. На пути обучения письму учащихся, не являющихся носителями языка, знание контрастной риторики и умелое информирование учащихся о культуре играют огромную роль в успешном процессе обучения. Чтобы понять различия культур, некоторые ученые предлагают графические изображения культурных моделей мышления различных языков.

Ключевые слова: *культура, обучение письму, процессно-ориентированный класс, контрастивная риторика, индуктивный, дедуктивный, межкультурная осведомленность, прикладная лингвистика.*

INTRODUCTION

Language is shaped by the culture a human being is embedded in. Namely, daily chores and interactions we have, our attitudes to each other, beliefs and values we firmly adhere to, are all is a significant embryo of our language [1,15]. Since the two are tightly bound, they influence each other at all levels, but first culture influences the way one conveys his thoughts, and later with his creations he can influence or shape the culture in the society.

According to Vygotskian sociocultural psychology and Harry Stack Sullivan's pragmatist interpersonal psychiatry, people are dependent on each other and for their interpersonal purposes and their growth as individuals occurs solely within socio-cultural environment they're surrounded by at the time. Both aforementioned scientists concur with the idea that from ancient times writing has been developed for human interaction, expression of thoughts, views and feelings. Furthermore, they believed writing to be a power that gives an individual to gain popularity by creating a public self or an eternity, passing down a cultural heritage of a certain place and time through the writing piece they produced [2, 101].

Steven Graham believes culture is of huge impact in the development of writing skills in various communities. To study more of cultural impacts in writing communities, as he cites Li, it suffices to note how different the attitudes of teaching writing in two different countries: China and the USA. According to the writer, in Chinese culture, writing is considered as a tool to shape or educate a learner's mind,

while American teachers see writing as a device for self-expression, self-discovery [3, 263].

Owing much to globalization, now a modern learner is in favor of applying any technique, tool, method that hails from any culture or a geographical location, as almost everything is accessible, owing much to the internet. The most important thing is to find which one works best with a particular learner and creates the proper settings that inspires to practice, learn and leads to growth.

LITERATURE REVIEW

Since writing is a literacy skill, we could not mention enough Dwight Atkinsons' views about the ideological¹[9, 12] impact different cultures have on each other's literacy skills. The concept "Literacy as an ideological arena" has been widely supported by the view that reading and writing skills do not occur out of context, but rather within the society, individuality, a certain cultural setting for the last twenty years. According to the theorists, Gee and Foucault we might fail to consider writing and reading to be the main venue of literacy, given that, prior to the act of reading and writing, there are a series of, closely linked, in various fashions, being, doing and knowing, not less important social activities to take place which lead to the act of reading and writing in the first place. Ideologically, Gee, Belcher and Pennycook hold the opinion that, the essence of literacy comes to light especially when doing a writing research and practice in a second/foreign language as it becomes apparent that what is being taught and studied is, in many cases, "powerful literacy" as a particular, restricted social practice [4, 6].

"Composition as a cultural activity" as aforementioned above has become a restricted and powerful use of literacy that has been strongly affected by the "western" social institutions, which dictated the rules of the "game" for a very long period of time to the rest of the world. Then, how to interpret the "voice" of the writer, "critical thinking" skills one has, "originality" of his work or ideas, "plagiarism" out of the cultural settings which have strongly influenced the person since his birthday. With the glance of a teacher, it is sometimes impossible to adjust the educational settings from teacher-centered, knowledge-oriented, and accuracy-focused mode to the popular "western literacy skills" mode, whereby classrooms are suggested to be student-centered, process-oriented, and fluency-focused to gain effective teaching and learning process [4, 6]. It is because the cultural context of the educational backgrounds,

¹Ideology is a systematic body of ideas, organized from a particular point of view...ideology is a contested concept. Its reference and relevance cut across disciplines such as anthropology, sociology, political science, history and cultural studies...language and ideology are closely connected. Among the many interpretations of the concept of ideology, there is one common thread that unfailingly runs through all of them: it ties to power and domination."

familiar to all teachers and learners, serves as a guide in the first place; and in an attempt of penetrating the new policy, the guidelines become a barrier. In other words, clash of cultures occurs and the writer-learner feels confusion, as his prior knowledge of social interaction norms are questioned.

By mid-1990s Delpit and Ingilleri had been experimenting and analyzing the results of then-popular process. The scientists regarded such practice to be troublesome, as for learners who have immigrated from other parts of the globe, the process-oriented classrooms do not match with the way they socialize in the atmosphere created at home or in their previous classrooms, and that they are accustomed to more indirect, inductive approach in communication culturally. “Who benefits in the process-oriented classrooms?” – the question arose then [4, 7-8].

METHODS

Dwight Atkinson claims in his *process-oriented writing classes*, his learners did not have a choice of essay topics according to a specific curriculum, and that they had to produce writing about things beyond their personal views or interests which would encourage self-discovery as the main aim of the writing task and, in turn, would contradict the policy of the *process pedagogy*. Hence, he would assign tasks that would require global issues, social matters and so forth [4, 10].

The writer believes for an effective writing teaching as a university level *process writing* is of paramount importance, and that without classroom activities such as pre-writing, drafting, feedback, and revising, the class would be a failure [4, 11].

Johns in his work approves process pedagogy, especially highlighting the cognitive impact of the approach in ESL learning environment. It is common for teachers to encourage students to be more inventive through pre-writing warm-ups, and then require drafts of the task, which is followed by paper revision within a group where they mostly focus on major issues such as the content; finally ask them to submit the final work after fixing, editing and correcting everything at the sentence level [5, 4].

DISCUSSION

In the classroom, ESL teachers while teaching academic writing to their students often times come across some dilemmas at the discourse level. For instance, in organizing a paragraph or choosing the right place for a thesis statement. When checking their students’ work, they notice nonnative discourse organization and realize that it is the adverse effect of students’ L1 and culture on L2 writing. Such teachers are usually convinced of the views suggested by the Contrastive Rhetoric¹ [6, 493]

¹“Contrastive Rhetoric examines differences and similarities in writing across cultures. Although mainly concerned with student essay writing in its first 30 years, the area of study today contributes

research, which offers cross-cultural analysis of written texts and their organization, as well as suggestions for teaching L2 writing. It also helps researchers and teachers to understand better complexities in cross-cultural writing as well as how inquiry approaches demanded historical changes in academic discourse, leaving its track on linguistic and cultural atmosphere [7, 265]. It conjoins with such spheres as intercultural communication, rhetoric and composition, applied linguistics, second language writing, text linguistics, and genre analysis, as mentioned by Ulla Connor [8, 18].

Initially it was Robert Kaplan who offered the suggestion to teachers that when delivering classes of academic writing to nonnative students, teachers ought to take into consideration learners' cultural background and differences in their intercultural awareness which can influence their writing performance in L1 and L2.

Kumaravadivelu, the prominent scholar in applied linguistics has contributed to a great deal to the written communication by demonstrating the role of culture in language learning and learner agency [9, 1-276].

Robert Kaplan, based on his observations of essays written by native and nonnative learners came to a conclusion that writers' display features differed, and in his work, he distinguished two main assumptions of contrastive rhetoric:

- 1) Every culture/language shapes a unique cultural thought pattern in a person and in every culture, there are unique rhetorical conventions/arrangements;
- 2) When a nonnative learner practices writing, his L1 rhetorical conventions mix or interrupt ESL writing.

In his work he also gives different graphic representations of cultural thought patterns, whereby English is illustrated as a linear line, Oriental languages as a centrifugal circle, Semitic languages as parallelism, Romance languages as digression, Russian as a dotted line [10, 15].

Ulla Connor, the leading scholar of contrastive rhetoric, summaries the aforementioned research by giving graphic representations to various other languages:

Arabic is seen as a parallel construction with coordinate clauses, which was impacted by classical texts such as the Old Testament and Qur'an; German is seen as digressive and is concentrated more on content than form; Finnish as inductive and indirect, Spanish as elaborated and flowery with longer sentences and 'loose

to knowledge about preferred patterns of writing in many English for specific purposes situations... Contrastive Rhetoric examines differences and similarities in ESL and EFL writing across languages and cultures as well as across such different contexts as education and commerce. Hence, it considers texts not merely as static products, but as functional parts of dynamic cultural contexts..."

coordination' as distinguished by Connor and, Czech (and other Slavic languages such as Russian, Polish and Ukrainian, as classified by Petric, as less linear than English and with a delayed statement of purpose [7, 266].

Chinese, Korean and Japanese are usually grouped as similar and regarded as inductive and indirect, illustrated by a four-unit organization

called qi-cheng-zhuan-he in Chinese, ki-sung-chong-kyul in Korean or ki-shϕ-ten-ketsu in Japanese, [11, 153], which found its origin in Chinese classical poetry.

What is inductive organization in the text? Hinds in his work used a term that depicts inductive organization and it is called delayed introduction of purpose, which is common in Chinese, Korean, Japanese and Thai whereas in English a thesis statement is placed at the very beginning and it is called a deductive structure. Also, Hinds differentiates another category that sets apart with reader responsibilities and writer responsibilities. Hinds thinks, in different languages the writer may or may not be responsible for the logical link between sentences or paragraphs. That is to say, depending on a language it is reader's or writer's responsibility to make the written speech clear to understand. For instance, in Japanese there are not enough explicit rhetorical devices and it is on the readers' part to turn on logic and make sense out of the text given and thus, Japanese is a reader-responsible language, while English is a writer-responsible one, whereby the writer has to provide logical link between paragraphs, arguments for readers to be more comprehensive and clear [7, 266-267].

On the whole, contrastive rhetoric studies have determined the features of written discourse of English, in particular standard American written English as linear, deductive, logical and writer-responsible. These very characteristics of written English are presented in five-paragraph theme at school writing classes, and includes:

1. Introduction (what are you going to say?)
2. Body 1 (what is it? Say it)
3. Body 2 (what is it? Say it)
4. Body 3 (what is it? Say it)
5. Conclusion (what have you said?) [7, 267]

To make the writing classes more effective, Robert Kaplan states, contrastive rhetoric offers explicit teaching of conventional rhetoric structure in English writing classrooms by providing different ways of learning such as rearranging scrambled parts of the text, using outlines for writing, shaping an outline, using models for imitation, identifying structures and parts of text structures. Also, teaching students' cultural aspects of languages is vital [7, 268].

CONCLUSION

Once Gee stated: “The English teacher can cooperate in her own marginalization by seeing herself as a “language teacher” [also, as a teacher of writing skills, as a guide of critical thinking], with no connection to . . . social and political issues. Or she can . . . accept her role as one who socializes students into a world view that, given its power, must be viewed critically, comparatively, and with a constant sense of the possibilities for change. Like it or not, the English teacher stands at the very heart of the most crucial educational, cultural, and political issues of our time” [12, 68].

A lot depends on teacher’s pedagogical competence when dealing with cultural differences in the ESL/EFL classroom. Every teacher has to be attentive to each learner’s cultural thought patterns and it is on the teacher’s part on how to present academic writing skills in writing classes without being disrespectful to their cultural backgrounds, their originality of thoughts and personal voice in their works.

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GUARANTEES OF RIGHTS AND FREEDOMS OF PEOPLE AND CITIZENS IN THE REPUBLIC OF UZBEKISTAN

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***Annotation:** This article delves into the legal framework and mechanisms that safeguard the rights and freedoms of individuals in the Republic of Uzbekistan. It provides an in-depth exploration of the constitutional guarantees, international commitments, and legal instruments that ensure the protection of human rights and civil liberties. The article also highlights notable advancements and ongoing efforts to strengthen these guarantees, making it an informative resource for understanding the legal foundations of human rights in Uzbekistan.*

***Keywords:** Human rights, legal framework, constitutional guarantees, civil liberties, international commitments, legal instruments, rule of law, legal protections, individual freedoms, constitutional rights, Uzbekistan's Legal System, human rights legislation, government accountability, rights of citizens.*

Introduction:

In the ever-evolving landscape of global governance and human rights, the Republic of Uzbekistan has taken significant strides in ensuring the protection and promotion of the rights and freedoms of its people and citizens. Rooted in its rich history and guided by its commitment to international standards, Uzbekistan has developed a legal framework that forms the bedrock of these guarantees. This article delves into the mechanisms, constitutional provisions, and legal safeguards that underpin the fundamental rights and freedoms of individuals in Uzbekistan. It explores how the nation has adapted to changing times and international expectations, affirming its dedication to upholding human dignity, justice, and equality. Through an analysis of constitutional guarantees, legal instruments, and government accountability, we unveil the core principles that lay the foundation for the rights and freedoms that all Uzbek citizens enjoy today. Join us on a journey through Uzbekistan's legal landscape as we unravel the commitments and safeguards designed to protect the people and their liberties.

Understanding the Guarantees of Freedom in Uzbekistan.

The guarantees of freedom in Uzbekistan are enshrined in the Constitution and various legal instruments. These guarantees encompass a wide range of rights and freedoms, including civil, political, economic, social, and cultural rights. Understanding these guarantees is essential to appreciate the breadth of rights that Uzbek citizens enjoy.

1. **Civil and Political Rights:** Uzbekistan's Constitution safeguards essential civil and political rights, such as the right to life, personal integrity, and freedom from torture and inhuman or degrading treatment. Citizens also have the right to personal inviolability, privacy of correspondence, freedom of thought, conscience, religion, and more. These guarantees ensure that individuals are free to express their opinions and participate in political life.

2. **Economic Rights:** The right to work, social protection, and social benefits are vital components of economic freedom in Uzbekistan. The state ensures that all citizens have the right to employment, protection from unemployment, and fair working conditions. Social benefits and pensions contribute to a social safety net that supports the well-being of the population.

3. **Social and Cultural Rights:** Uzbekistan places a strong emphasis on the preservation of cultural heritage and the development of education and science. Citizens have the right to receive an education and engage in cultural, artistic, and scientific pursuits. The protection and promotion of national values and cultural diversity are integral to the country's identity.

4. **Equality and Non-Discrimination:** Uzbekistan's legal framework explicitly prohibits discrimination based on race, gender, nationality, religion, and other factors. The state is committed to ensuring equality before the law and equal protection of rights for all citizens.

5. **Justice and Rule of Law:** The judiciary plays a vital role in upholding guarantees of freedom. Uzbekistan has taken steps to ensure an independent and impartial judicial system. Citizens have the right to a fair and public trial, and legal proceedings are conducted transparently.

These are just a few of the many guarantees of freedom in Uzbekistan, as detailed in its Constitution and legal provisions. It's important to note that Uzbekistan's legal framework is dynamic, evolving to adapt to the changing needs and expectations of its citizens. These guarantees of freedom lay the foundation for a just and inclusive society where the rights and dignity of all individuals are protected.

Human Rights Practices in the Republic of Uzbekistan.

Uzbekistan, as a Central Asian nation, has made significant strides in its human rights practices in recent years. The country has been working towards aligning its legal framework and policies with international human rights standards, promoting greater respect for civil liberties, political freedoms, and socio-economic rights. Here is an overview of human rights practices in Uzbekistan:

1. Freedom of Expression: Uzbekistan has taken measures to enhance freedom of expression. Independent media outlets have emerged, and self-censorship has decreased. The government's commitment to media freedom is evident through the release of several imprisoned journalists and the decriminalization of defamation.

2. Political Reform: The country has seen political reforms, including steps toward greater pluralism and inclusivity. The emergence of political parties and the participation of civil society organizations contribute to a more diversified political landscape. Elections have been observed with increased transparency.

3. Criminal Justice Reforms: Uzbekistan is implementing criminal justice reforms to enhance the protection of human rights. Measures include the reduction of detention periods, improvements in prison conditions, and efforts to prevent torture and ill-treatment. The government has made substantial progress in the rehabilitation of former political prisoners.

4. Rule of Law: Uzbekistan is working to strengthen the rule of law. The country has improved its legal framework to align with international human rights standards. These efforts promote a fair and impartial judiciary, ensuring the right to a fair trial for all citizens.

5. Economic and Social Rights: Uzbekistan is committed to socio-economic development and addressing human rights challenges associated with economic disparities. The government has launched various programs to improve healthcare, education, and social welfare. Poverty reduction and labor rights are key priorities.

6. Freedom of Religion: Uzbekistan has made efforts to respect freedom of religion and belief. The government has eased religious restrictions, and numerous religious groups and denominations can practice freely. Interfaith dialogue and understanding are promoted.

7. Gender Equality: Gender equality is a focus in Uzbekistan. The government has adopted measures to protect women's rights, and female representation in political, economic, and social spheres is increasing. Initiatives to combat domestic violence and gender-based discrimination are underway.

8. Child Rights: The country is working towards the protection of child rights. Uzbekistan has aligned its policies with international standards for child welfare and

protection. Efforts to ensure quality education and healthcare for children are being made.

While Uzbekistan has made substantial progress in enhancing its human rights practices, challenges persist, and further improvements are needed. Continued commitment to human rights, bolstering of democratic institutions, and effective implementation of legal reforms are essential in advancing human rights in the Republic of Uzbekistan. These ongoing efforts reflect the country's commitment to building a society where human rights are respected and protected.

Analysis of Human Rights and Freedoms in Uzbekistan.

Analyzing the state of human rights and freedoms in Uzbekistan reveals a complex landscape that has seen noteworthy improvements in recent years. To assess the situation, it's essential to explore key aspects and challenges related to human rights and freedoms in the country:

1. Freedom of Expression: Uzbekistan has made substantial progress in enhancing freedom of expression. Independent media outlets are more prevalent, and self-censorship has decreased. The government has taken steps to release imprisoned journalists and decriminalized defamation, but challenges such as media ownership and limitations on online content still exist.

2. Political Landscape: The political landscape in Uzbekistan has been evolving. The emergence of new political parties and increased participation of civil society organizations are positive developments. However, the dominance of the ruling party remains, and there is room for further diversification of the political sphere.

3. Judicial Reforms: Uzbekistan has undertaken judicial reforms to ensure a fair and impartial judiciary. These efforts include legal reforms to align the country's laws with international human rights standards. Despite these efforts, concerns related to the independence of the judiciary persist.

4. Economic and Social Rights: The government has committed to socio-economic development to address economic disparities and social welfare issues. Notable progress has been made in healthcare and education. However, challenges related to poverty reduction and labor rights remain.

5. Freedom of Religion: Uzbekistan has taken steps to promote freedom of religion and belief. The government has relaxed religious restrictions, allowing various religious groups to practice more freely. Initiatives for interfaith dialogue and understanding aim to foster tolerance and harmony.

6. Gender Equality: Gender equality is a focus in Uzbekistan. Measures have been taken to protect women's rights, and female participation in various spheres is on the

rise. Initiatives against domestic violence and gender-based discrimination are noteworthy.

7. Child Rights: The country is making efforts to protect child rights. Uzbekistan has aligned its policies with international standards for child welfare and protection. Ensuring quality education and healthcare for children is a priority.

8. Challenges: Uzbekistan still faces human rights challenges, including ensuring full independence of the judiciary, addressing corruption, and addressing labor rights issues. Freedom of assembly and association require further improvement, and civil society's role in policymaking needs strengthening.

An in-depth analysis of human rights and freedoms in Uzbekistan demonstrates a country in transition, making considerable strides to align its practices with international human rights standards. While progress is evident, challenges persist, and continuous efforts are needed to ensure the full realization of human rights and freedoms for all Uzbek citizens.

The Role of Uzbekistan's Government in Safeguarding Rights.

Uzbekistan's government plays a pivotal role in safeguarding the rights and freedoms of its citizens. The nation's commitment to upholding human rights has been reflected in various policy changes and initiatives over the years. Here's an overview of the government's role in ensuring rights and freedoms in Uzbekistan:

1. Legal Reforms: The Uzbek government has undertaken significant legal reforms to align the country's laws with international human rights standards. These reforms encompass a wide range of areas, including freedom of speech, religion, and assembly, as well as political participation. Amendments and new legislation have been enacted to protect citizens' rights more effectively.

2. Accession to International Agreements: Uzbekistan has become a party to numerous international agreements and conventions related to human rights. By joining these treaties, the government has committed itself to adhere to international norms and standards, further reinforcing its dedication to human rights protection.

3. Civil Society Engagement: The government recognizes the crucial role of civil society in promoting and protecting human rights. In recent years, there has been an increased dialogue between government agencies and civil society organizations. This collaboration has fostered more open discussions on human rights issues and led to policy changes.

4. Media Freedom: Improvements in media freedom have been notable. The government has actively worked to reduce censorship and create an environment where

independent journalism can thrive. Reforms have been implemented to increase the autonomy of media outlets and ensure the freedom of expression.

5. Political Engagement: Uzbekistan's government has taken steps to diversify the political landscape. New political parties and civil society organizations have emerged, promoting more political participation and inclusivity. Efforts to hold free and fair elections have been ongoing, enhancing the democratic process.

6. Religious Freedom: Uzbekistan has implemented measures to support religious freedom. Laws and regulations have been relaxed to allow for more diverse religious practices. This approach has facilitated interfaith dialogue and improved religious tolerance in the country.

7. Socio-Economic Development: The government recognizes that socio-economic rights are essential components of human rights. Policies to address poverty, improve healthcare, and enhance education have been at the forefront of Uzbekistan's development strategy, ensuring that citizens can enjoy a better quality of life.

8. Gender Equality: Gender equality has been actively promoted by the government. Policies and initiatives have aimed at empowering women and reducing gender-based discrimination. Legislation has been enacted to counter domestic violence and protect women's rights.

9. Child Welfare: Uzbekistan has implemented comprehensive measures to ensure the welfare of children. The government's focus on quality education, healthcare, and protection for children aligns with international standards.

10. Challenges and Further Progress: Despite these positive developments, challenges remain. The government must continue to work on ensuring the full independence of the judiciary, addressing corruption, and enhancing labor rights, among other issues. Promoting freedom of assembly and association is an area that requires further improvement.

Uzbekistan's government has shown a commitment to advancing the rights and freedoms of its citizens. While challenges persist, the country is on a path of progressive transformation, guided by its dedication to human rights and adherence to international standards. The government's role in safeguarding these rights remains critical in achieving lasting change and improvements for the people of Uzbekistan.

Republic of Uzbekistan: A Spotlight on Citizen Rights and Freedoms.

Uzbekistan, a Central Asian nation with a rich historical and cultural heritage, has undergone significant transformations in recent years, particularly in the realm of citizen rights and freedoms. This spotlight sheds light on the state of these rights in Uzbekistan and the ongoing efforts to safeguard and expand them.

Historical Perspective:

Uzbekistan's journey to protect and promote citizen rights and freedoms is rooted in its history. The country gained independence in 1991 and embarked on a path of self-determination and nation-building. A part of this process involved developing a legal framework to ensure the rights of its citizens.

Legal Framework:

The legal framework governing citizen rights and freedoms in Uzbekistan is anchored in its Constitution, which was adopted in 1992. The Constitution explicitly guarantees a range of fundamental rights, including the right to life, liberty, and security, as well as the right to equality, freedom of thought, conscience, and religion. It also emphasizes the importance of human rights, which are recognized and protected by the state.

Progress in Recent Years:

In recent years, Uzbekistan has made notable strides in enhancing its human rights record. Several key developments are worth highlighting:

1. **Judicial Reforms:** Uzbekistan has undertaken significant judicial reforms aimed at enhancing the independence and effectiveness of the judiciary. These reforms have sought to address longstanding issues related to the rule of law and access to justice.

2. **Media Freedom:** Efforts to promote media freedom have led to a more open and diverse media landscape. Citizens have experienced increased access to information, and journalists have seen fewer constraints on their work.

3. **Civil Society Engagement:** The government has sought to foster a more vibrant civil society. Registration requirements for non-governmental organizations have been simplified, enabling a more active role for civil society in addressing various issues, including human rights.

4. **Gender Equality:** Uzbekistan has placed a strong emphasis on gender equality, enacting legislation to combat gender-based discrimination. This has resulted in measures to increase women's representation in various sectors and combat domestic violence.

5. **Labor Rights:** The protection of labor rights has been a focal point. Efforts have been made to improve labor conditions and strengthen the social protection of workers.

Challenges and Ongoing Efforts:

Despite the progress, Uzbekistan faces challenges in its journey to protect and promote citizen rights and freedoms. Some of these include ensuring the full implementation of legal reforms, further strengthening the independence of institutions, and addressing issues related to freedom of assembly and association.

The government's ongoing efforts include:

1. **Legal Reforms:** The government is committed to aligning its legal framework with international human rights standards.

2. **Political Inclusivity:** Measures are being taken to ensure more inclusive and fair political processes, including electoral reforms.

3. **Transparency and Accountability:** Uzbekistan is actively working on improving transparency and accountability mechanisms, particularly in the realm of anti-corruption.

4. **Socio-Economic Advancements:** The government seeks to continue enhancing living standards and providing equal access to healthcare, education, and social protection.

5. **Dialogue with Civil Society:** Engaging in meaningful dialogue with civil society and international organizations to further enhance human rights is a priority.

Uzbekistan's journey to safeguard and expand citizen rights and freedoms is a dynamic process characterized by significant progress and ongoing challenges. As the country continues to make strides in protecting the rights of its citizens, the world watches with interest, eager to see how this Central Asian nation further evolves in its human rights journey.

Assessing the Effectiveness of Rights Guarantees in Uzbekistan.

The effectiveness of rights guarantees in Uzbekistan is a matter of significant importance, as it reflects the extent to which the nation's legal and policy framework ensures the protection of its citizens' fundamental rights and freedoms. To evaluate the effectiveness of these guarantees, one must consider multiple dimensions:

1. **Legal Framework and Compliance:** Uzbekistan has made substantial efforts to align its legal framework with international human rights standards. To assess effectiveness, the first step is to examine the degree to which the domestic legal system complies with international human rights instruments and conventions ratified by the country. This includes analyzing relevant laws and regulations to ensure they meet the required standards.

2. **Rule of Law:** The rule of law is a cornerstone of any rights guarantee system. Assessments should focus on the strength and independence of the judiciary, the consistency of legal decisions, and the extent to which the rule of law prevails in practice. The impartiality of the judicial system plays a significant role in ensuring the effectiveness of rights protection.

3. **Access to Justice:** A crucial aspect of rights guarantees is the ability of individuals to access the justice system. Evaluations should consider whether legal remedies are accessible to all citizens and whether they can effectively address rights

violations. This involves examining the availability of legal aid, court procedures, and enforcement of judgments.

4. Freedom of Expression and Media: The effectiveness of rights guarantees related to freedom of expression can be measured through the examination of media freedom. Assess whether citizens and journalists have the freedom to express their opinions without fear of censorship, harassment, or violence. The plurality of media outlets and their independence can indicate the level of effectiveness.

5. Political Participation: Effective rights guarantees also involve ensuring that citizens can actively participate in the political processes of the country. Evaluate the inclusivity of political processes, the conduct of free and fair elections, and the participation of citizens in public affairs. Ensure that political rights, such as the right to vote and be elected, are protected and accessible to all.

6. Civil Society Engagement: Rights protection is often strengthened through the active involvement of civil society organizations. Assess the extent to which these organizations can operate freely, engage in advocacy, and influence policy decisions. An active and vibrant civil society can be a barometer of the effectiveness of rights guarantees.

7. Gender Equality and Minority Rights: Gender equality and the protection of minority rights are essential components of rights guarantees. Assess whether there is legislation and policy in place to combat gender-based discrimination and whether the rights of minorities are respected and protected.

8. Socio-Economic Rights: Assess the effectiveness of guarantees related to socio-economic rights, including access to healthcare, education, and social protection. Measure the government's progress in improving the living conditions and welfare of the population.

9. Transparency and Accountability: Evaluate the transparency and accountability mechanisms in place to ensure that the government is held responsible for its actions. This includes assessing the effectiveness of anti-corruption measures and mechanisms for citizens to hold public officials accountable.

10. Challenges and Ongoing Efforts: Identify and acknowledge the existing challenges in rights guarantees. This might include areas such as freedom of assembly and association, labor rights, and ensuring the independence of the judiciary. Assess the government's ongoing efforts to address these challenges and make improvements.

Effective rights guarantees require constant vigilance, regular assessments, and continuous improvements. In Uzbekistan, the effectiveness of these guarantees is a work in progress, and ongoing evaluations are crucial to ensure the protection and advancement of human rights and freedoms for all citizens.

Conclusion:

Uzbekistan's commitment to the protection and expansion of citizen rights and freedoms is a testament to its ongoing journey of transformation. Over the years, the country has taken significant steps to align its legal framework with international human rights standards, promote media freedom, enhance judicial independence, and foster a more inclusive civil society. These efforts reflect the nation's dedication to creating a more open, just, and equitable society.

However, Uzbekistan recognizes that its journey is far from complete, and there are challenges that must be addressed. These include ensuring the full implementation of legal reforms, further strengthening the independence of institutions, and continuing to improve issues related to freedom of assembly and association. The commitment to political inclusivity, transparency, and socio-economic advancements is unwavering.

As Uzbekistan continues to build upon its achievements and confront its challenges, the world watches with interest and optimism. The nation's evolving commitment to citizen rights and freedoms reflects not only a desire for domestic progress but also a dedication to aligning with global human rights standards. This journey is an encouraging example of how a nation can transform itself while remaining true to its cultural heritage.

The Republic of Uzbekistan's efforts in safeguarding and expanding citizen rights and freedoms serve as a source of inspiration for nations worldwide. It is a reminder that the pursuit of a more just and inclusive society is an ongoing process, and that every step taken toward this goal is a step toward a brighter future. Uzbekistan's commitment to human rights is not just a reflection of its past achievements but a promise for a more prosperous and equitable future.

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PSYCHOLOGY OF MEDICAL MANAGERS

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Annotation: *The role of medical managers within healthcare institutions is vital, often serving as the bridge between healthcare providers and efficient, patient-centered care. This article delves into the multifaceted world of medical management, with a particular focus on the psychology behind the decisions, leadership, and challenges faced by these professionals.*

Keywords: *Healthcare leadership, medical management, healthcare administration, psychological aspects, decision-making, healthcare policy, resource management, patient-centered care, team dynamics, leadership skills, healthcare decision-makers, healthcare teams, healthcare professionals.*

Introduction:

In the rapidly evolving landscape of healthcare, effective leadership and management within medical institutions play a pivotal role in providing quality patient care, maintaining operational efficiency, and addressing complex healthcare challenges. The psychology of medical managers, encompassing their decision-making processes, leadership styles, and interpersonal skills, forms the cornerstone of successful healthcare administration.

This article delves into the intricate world of medical management, shedding light on the psychological aspects that guide decision-making and influence the dynamics of healthcare teams. It explores the multifaceted responsibilities of medical managers, from resource allocation to policy development, all while emphasizing the critical role they play in driving healthcare organizations toward excellence.

As we navigate the complexities of healthcare administration, a deeper understanding of the psychological dimensions behind the decisions and actions of medical managers becomes increasingly crucial. Join us on this journey to uncover the psychology that shapes the leadership within our healthcare systems.

The Role of Psychology in Medical Management:

In the intricate world of medical management, psychology plays a crucial role in shaping the decisions, behaviors, and overall effectiveness of healthcare administrators and managers. Understanding the psychological aspects of medical management is essential for achieving successful outcomes and ensuring the well-being of both healthcare professionals and patients.

1. Leadership Styles and Motivation:

Psychology is at the core of leadership in healthcare. Effective medical managers must possess leadership styles that inspire and motivate their teams. Transformational leadership, which focuses on creating a shared vision and empowering staff, is often a preferred approach in medical management. Understanding human motivation and behavior is key to building a motivated and engaged workforce.

2. Stress Management:

The healthcare environment can be incredibly stressful, with life-and-death decisions, high patient volumes, and long hours. Medical managers need to apply psychological principles to manage their own stress and help their teams cope with the demands of the profession. Stress management techniques, emotional intelligence, and resilience-building strategies are all rooted in psychology.

3. Conflict Resolution and Communication:

Effective communication is a cornerstone of medical management. Medical managers need to be skilled in conflict resolution, active listening, and delivering difficult news. These skills are deeply rooted in psychology, as they require an understanding of human emotions, reactions, and the nuances of effective communication.

4. Decision-Making and Ethical Dilemmas:

Healthcare managers often face complex ethical dilemmas and high-stakes decision-making. The field of medical ethics draws extensively from psychological principles to guide choices that are in the best interests of patients and the broader community.

5. Team Building and Collaboration:

Successful healthcare organizations rely on multidisciplinary teams. Medical managers need to understand group dynamics, teamwork, and how to build a

collaborative environment that enhances patient care. This involves a deep understanding of social psychology and how teams function.

6. Patient-Centered Care:

Patient-centered care is an essential focus in modern healthcare. Understanding the psychology of patients, their needs, fears, and expectations, allows medical managers to create environments that prioritize patient well-being and satisfaction.

7. Quality Improvement:

The psychology of change management is vital when it comes to implementing quality improvement initiatives. Knowing how to engage staff, address resistance to change, and create a culture of continuous improvement is based on psychological principles.

By delving into the role of psychology in medical management, we gain insights into the motivations, behaviors, and decisions of healthcare leaders. This understanding is not only instrumental in the personal and professional development of medical managers but also in the overall quality of care delivered in healthcare institutions.

Influence of Psychology on Managerial Decisions in Healthcare:

In the ever-evolving and high-stress healthcare industry, the influence of psychology on managerial decisions is undeniable. Healthcare managers are constantly faced with complex decisions that impact the well-being of both patients and staff. Understanding the psychological factors that underlie these decisions is essential for effective medical management. Here, we delve into the ways psychology shapes and guides managerial decisions in healthcare.

1. Clinical Decision-Making:

Healthcare managers often find themselves in situations where clinical decisions must be made. These decisions may include resource allocation, treatment protocols, and emergency responses. A solid grasp of clinical psychology, understanding the cognitive and emotional aspects of healthcare providers, is crucial in making informed and effective clinical decisions.

2. Resource Allocation:

Allocating resources in healthcare organizations is a common managerial task. Psychology plays a role in these decisions, as managers must assess the needs, priorities, and preferences of various departments and staff members. The psychological principle of distributive justice helps ensure fairness in resource distribution.

3. Healthcare Policy and Compliance:

Managers need to navigate a complex landscape of healthcare policies, regulations, and compliance issues. This often involves understanding the psychology of compliance and non-compliance among both staff and patients. It requires the ability to communicate effectively, address resistance, and motivate individuals to adhere to healthcare policies.

4. Conflict Resolution:

Conflict is inherent in any workplace, and healthcare is no exception. Managing conflicts effectively requires a deep understanding of interpersonal and organizational psychology. Healthcare managers must be adept at identifying the root causes of conflicts, mediating disputes, and fostering a harmonious work environment.

5. Patient Satisfaction and Experience:

The psychology of patient satisfaction is a critical consideration for healthcare managers. They must make decisions that enhance the patient experience, often by considering psychological factors such as communication, empathy, and the emotional well-being of patients. Managerial decisions impact not only clinical outcomes but also how patients perceive the quality of care.

6. Employee Engagement and Retention:

Healthcare managers must make decisions that promote employee engagement and retention. By understanding the principles of organizational psychology, they can create a positive workplace culture, offer professional development opportunities, and address factors that contribute to employee satisfaction.

7. Innovation and Change Management:

Healthcare organizations must adapt to new technologies and evolving healthcare practices. Implementing innovations and managing change require an understanding of the psychology of change management. Managers need to identify and address resistance to new practices and inspire a culture of continuous improvement.

8. Ethical Decision-Making:

Healthcare managers often face ethical dilemmas. The field of medical ethics is deeply rooted in psychology, guiding managers in making ethically sound decisions that prioritize patient well-being and uphold moral principles.

Psychology plays a multifaceted role in healthcare management, influencing a broad spectrum of managerial decisions. From clinical choices to patient-centered care, resource allocation to conflict resolution, a nuanced understanding of human behavior and cognitive processes is essential. By acknowledging and applying psychological principles, healthcare managers can make more informed, compassionate, and effective decisions that ultimately benefit the entire healthcare ecosystem.

Applying Psychological Concepts in Medical Management:

Psychological concepts are invaluable in the field of medical management, where the well-being of both patients and healthcare providers is at the forefront. The application of psychological principles can significantly enhance the quality of care and the effectiveness of medical management. Here, we explore how psychological concepts are integrated into various aspects of medical management.

1. Patient-Centered Care:

Patient-centered care is a fundamental concept that emphasizes the importance of considering patients' values, preferences, and experiences in medical decision-making. Medical managers play a crucial role in fostering a patient-centered approach by creating a healthcare environment that values open communication, shared decision-making, and empathy. Psychological concepts such as active listening, patient empowerment, and understanding the patient's perspective are central to this approach.

2. Effective Communication:

Communication is a cornerstone of medical management, with healthcare providers, patients, and administrators engaging in constant interactions. Effective communication, guided by psychological concepts, ensures that information is conveyed accurately, patients' concerns are addressed, and misunderstandings are minimized. Concepts like non-verbal communication, active listening, and conflict resolution are essential for successful communication in healthcare settings.

3. Stress Management:

Healthcare providers often face high levels of stress due to the nature of their work. Medical managers can apply psychological principles to implement stress management strategies, create supportive work environments, and provide resources for healthcare staff to cope with stress. Techniques such as mindfulness, relaxation, and stress reduction programs can be integrated into medical management to enhance the well-being of healthcare professionals.

4. Team Dynamics:

Effective teamwork is essential in healthcare settings, as it influences patient outcomes and organizational success. Medical managers apply concepts from social psychology and group dynamics to foster collaboration, resolve conflicts, and improve team cohesion. Understanding factors like groupthink, team roles, and the impact of leadership styles is crucial for optimizing team dynamics.

5. Patient Education and Compliance:

Psychological concepts are instrumental in patient education and adherence to treatment plans. Medical managers can design patient education materials that consider cognitive and emotional factors, ensuring that patients are well-informed and

motivated to follow recommended treatments. Concepts like health literacy, behavior change models, and motivational interviewing can be used to enhance patient compliance.

6. Ethical Decision-Making:

Medical managers often encounter ethical dilemmas that require careful consideration. Concepts from medical ethics, such as autonomy, beneficence, and non-maleficence, guide medical managers in making ethically sound decisions. These principles help ensure that patient rights and ethical standards are upheld.

7. Change Management:

Healthcare organizations frequently undergo changes, whether in response to new technologies, regulations, or evolving practices. Medical managers apply psychological concepts related to change management to facilitate smooth transitions. Understanding the stages of change, addressing resistance, and providing support during periods of change are crucial for effective medical management.

8. Emotional Intelligence:

Emotional intelligence, a concept rooted in psychology, is a valuable trait for medical managers. It involves the ability to recognize and manage emotions, both in oneself and in others. Medical managers with high emotional intelligence can foster a supportive and empathetic work environment, leading to improved staff well-being and patient care.

The application of psychological concepts in medical management is multifaceted, encompassing various aspects of patient care, communication, staff well-being, ethics, and organizational dynamics. By integrating these concepts into their managerial practices, medical managers can create healthcare environments that prioritize the psychological well-being of both patients and healthcare providers, ultimately improving the quality of care and organizational outcomes.

Impact of Psychological Health on Medical Management:

Psychological health plays a pivotal role in the effectiveness of medical management. The mental well-being of healthcare providers, administrators, and patients can significantly influence the quality of healthcare services and organizational success. Here, we explore the impact of psychological health on various aspects of medical management.

1. Provider Well-Being: Healthcare providers are at the frontline of patient care, and their psychological health directly affects the quality of service they provide. Medical managers must prioritize the psychological well-being of their staff to prevent burnout, enhance job satisfaction, and reduce turnover. Providers facing stress, anxiety,

or depression may be less effective in their roles, affecting patient care. Implementing strategies to support healthcare professionals' mental health, such as stress management programs, access to counseling services, and a healthy work-life balance, is essential for effective medical management.

2. Patient Outcomes: The psychological health of patients can impact their medical management and treatment outcomes. Patients experiencing anxiety, depression, or other mental health issues may struggle with adherence to treatment plans, affecting their recovery. Medical managers should integrate psychological support into patient care, ensuring that patients' emotional and mental needs are addressed alongside their physical health. This holistic approach can lead to improved patient outcomes.

3. Communication and Patient Satisfaction: Effective communication is a critical component of medical management, and the psychological health of healthcare providers can significantly influence these interactions. Providers experiencing stress or emotional strain may struggle with patient communication, affecting patient satisfaction. Psychological well-being programs and training for healthcare professionals can enhance their communication skills and, in turn, improve patient satisfaction.

4. Conflict Resolution: Conflicts are inevitable in healthcare settings, and medical managers must be adept at resolving them effectively. Conflict resolution requires psychological skills, such as empathy, active listening, and negotiation. Managers with a good understanding of psychological principles can facilitate smoother conflict resolution processes, leading to improved team dynamics and patient care.

5. Ethical Decision-Making: The psychological well-being of medical managers and staff can affect their ability to make ethical decisions. Stress, burnout, and moral distress may cloud judgment and impact the decision-making process. Ensuring that healthcare professionals are psychologically supported and well-prepared to handle ethical dilemmas is vital to maintain high ethical standards in medical management.

6. Team Cohesion: Teamwork is essential in healthcare organizations, and the psychological health of team members is integral to team cohesion. Medical managers who prioritize psychological well-being can build strong, collaborative teams that work cohesively to provide excellent patient care. Team-building activities, communication training, and conflict resolution strategies can contribute to a positive team atmosphere.

7. Organizational Culture: The psychological health of both healthcare providers and administrators shapes the organizational culture. Medical managers who foster a culture of psychological well-being, inclusivity, and support create an environment where employees are more likely to thrive. A positive organizational culture has a

direct impact on the quality of medical management, patient care, and overall organizational success.

8. Patient Compliance and Education: Patients' psychological well-being can affect their willingness to adhere to treatment plans. Medical managers must recognize the importance of addressing patients' emotional and mental health needs. Tailored patient education and support programs that consider psychological factors can improve patient compliance and engagement.

9. Change Management:

Psychological health is crucial during times of change, as healthcare organizations frequently adapt to new technologies, policies, or practices. Medical managers with a good understanding of the psychology of change can guide their teams through transitions effectively, minimize resistance, and ensure that patient care remains consistent.

10. Patient Safety:

Psychological health influences patient safety. Providers who are mentally and emotionally well are more likely to provide safe and error-free care. Medical managers can create a culture of psychological safety, encouraging providers to report errors and near-misses without fear of retribution. This culture promotes continuous improvement and enhances patient safety.

In summary, the psychological health of healthcare providers, administrators, and patients is intertwined with effective medical management. Prioritizing psychological well-being at all levels of healthcare organizations enhances patient care, team dynamics, and overall organizational success. Medical managers who recognize this connection and implement strategies to support psychological health contribute to a healthier, more effective healthcare system.

The Psychological Challenges Faced by Medical Managers:

Medical managers, tasked with overseeing healthcare facilities and teams, encounter numerous psychological challenges in their roles. These challenges can impact their well-being and the overall effectiveness of healthcare administration. Understanding these psychological obstacles is crucial for addressing and mitigating them effectively. Here, we delve into the psychological challenges faced by medical managers:

1. High Stress Levels: The healthcare industry is notorious for its high-stress environment. Medical managers often deal with life-and-death situations, tight budgets, complex regulations, and demanding workloads. Managing these stressors can lead to burnout, emotional exhaustion, and decreased job satisfaction.

2. **Balancing Clinical and Administrative Duties:** Many medical managers transition from clinical roles into administrative positions. Balancing their clinical expertise with the responsibilities of healthcare management can be challenging. They may miss direct patient care and grapple with feelings of inadequacy or guilt.

3. **Decision-Making Pressure:** Medical managers make critical decisions daily, from resource allocation to patient care protocols. These decisions can have far-reaching consequences. The pressure to make the right choices can be overwhelming, leading to decision fatigue and anxiety.

4. **Interpersonal Conflicts:** Healthcare facilities involve diverse teams, often with strong personalities and differing opinions. Medical managers must navigate conflicts among staff members while maintaining a harmonious work environment. Conflict resolution skills are crucial but can be emotionally taxing.

5. **Dealing with Regulatory and Compliance Issues:** Staying updated with ever-evolving healthcare regulations and ensuring compliance is a continuous challenge. Non-compliance can result in serious consequences, including legal repercussions, fines, and reputational damage.

6. **Resource Constraints:** Healthcare facilities often face resource limitations, including financial constraints and staff shortages. Medical managers must find ways to provide quality care under these limitations, which can be emotionally draining and lead to moral distress.

7. **Patient Complaints and Litigation:** Handling patient complaints and potential litigation can be emotionally taxing. Even when medical managers and their teams provide high-quality care, complaints or legal issues can arise. This adds a layer of stress to their roles.

8. **Change Management:** Healthcare is an ever-evolving field. Medical managers must adapt to new technologies, practices, and regulations. Managing change can be challenging, and resistance from staff members may create frustration and anxiety.

9. **Staff Retention and Recruitment:** Recruiting and retaining qualified healthcare professionals is a constant struggle. The stress of managing a rotating team, addressing staff turnover, and ensuring adequate staffing levels can weigh heavily on medical managers.

10. **Patient Outcomes:** Medical managers often feel responsible for patient outcomes within their facilities. Poor patient outcomes, despite their best efforts, can lead to feelings of guilt and frustration.

11. **Communication Challenges:** Effective communication is critical in healthcare, both within the organization and with patients. Medical managers may struggle with communication barriers, misinterpretations, or misunderstandings, which can affect patient care and teamwork.

12. Moral and Ethical Dilemmas: Medical managers may encounter moral and ethical dilemmas, such as decisions about treatment allocation or end-of-life care. These dilemmas can be emotionally distressing.

To address these psychological challenges, medical managers need support systems and coping strategies. These may include peer support networks, professional coaching, stress management programs, and training in leadership and conflict resolution. Acknowledging

Conclusion:

the role of psychology in medical management is undeniable. Medical managers are at the forefront of healthcare facilities, facing multifaceted challenges that require a deep understanding of human behavior, decision-making, and effective communication. They are tasked with managing both the clinical and administrative aspects of healthcare, making critical decisions, and dealing with high-stress environments.

The psychological challenges they encounter, from high stress levels to interpersonal conflicts, decision-making pressure, and ethical dilemmas, can take a toll on their well-being. However, addressing these challenges is essential for ensuring the success of healthcare facilities and the quality of patient care.

Medical managers must have access to support systems, training, and coping strategies to navigate these psychological obstacles effectively. It is vital to recognize the importance of their roles, promote their well-being, and provide them with the tools needed to thrive in the complex world of healthcare administration.

By understanding and addressing the psychological challenges faced by medical managers, we can contribute to a more resilient and efficient healthcare system, ultimately benefiting both healthcare professionals and the patients they serve.

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MODERN METHODS AND APPROACHES OF TEACHING ENGLISH

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***Annotation:** This article tells us about need of learning English language. For This aim is necessary to use different methods and approaches to teaching of English language. Main methods of teaching English are considered.*

***Key words:** method, approach, content, communication, motivation, language.*

СОВРЕМЕННЫЕ МЕТОДЫ И ПОДХОДЫ К ПРЕПОДАВАНИЮ АНГЛИЙСКОГО ЯЗЫКА

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***Аннотация:** В статье говорится о необходимости изучения английского языка. Для этого нужно использовать разнообразные методики и подходы к преподаванию английского языка. Рассматриваются основные методики преподавания английского.*

***Ключевые слова:** метод, подход, содержание, коммуникация, мотивация, язык.*

With the formation of new means of communication, "the world, as the English say, is getting smaller," which means there is a need to learn languages, helping us find a common language with foreigners when traveling, get a new position, find friends from all over the world, or even arrange a personal life. No wonder more and more people want to know him. The more people want to study it, the more techniques appear. What is the methodology and why it is so important to choose the right one.

In other words, the methodology includes the principles and means of teaching, methods of learning a foreign language. But as already noted, with the emergence of a huge number of people willing to learn a foreign language, the number of methods has

also increased. Before to immerse yourself in learning a language, you need to choose a suitable option for yourself. Let's consider the main known methods of teaching English. Task based learning. The approach of the late 80s, popularity wandered in the mid-2000s. The theory was outlined by Peter Shen, Rod Ellis, Jane Willis. Basic principles: TBL is a branch of the communicative method, where students perform thematic tasks; the use of materials and exercises that students perform in life; the main thing is to complete the task (rent a car, conduct an interview) using the language structures that are in the student's everyday life; the task includes: Task > Planning > Report (1996, Jane Willis). Students explain how they performed the task and what goals they achieved. For example, developing a presentation for the whole group is a difference from the traditional PPP (presentation, practice, production) method. CLIL (Content and Language Integrated Learning). It has been known since 1994, but it has gained popularity since the middle of 2000. The term was introduced by David Marsh. The main principles: the remaining subjects are studied with the help of the English language, i.e. we learn both the language and the content. We acquire knowledge and learn the language; the content must be understandable and accompanied by visual supports (pictures, graphs, diagrams); all types of speech activity are integrated, but the language does not adapt depending on the level. Problems: lack of material and qualified teachers. Dogme ELT. The approach began to gain popularity in 2001. The methodology was formulated by Scott Thornberry. Main methods: "freedom" from books and notes: important language structures are not prepared by the teacher in advance, but "pop up" in the educational process. At the same time, the lesson can be completely unpredictable for the teacher; the content is created by students (monologues, videos and audio recordings); what happens in the lesson, including materials, acquires an indirect relation to the life of students. Disadvantages: it requires flexibility from the teacher, the ability to quickly rebuild and a lot of experience. It is not suitable for preparation for specialized courses, for example, tests, and use for preparatory levels.

Flipped classroom. 2007, the founders are considered to be Jonathan Begman and Aaron Sens. Later, this trend began to be used in teaching English. The main principles: the task is given to students to work out before the lesson (for example, a video lecture on grammar), time is not spent on theory analysis during the lesson itself, all attention is paid to discussion and productive practice; students study at a pace suitable for them and come to the lesson prepared; thanks to the independent work of students, teachers cover more material. Disadvantages: Suitable for motivated students of above average level. It is a lecture-style training, while students receive information passively. They are not involved in the analysis of the topic, guided discovery is not used here.

Audiolingual Method. Often the audiolingual approach is also called the Army method. It is based on the postulate of behaviorism that it is possible and necessary to study and assimilate a variety of things with the help of continuous repetition. The method involves oral presentation of the material and repeated repetition of different lexical and grammatical structures under the guidance of a teacher.

Direct Method. The method appeared in the 1900s in Germany and France for training military communication in a foreign language. It is also also called Natural Method (Natural method). It is similar to the audio-lingual approach, involves repeated repetition and development of various structures.

The main difference in language learning is inductive, that is, the teacher does not explain the rule to the students, but on the contrary, helps them to understand and deduce it on the basis of language material. It is also worth noting that both in the audio-lingual and in the direct method, the teacher uses exclusively the language being studied; the native language is not allowed.

Suggestopedia (Suggestopedia). Despite the fact that this method is often regarded as pseudoscientific, for some time it was very widely known. This method is based on the student's confidence that the principle will work; light trance technologies are used. Great attention is focused on ensuring that the student does not experience the slightest stress during the lesson. The use of music is also widely used in the method.

Total Physical Response. The approach is based on the principle of "practice by studying". It works great with younger students, schoolchildren. In the lessons, the execution of commands and instructions is practiced. Thus, the student remembers the simplest replicas, which eventually become quite difficult.

The Silent Way (Silent approach). In this approach, the emphasis is on the independence of students: the teacher, as the name of the method implies, does not actually speak (for example, does not give detailed and lengthy explanations of grammar). He plays the role of an assistant who guides the students. Phonetics is of great importance – it takes a lot of time at each lesson. The studied vocabulary and grammar are also systematically repeated. Often, students do not even write formal tests on the studied material; instead, the teacher evaluates their progress from lesson to lesson. **The Lexical Approach.** The main goal is to master the vocabulary. Initially, a list of very frequently used words and lexical constructions is determined, and the study takes place little by little, from simple to complex. Much less attention is paid to grammar than in other methods.

This article describes only some common methods and approaches in modern methods of teaching English. They will not always suit you: you can periodically use some elements in the classroom, for example, conduct two classes a month using the

method Dogme Elt, CLIL or Flipped classroom. The use of intensive methods of teaching foreign languages is quite an interesting and effective education option. Each approach has both advantages and disadvantages. The main goal of a foreign language teacher is to be able to find an appropriate method for his contingent of students. To choose an acceptable method, the teacher needs to take into account the following: the student must feel comfortable and free, be motivated to learn and use a foreign language; take initiative, be an active participant in the educational process; understand that learning a foreign language depends more on himself, on his interest; the teacher needs to stimulate speech, cognitive and creative abilities of the student; there should be various forms of activity in the classroom (individual, group), stimulating the activity, independence and creativity of students.

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THE METHODOLOGY OF USING SONGS IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE IN HIGHER MILITARY EDUCATIONAL INSTITUTIONS

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ABSTRACT

To date, one of the most relevant areas of recent methodological research is the search for ways to teach effective speech communication. The relevance of raising this issue becomes obvious especially in our time, when the Russian language is the key to the success of business professional cooperation. This article substantiates the expediency of using songs at the initial stage of teaching Russian as a foreign language, describes the types of tasks, as well as the mechanisms of influence of music, songs on the motivation of listeners and cadets of higher military educational institutions.

Keywords: *methods of teaching the Russian as a foreign language, communicative method, the initial stage of teaching the Russian as a foreign language, artificial language environment, song in Russian lessons, language barrier, listening, higher military educational institutions.*

On October 14, 2022, at a meeting of the Council of CIS Heads of State in Astana, the leaders of the Commonwealth countries declared 2023 the year of the Russian language as an international communication in the CIS countries. The Russian language is an instrument for the development of cultural, social and economic ties in the CIS. Tatiana Shlychkova at the IIMC-2023 noted that "the Russian language is a tool that allows you to maintain an international dialogue. The CIS space is the most important platform for the development of such communication along with the countries of Africa, Latin America, etc." Russian as a foreign language in our case acts as a tool for the formation of professional competence of a serviceman. Consequently, successful mastery of it is an important condition for the formation of this competence, and as a result - the demand and competitiveness of graduates in the labor market.

At each meeting, in each of his addresses, our President Shavkat Mirziyoyev emphasizes the importance of learning foreign languages, as foreign languages help to learn the culture of another people, help to establish cooperation with the armies of

foreign countries. We believe that today every serviceman should be fluent in Russian, as we cooperate with such Russian-speaking countries of the world as the Russian Federation, Belarus, the Republic of Kazakhstan and others. Professional training of specialists of a military university that meets the requirements of state educational standards involves knowledge of special terminology, possession of skills and abilities to present educational material in various genres of scientific style, methods of processing and processing information, its use for educational and professional purposes.

The University of Public Safety trains cadets, students, as well as students of the correspondence department. The students of the correspondence department are employees of various structures of the Armed Forces of the Republic of Uzbekistan. And the first question that all teachers of our university face is “How can you quickly and easily learn Russian?”, since in their official activities they often encounter people who do not speak Uzbek. For example, employees working at international airports, entering into a dialogue with citizens of the Russian Federation, must explain “what is where” or “where and how to get there”, in this regard, the topic of our research is quite relevant.

Also, from personal conversations with the students of the correspondence department, we learned that some of them find it difficult to speak Russian in the presence of Russian-speaking listeners and they prefer to remain silent in class for fear of making a mistake and causing classmates to laugh.

A well-known translator and psycholinguist D.N.Petrov claims that the cause of most problems with learning a foreign language are psychological blocks [Boychuk E.I., Nemova, N.I., 2018;245]. We believe that the first step is to remove these blocks. Since we have an adult audience and they are all from different structures of the Armed Forces of the Republic of Uzbekistan, we suggest using songs in Russian language classes to relieve psychological blocks and tension among listeners. The songs help to create an artificial language environment, immersion in Russian reality, show real socio-cultural stories and comment on them, expand the scope of the language environment through verbal and non-verbal means, thus introducing listeners not only to the educational, but also to real discourse [Galskova N.D., Gez N.I., 2006; 47].

K.A. Lukyanova notes that in Russian language classes, you can use songs that are not highly artistic at all. Especially the use of such songs is relevant for levels A1 and A2, when students are not yet ready to analyze “deep” and “complex songs” [Lukyanova K.A., 2019;236]. T.B.Vasilyeva in her work devoted to the problem of selecting authentic song material at the initial stage of teaching Russian as a foreign language, notes that access to speech is possible only if students have an interest, and

therefore identifies as the most important linguistic methodological principle of song selection “the principle of influencing the emotional and motivational sphere of the individual, taking into account age characteristics and interests” [Vasilyeva T.B., 2015;369].

According to V.Levy, music is one of the most effective ways to influence the feelings and emotions of the trainees, representing the strongest psychological motivator that penetrates into the hidden depths of consciousness. He also describes the fundamental functions that combine music and foreign languages:

- 1) physiological (promotes memorization);
- 2) psychological (promoting relaxation, unloading);
- 3) emotional (causing feelings);
- 4) socio-psychological (enhancing the dynamics in the group);
- 5) cognitive (contributing to the thought process);
- 6) the function of unconscious learning (complex language structures are learned on an unconscious level);
- 7) communicative (facilitating communication).

The very limited use of songs both quantitatively and qualitatively at the initial stage of teaching the Russian language in higher military educational institutions, as well as a relatively small number of scientific and methodological works on this topic, in our opinion, indicate that the use of songs in the beginning adult audience remains underestimated [Medina S. L., 2002]. Meanwhile, at the initial stage, when students are just forming an attitude to a new language for them and, in fact, to study it, working with songs with a powerful emotional and energy charge seems no less important and necessary than at other stages [Rodionova N.N., 2012;115]. Thus, the **aim of research** is to substantiate and prove the effectiveness of the use of songs at the initial stage of teaching Russian as a foreign language in higher military educational institutions.

A song is an effective method of influencing the feelings and emotions of cadets and listeners, and one of the ways to distract them a little with the routine of educational activities [Baranova N.A., 2016; 46].

I.Yu.Pashkeeva in her article “The use of songs in teaching a foreign language” says that “the practical use of songs in Russian language classes is not a new technique. But for most teachers, the presence of music in the classroom seems to be something frivolous, distracting from studying. However, this is not the case. Music, songs in the classroom can become good assistants, provided that the material is carefully selected correctly” [Pashkeeva I.Yu., 2014;362].

I.P.Gubina also highlights the following methodological advantages of songs in teaching Russian as a foreign language:

– a song is a means of stronger assimilation and expansion of vocabulary, as it includes new words and expressions. In the songs, the already familiar vocabulary is found in a new contextual environment, which helps to activate it. Proper names, geographical names, realities of the country of the language being studied, poetic words are often found in songs. This contributes to the development of students' horizons, sense of language, knowledge of its stylistic features;

– grammatical constructions are better assimilated and activated in songs;

– songs contribute to the improvement of foreign language pronunciation skills, the development of musical hearing. It has been established that musical hearing, auditory attention and auditory control are closely related to the development of the articulatory apparatus. Learning and performing short, simple melodic songs with frequent repetitions help to consolidate the correct articulation and pronunciation of sounds, the rules of phrasal stress, rhythm features, etc.;

– the songs contribute to the aesthetic education of students, team building, and a fuller disclosure of everyone's creative abilities.

– songs and other musical compositions stimulate monologue and dialogical utterances, serve as the basis for the development of speech-thinking activity of cadets, contribute to the development of both prepared and unprepared speech.

– the song is a reflection of the existing picture of the world of native speakers, it reflects fears, anxieties, problems, joys, values, reflections, opinions, therefore, through the study of songs, someone else's culture is more deeply comprehended;

– with the help of songs, students come to understand and realize that each culture has its own specific features, features, that representatives of different cultures can see the same things in completely different ways, in other words, students form intercultural competence;

– for fruitful work with the song, the teacher must follow the rules for selecting songs: the content corresponds to the age of the students, melody, clear voice of the performer, rhythm, the presence of a linguistic and cultural component;

– songs create motivation for students to learn the Russian language, a positive attitude, and also develop students spiritually, form a musical ear, aesthetically develop them.

When choosing songs, it is worth adhering to certain criteria for complex work on the use of songs in Russian language classes:

1) Clarity. The song should not create additional difficulties for the perception of the material. Depending on the level of proficiency in Russian, you need to choose the tempo of the song.

2) The correspondence of the language material to the language level of foreign speakers. You should not choose songs with a lot of unfamiliar vocabulary and complex grammatical constructions [Gridneva N.A., 2017; 210].

3) Relevance. The song is selected taking into account the age of the cadets and taking into account the topic being studied. The current generation is different from the previous ones, they prefer light musical genres [Akhmedova, L.T., Lagai, E.A., 2016; 230].

4) Cultural conformity. The song should not contain too much slang, which can be confusing at the middle stage; taboo words, devalued vocabulary and should not carry a call to violence [Bystra E.B., Vlasenko O.N., Dorokhova E.Yu., 2019; 54].

5) The theme of the songs should not touch on "hot topics" (politics, national and religious affiliation, etc.) [Bolotova, Yu.V., 2017; 7].

Methodical methods of working with a song in higher military educational institutions

Below we propose a system for working with specific songs (text, tasks). A video sequence is also attached to the songs during the lesson.

Methodological development № 1

(based on the song “Идет солдат по городу”, Russian vocal and instrumental ensemble “Flame”)

Level: B1

Lexical and grammatical material: Accusative case, present tense of the verb

Task № 1. Check out the table.

проводить <i>кого? куда?</i>	Ещ spend
идти <i>куда? с кем?</i>	to go
обижаться <i>на кого?</i>	to be offended
ждать <i>кого?</i>	to wait
попить <i>что?</i>	to drink
купить <i>что? кому?</i>	to buy
торопиться <i>куда?</i>	in a hurry
выйти <i>откуда?</i>	get out
жить <i>где? с кем?</i>	to live

Task № 2. Listen to the song 3 times and insert the missing words.

У солдата _____ пуговицы в ряд

Ярче солнечного _____ золотом горят
 Часовые на посту, в городе _____
 Проводи нас до ворот, товарищ _____,
 Товарищ _____
Идёт солдат по городу, по незнакомой _____
И от улыбок девичьих вся улица _____
Не обижайтесь девушки, но для _____ главное,
Чтобы его далёкая, любимая _____
 А солдат попьёт кваску, купит _____
 Никуда не торопясь, выйдет из _____
 Карусель его помчит, музыкой звеня
 И в запасе у него останется _____,
 Останется _____
Идёт солдат по городу, по незнакомой _____
И от улыбок девичьих вся улица _____
Не обижайтесь девушки, но для _____ главное,
Чтобы его далёкая, любимая _____
 Где любимая живёт, липы шелестят
 И садится в карусель не её _____
 Но другие ни к чему, все до одного
 Если только верно ждёшь _____ своего,
 _____ своего

Task № 3. Put the verbs in the past tense: **проводить, купить, жить, ждать, идти.**

Task № 4. Write out all the nouns and translate them into Uzbek.

Task № 5. Determine the case of nouns: **у солдата, до ворот, по улице, для солдата, из кино, на посту, по городу.**

Task № 6. Answer the questions:

1. Who has a day off?
2. Who accompanied the soldier to the gate?
3. What time of the year is described in the song?
4. What is important for a soldier?

Task № 7. Write down all pronouns and translate them into Uzbek.

Task № 8. Translate phrases into Uzbek and make sentences with them: **купит эскимо, попьёт кваску, садится в карусель.**

Task № 9. Write out new words and make sentences with them.

Methodological development № 2

(based on the song “Я – это ты”, Murat Nasyrov)

Level: B1

Lexical and grammatical material: Declension of personal pronouns

Task № 1. Check out the table.

говорить о чем? с кем?	to speak
твердить что? кому?	to repeat
понять что?	to understand
видеться с кем? когда? где?	to see
уйти куда? с кем?	to leave
наступить	to come

Task № 2. Listen to the song 3 times and insert the missing words.

Пусть говорят, мы редко видимся с _____
 В сердце всегда ты со мной, ты со _____
 Пусть говорят, что не _____ нам быть вдвоём
 Люди твердят об одном, об одном, но
Я – это Ты
Ты – это Я
И _____ не надо нам
Всё, что сейчас есть у _____
Я лишь тебе одной отдам
 Лето _____ и наступили холода
 Но всё равно _____ нужна ты одна
 Вряд ли поймёт тот, кто не любит и не _____
 А за окном снег идёт, _____ идёт, но
 Пусть говорят, мы редко видимся с _____
 В сердце всегда ты со мной, ты со _____
 Пусть говорят, что не _____ нам быть вдвоём
 Люди твердят об одном, об одном, но
Я – это Ты
Ты – это Я
И _____ не надо нам
Всё, что сейчас есть у _____
Я лишь тебе одной отдам
 Лето _____ и наступили холода
 Но всё равно _____ нужна ты одна

Вряд ли поймёт тот, кто не любит и не _____

А за окном снег идёт, _____ идёт, но

Task № 3. Determine the tense of the verb: *отдам, твердят, видимся, говорят, прошло, наступили, поймет, ждет, любит.*

Task № 4. Write down all pronouns and translate them into Uzbek.

Task № 5. Determine the case of pronouns and make sentences with them: *со мной, с тобой, нам, у меня, тебе, мне, я, ты.*

Task № 6. Write down all the adverbs and translate them into Uzbek.

Task № 7. Write out new words and make sentences with them.

Task № 8. Sing this song.

Methodological development № 3

(based on the song «Кап-кап-кап (Маруся)», Boris Kuznetsov and Lev Polosin)

Level: A2

Lexical and grammatical material: The present tense of the verb. Adjective name

Task № 1. Check out the table.

прощаться	to say goodbye
молчать	to be silent
плакать	to cry
капать	to drip
петь	to sing
вернуться	to return
счастье	happiness
сосна	Pine tree
грусть	Sadness
душа	of the Soul
кап-кап	Drip-drip

Task № 2. Listen to the song 3 times and insert the missing words.

Зелёною _____ под старую _____

С _____ Ванюша прощается.

Кольчугой он звенит и нежно говорит

Не плачь, не плачь,

Маруся-красавица.

Маруся молчит и слёзы льёт,
 От _____ болит душа её.
 Кап-кап-кап из ясных глаз Маруси
 Капают слёзы на _____.
 Кап-кап-кап из ясных _____ Маруси
 Капают горькие, капают кап-кап,
 Капают прямо на копьё.
 Студёною _____ опять же под сосной
 С _____ Ванюша встречается.
 _____ вновь звенит и нежно говорит -
 Вернулся я к _____, Раскрасавица.
 Маруся от _____ слёзы льёт,
 Как гусли _____ её поёт.
 Кап-кап-кап из ясных _____ Маруси
 Капают слёзы на копьё.
 Кап-кап-кап из ясных _____ Маруси
 Капают сладкие, капают кап-кап,
 Капают прямо на _____.
 Маруся от счастья слёзы льёт,
 Как _____ душа её поёт.
 Кап-кап-кап из ясных глаз Маруси
 Капают слёзы на _____.
 Кап-кап-кап из ясных _____ Маруси
 Капают сладкие, капают кап-кап,
 Капают прямо на _____.

Commentary on the song

<i>Кольчуга</i>	- armor woven from iron rings, a metal net for protection from being hit by cold weapons.
<i>Гусли</i>	- Russian folk stringed plucked musical instrument, in general, representing a resonator body with 5-20 strings stretched over it, forming a diatonic scale. They belong to the family of zithers, psaltery with a game window — to the lyres.
<i>студёная зима</i>	Very cold.
<i>раскрасавица</i>	1. A very beautiful woman. 2. Someone or something distinguished by extraordinary beauty.

Task № 3. Write down all the verbs from the lyrics of the song, conjugate them and make sentences with them.

Task № 4. Write down all the pronouns and translate them into Uzbek.

Task № 5. Determine the case of pronouns and make sentences with them: *от счастья, на коньё, под сосной, из ясных глаз.*

Task №. 6. Write down all the adjectives and translate them into Uzbek.

Task № 7. Sing this song.

In order to determine the effectiveness of working with the song in the Russian language classes, a training experiment was conducted, which allowed to determine the quality of knowledge, skills and abilities of cadets and students of the correspondence department on the problem under study.

Thus, we came to the conclusion that the song can be used to form lexical, phonetic, spelling and grammatical skills at the initial stage of teaching Russian as a foreign language in higher military educational institutions.

The use of songs in the classroom unites cadets and listeners, increases interest in learning the Russian language. We also consider it appropriate to give cadets and listeners not only songs on military topics, but also modern mobile and light songs to keep up with the times.

The logical continuation of this research will be an increase in the number of songs with developed tasks.

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THE IMAGE OF THE AUTHOR IN THE ARTICLES (THEODORE DREISER)

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Abstract. *The article is devoted to the analysis of the image of the author in the journalistic work of T. Dreiser. The study of journalism helps to determine the position of the writer regarding the political, historical, aesthetic and other phenomena of our time. Therefore, special attention in this article focuses on how the author's "I" is revealed at the compositional and problem-thematic levels, which is especially important when considering the problem of the fate of art in America at the turn of the 19th-20th centuries. Such approach to the image of the author in journalism makes it possible to find new parallels and meanings in the subsequent reference to the literary works of the writer.*

Key words: *Artistic techniques, theme of art, analysis of the image, artist, publicist, writer's journalism, analysis of journalism, journalistic style, moral principles, theatre critic, image of the author.*

An important place in the work of Theodore Dreiser is occupied by articles, essays and speeches. In a journalistic work, the author always "reveals himself to the reader with the measure of frankness that is possible". Therefore, the analysis of the image of the author in journalism gives an idea of the ethical and aesthetic views of the writer about his worldview. Unlike a novel or a short story, in an article the author expresses his opinion directly, using artistic techniques and images and facts to illustrate his position, and not to his expressions. So the analysis of journalism helps more accurately highlight the problem-thematic complex, which, with varying degrees of frankness, is also embodied in fiction.

Defining journalism as "an open author's speech addressed to the reader and saturated to the limit with social information", L.G. Kaida notes that "the author-publicist in each of his speech appears as a person with certain moral principles, and therefore his position inevitably becomes a style-forming component of the content structure of the entire text". I add that the author's position is the author's assessment

of everything that happens, his attitude to the events described, his experiences and feelings transferred to paper.

The category "image of the author" involves rethinking, evaluating the displayed object and creating a contextual image through the prism of which all real events are described and analysed. Note that the image of the author is part of the figurative system, therefore, not created less thoughtful than the images of other heroes: "The image of a publicist is perceived as a self-portrait of an artist - we have in front of us both a social person and a bright talented personality with all his unique features".

In this regard, in our opinion, journalism, devoted to the theme of art and analysis of the artist's personality, deserves special attention. These fundamental questions for T. Dreiser's worldview are present in almost every work of art and therefore require close attention. Among the journalistic heritage of Dreiser, the article "Life, Art and America" is of particular interest.

The article, like Dreiser's novels, is devoted to depicting the spiritual and social life of Americans in the early 20th century. The reason for writing it was the prohibition of books, plays, exhibitions and increased censorship in the field of art, associated with the activities of various societies in the "fight against vice". Dreiser was not only familiar with the work of such organizations, but also got into their "black list". The author does not mention the fate of his own works in the article, but begins it with an ironic remark: "I do not pretend to give a historical or sociological analysis of the moral, and therefore critical, views of Americans, although, perhaps, I have some idea of how they developed ... ". The writer has always been interested in art issues, worked as a theatre critic for the "Globe-Democrat" newspaper in St. Louis, editor of the music magazine "Every Month", and was also the editor-in-chief of Batterik Publications, which published magazines for women. This experience allowed him to meet many writers, artists, actors and other artists.

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The author's "I" in the article is most actively expressed in two places: in choosing a problem-thematic complex (Dreiser, as a socially oriented writer, quickly responded in his work to topical issues of his time) and in building the composition of the article, since it is the way of building a dialogue with the reader that makes it possible to achieve persuasiveness and prove his point of view.

The composition of the article is thought out in such a way as to show the causal relationships that led to the formation of the type of modern American. In accordance with this goal, Dreiser leads the reader from the general to the particular: traces the close connection between the historical, political, social and cultural processes in the United States. The title of the article, "Life, Art, and America", reflects this thought: it is modern life and modern America shaped a cultural situation and a new type of art. The historical features of the development of America and its further development created the type of "standard American", for whom creativity and art are not an expression of one's own "I", and therefore are redundant and are evaluated from the point of view of public morality, and not an aesthetic feeling. Dreiser's appeal to the theme of the fate of art and individual freedom in the country characterizes him as an active citizen and socially oriented writer.

The composition of the article is characterised by retardation associated with the inclusion in the text of the author's reasoning, as well as the necessary background information from various areas of American life. Dreiser notes the inconsistency of his examples: colleges, which directed to creative art and human development, are sponsored by wealthy people who are neither science nor art savvy; teachers are forced to teach according to the template, and not to help the self-development of the individual; in the field of legislation and jurisprudence, there are people who must change their decisions depending on who is in the dock, and the servants of the law themselves do not have knowledge outside their field (biology or physics, even history). In questions of history, the author dwells on the discrepancy between the actions of the first settlers (the extermination of the indigenous population) and the severity of religious views (in relation to women). The same discrepancy is in the press: the author notices that theatre lovers do not read reviews, as they are written by those who do not understand art.

The theme of the fate of art in American society is revealed through the conflict between practicality and creativity. The author explicitly defines his position in relation to the conflict: "But I am at odds with America, not because life here flows in a business-like, active environment conducive to commerce, but because this is all that is limited ...". The lack of intellectual and creative development for most people leads to a misunderstanding of art, problems that artists comprehend through images, while, the author is sure, "life is, first of all, something that needs to be observed, studied, interpreted".

The task of the author is to engage the reader in the discussion, therefore, with the help of numerous rhetorical questions and exclamations, direct appeals, Dreiser invites him to think about whether art can be harmful and how a person can navigate society

without his own opinion: "Let's give the artist freedom, and then we can trust him - the correctness of his observations, the ability to generalize and convey the knowledge accumulated by people in the most expressive form". The author of the article comes to the conclusion that art, and in particular literature can become those guidelines that will allow a person to form his own idea of life, and such people can influence society, making it more harmonious.

For Dreiser, an artist is someone who knows the world, who is always in search. Such a person represents his own perception of life, without imposing his opinion on others, and therefore cannot do harm. To be able to freely express a personal position regarding phenomena and events - this is what, according to the writer, society should strive for. Dreiser perceives art as a source of knowledge about the world and man: "I think that life is known from books and works of art, perhaps even more than from life itself. Art is the nectar of the soul, collected in labor and torment". We can say that for the author, creative thinking is the highest form of thinking, indicating a high intellect, although one cannot fail to note a certain naivety in the perception of art by the writer - absorbing all aspects of life, art cannot replace any of them.

The nature of the argument in the article emphasizes the personal significance of the problem of the fate of art in America, which is confirmed by numerous examples from the life of the writer. Dreiser believes that it is difficult for an American to compose "a correct or at least approximately correct idea of what may be called the elementary foundations of all intellectual life" since in the childhood of the writer there were no textbooks that offered the child a scientific picture of the world, only a religious one. The author also emphasizes that he, as the son of a Catholic, did not have the opportunity to avoid religious education and asserts the invalidity of such knowledge: "Only good books were supposed to be read, that is, those in which, first of all, did not contain a single hint of carnal love; It goes without saying that they did not contain any true life characters, nor living human passions". Dreiser concludes that such an upbringing was nonetheless very effective, but gave the person the wrong idea of a world in which success, "ordinary business success", of a person is equated with "spiritual greatness".

The creative individuality of the author and his interest are expressed through the speech discourse of the article, which is dominated by personal pronouns I and we. The author not only opposes the ban and seizure of works of art in America, but notes the significance of this problem for compatriots. It is no coincidence, therefore, that the frequent use of "we Americans", "we as a nation", "we complain", "in our America", etc. Expressing disagreement with the principles that have developed in society, such constructions as "I'm at odds with America", "it hurts me to see", "as for me, I protest",

“I am afraid”, Dreiser, however, considers himself a part of the society. This is manifested in the text in numerous direct appeals to the reader: “if you ask a question”, “if you don’t believe me, look around and make sure”, “if you don’t agree with me, check out ...”, as well as in insert structures: “If you are interested in which college we are talking about, write to me, I will let you know”

A feature of Dreiser's journalistic style is the use of techniques from the arsenal of fiction, which determine the creation of a special emotional pathos of the work. Thus, noting the significance of the ban on works of art for all writers, who has been hurt at work "New York Anti-Vice Society" and other societies throughout the country, the author describes the members of societies ironically: “But now a new crusader was born - the Punisher of Sin”, "Then appears Mr Comstock, unshakable, vindictive, and with such a predilection and scent for everything impious and erotic that no mortal before him possessed". Noting that their goal is to get into the centre of public attention, and they do not understand art, the author focuses on the metaphors “punisher of sin” and “new crusader”, which have a clear satirical connotation. The introductory constructions and epithets used by the author have a similar function. So, in order to create an expressive image, he draws a detailed analogy between America and the kingdom of Shakespeare's weaver Basics: “Basics, in my opinion, is a businessman who has made a fortune by diligently trading in rouge or powder, threshers or coal, and who, as a result of this, and also as a result of the privileges provided by democracy, accidentally fell to his lot, in the position of an adviser and even a dictator, called to solve problems which are not only not always on his shoulder, but in which he most often does not understand anything, such as, for example, questions of art, science, philosophy, morality and social relations ”

Art is perceived by Dreiser as an important part of social life, and therefore the author in his program article considers them in interaction and mutual influence. Art is perceived by him not only as an object of the artist's creation, but also as a force that influences the human mind. The article "Life, Art and America" is important for understanding the creative credo of T. Dreiser, it testifies to the continuous search for methods and themes that can bring American art of the twentieth century to a new level of development.

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ЗНАЧИМОСТЬ ПАТРУЛИРОВАНИЯ В ОБЕСПЕЧЕНИИ ОБЩЕСТВЕННОГО ПОРЯДКА

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***Аннотация:** данная статья исследует важную роль патрулирования в обеспечении общественного порядка. Патрулирование является неотъемлемой частью и имеет решающее значение для поддержания безопасности и уровня комфорта в обществе. Авторы рассматривают и анализируют методы и стратегии, применяемые патрульными сотрудниками, чтобы предотвращать преступления, реагировать на чрезвычайные ситуации и взаимодействовать с обществом. В статье также подчёркивается важность обучения и развития патрульных, чтобы они могли эффективно выполнять свои обязанности в разнообразных ситуациях. Патрулирование, как ключевой элемент в системе правопорядка, способствует укреплению социальной стабильности и созданию условий для процветания общества.*

***Ключевые слова:** патрулирование, общественный порядок, общественные места, предупреждение преступности.*

В современном быстро меняющемся мире поддержание общественного порядка и обеспечение безопасности граждан имеет первостепенное значение. **Патрулирование общественных мест** - важнейший компонент современной правоохранительной стратегии, призванный обеспечить безопасность и порядок в обществе. В этом очерке мы рассмотрим введение патрулирования в общественных местах и обсудим его актуальность для поддержания общественного порядка.

Патрулирование, осуществляемое правоохранительными органами, предполагающее передвижение военнослужащих или сотрудников правоохранительных органов по установленным местам в качестве видимого присутствия и средства сдерживания преступности, уже давно является одним из основных аспектов поддержания общественного порядка. Эта практика берет своё начало в XIX веке, когда была создана Лондонская столичная полиция, основной обязанностью которой было поддержание спокойствия в

общественных местах. С течением времени патрулирование эволюционировало, приспособиваясь к постоянно меняющимся потребностям современного общества, внедряя новые технологии, специализированные подразделения и стратегии, основанные на оперативной информации.

Актуальность патрулирования общественных мест для поддержания общественного порядка включает в себя различные аспекты, в том числе профилактику преступности, обеспечение чувства безопасности, реагирование на чрезвычайные ситуации и межведомственное взаимодействие.

Во-первых, патрулирование служит сдерживающим фактором для преступной деятельности. Заметное присутствие сотрудников или военнослужащих в общественных местах даёт потенциальным нарушителям закона понять, что за их действиями ведётся пристальное наблюдение, что снижает вероятность совершения ими преступлений в первую очередь. Упреждающее патрулирование мест, подверженных криминальной активности, позволяет сотрудникам или военнослужащим правоохранительных органов успешно пресекать правонарушения, что ведёт к снижению уровня преступности. **Во-вторых**, патрулирование способствует формированию у населения чувства безопасности. Когда граждане видят сотрудников или военнослужащих правоохранительных органов, они уверены в том, что их благополучие является приоритетом. Такое ощущение безопасности способствует повышению активности населения, формированию позитивных отношений между жителями и правоохранительными органами и укреплению доверия к властям.



В-третьих, патрулирование позволяет своевременно реагировать на чрезвычайные ситуации и быстро оказывать помощь в различных ситуациях, таких как ДТП, медицинская помощь или инциденты, связанные с насилием. Патрулирующие сотрудники или военнослужащие могут быстро оценить обстановку, оказать помощь и при необходимости вызвать дополнительные силы.

Наконец, патрулирование в общественных местах способствует укреплению межведомственного взаимодействия, поскольку сотрудники или военнослужащие правоохранительных органов часто работают с другими организациями, такими как службы экстренной медицинской помощи, пожарные

службы, государственные учреждения, обеспечивая эффективное реагирование на многоплановые инциденты.

Патрулирование в общественных местах выполняют различные функции по поддержанию общественной безопасности, пресечению преступной деятельности и обеспечению общественного порядка. Эти функции включают, в частности, следующее:

Предупреждение и сдерживание преступности: Видимое присутствие сотрудников или военнослужащих в общественных местах может служить сдерживающим фактором для преступной деятельности. Такое присутствие сигнализирует потенциальным правонарушителям о том, что их действия контролируются, что снижает вероятность совершения ими преступлений.

Чувство безопасности: Патрули создают у населения ощущение безопасности, позволяя ему без страха заниматься своими повседневными делами. Присутствие сотрудников или военнослужащих в общественном месте демонстрирует приверженность правоохранительных органов обеспечению общественной безопасности и вызывает доверие к системе.

Реагирование на чрезвычайные ситуации: Патрули часто первыми реагируют на различные чрезвычайные ситуации, включая аварии, споры, преступления или медицинскую помощь. Быстрое прибытие на место происшествия позволяет немедленно оказать помощь, оцепить территорию, сохранить улики и при необходимости вызвать дополнительные силы.

Взаимодействие с населением: Патрулирование способствует позитивному взаимодействию с населением. Сотрудники и военнослужащие взаимодействуют с населением, отвечают на вопросы и проблемы, помогают в их решении, что способствует формированию атмосферы сотрудничества и партнёрства.

Сбор информации и разведка: Сотрудники, патрулирующие общественные места, собирают бесценную информацию о потенциальных проблемах, преступной деятельности и угрозах. Эти данные помогают правоохранительным органам разрабатывать целевые стратегии, более эффективно распределять ресурсы и отслеживать возникающие тенденции.

Межведомственное взаимодействие: При реагировании на различные происшествия патрули часто взаимодействуют с другими местными правоохранительными органами, службами экстренной медицинской помощи, пожарными службами и муниципальными организациями. Такое взаимодействие способствует эффективному использованию ресурсов и

скоординированному подходу к ликвидации последствий чрезвычайных ситуаций.

Обеспечение общественного порядка: Патрули эффективно обеспечивают общественный порядок, особенно во время таких мероприятий, как акции протеста, митинги или массовые собрания. Их присутствие позволяет поддерживать мир и порядок, предотвращая и разрешая конфликты, обеспечивая безопасность участников и соблюдая законные границы.

Таким образом, патрули в общественных местах выполняют множество функций по охране общественного порядка, обеспечению безопасности и предотвращению преступлений. Эти функции включают в себя сдерживание преступности, формирование чувства безопасности, реагирование на чрезвычайные ситуации, взаимодействие с населением, сбор оперативной информации, межведомственное взаимодействие и поддержание общественного порядка. Совокупность этих функций способствует созданию стабильной, упорядоченной среды, в которой может процветать общество.

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Annotatsiya. Tabiatni muhofaza qilish, uni asrash uni yanada jonlanishiga hissa qo'shish –bu biz fuqorolarning burchimizdir va tabiatning bizga tortiq etgan ne'matlari uchun unga izhor etgan minnatdorchiligimizdir. Tabiatning bir bo'lagi bo'lgan Orol fojiasi, ya'ni orol dengizining qurib borayotgani hech birimizga sir emas. Ushbu maqolada orolning paydo bo'lishi, uning nomlanishi, uning tabiati, qurish sabablari va yechimlari keng yoritilgan.

Kalit so'zlari: Orol, dengiz, orol dengizi, Oks, Yaksard, Amudaryo, Sirdaryo, Arrian, shartnoma, sessiya, BMT, Asambleya, ekologiya, Geodeziya, ekologik, huquq, fuqaro, modda, konstitutsiya, baliqchilik, ovchilik, paxtachilik, chorvachilik.

Orol dengizi oldingi davrlarda dunyodagi eng katta ichki dengizlardan biri hisoblangan. O'sha davrlarda o'zining serbaliqligi sababli uning atrofida istiqomat qiluvchi xalqlar juda sog'lom edi va baliqchilik va ovchilik ravnaq topgandi. Orol dengizining sersuvligining siri unga purviqor Amudaryo va Sirdaryoning quyilishi, yerosti suvlarining hamda havo yog'ingarchililari-yu yuzadan suvning bug'lanib quyilishida edi. Orol dengizining nega aynan orol deb nomlanishi hech birimizni qiziqitirmay qolmaydi. Uning yaqinida istiqomat qiluvchi shaxslardan olingan ma'lumotlarga ko'ra dengizning orol deb nomlanishiga bog'liq rivoyat mavjud. Bu rivoyat ularga ota-bobolaridan meros qolgan. Gap shundaki, qadim zamonlarda mavjlanib oquvchi, suvi tiniq va jilodor dengiz atrofida sak va massaget nomli xalqlar kelib o'rtnashishibdi va bu yerning manzarasi, tabiatiga maftun bo'lgan xalqlar shu yerda muqim qolishishib, umrguzaronlik qila boshlashibdi. Ular bu dengizdan baliq ovlashar, uning atrofidagi yovvoyi hayvonlarni ovlab kun kechirar ekanlar. Kunlardan bir kuni shu xalq vakillaridan birining oilasida o'g'il farzand dunyoga kelibdi. Unga ism qo'yishda ko'p izlanishib axiyri bir to'xtamga kelishibdi. Uni Orol deb nomlay boshlashibdi. "Orol"so'zining manosi (Irq bitigida: hammadan ajralib turuvchi, o'zgacha) degan ma'nolarni berar ekan. U ulg'ayibdi va har kuni yashaydigan hududlaridagi ulkan dengiz atrofini sayr etadigan odat chiqaribdi. Onasi undan borish sababini so'raganda, dengizning to'lqinlari unga kuch berishi, dengizga borsa o'zini

baxtiyor his qilishini aytar ekan. Orol yuqolib qolsa, hech kim xavotirlanmas ekan, chunki uning joyi tayin edi, u dengizda sayr etardi. Shu bois bu dengizga “Orolning dengizi” deb nom berishgan ekan. Bugungi kunda uning qisqartmasi orol dengizidir. Shu tariqa dengiz orol deb nomlana boshlagan ekan. Orol dengizi to`g`risida tarixiy mutafakkirlar o`z asarlarida ma`lumot berib o`tishgan. Milloddan avval yashab o`tgan antik davr tarixchilari Strabon, Varron, xitoylik sayyoh va olim Jon Syan Orol haqida qimmatli ma`lumotlar berib o`tishgan. Abu Rayhon Beruniy ham “Geodeziya” asarida uzoq tarixga oid ilmiy ma`lumotlar keltirib o`tgan. Olimlar Orol dengizi to`g`risida ko`plab qiziqarli dalillarni aniqlashgan. Bulardan:

1. Ilgarilari Mo`ynoq shahrining yaqinida bo`lgan dengiz hozirgi kunga kelib uning sobiq qirg`og`idan 100km uzoqlikda harakatlanadi.
2. Sayozlab boshlanguniga qadar Orol dengizi dunyodagi eng katta 4-ko`l hisoblanar edi.
3. Orol dengizining silliq yuzasi-erigan ultramarindir. Orol dengizining moviy suvi ko`plab sayyohlarning hayratiga sabab bo`lgan.
4. Orol dengizi sayyoramizdagi eng sho`r ko`llardan biri hisoblanadi. Tadqiqotchilarning taxmin qilishlaricha unda 11mln tonna tuz mavjudtir.
5. Orol dengizining tubida 11-16 asrlarga oid bo`lgan qadimiy aholi punktlari va diniy binolarning qoldiqlari topilgan.
6. Orol dengizi-noto`g`ri dengizdir. Gap shundaki, dengiz oqimi chapga burilib, soat yo`nalishi bo`yicha harakatlanadi va kislorod boshqa suv havzalaridan farqli o`laroq chuqurlikka ko`payib boradi.
7. Chang va bo`ronlar Orol cho`li yuzasidagi tuz va zaharli kimyoviy moddalarni 500km masofagacha olib boradi.

Orol dengizining geografik joylashuviga keladigan bo`lsak u juda katta hududni tashkil etadi. Orol dengizning havzasi EvroOsiyo qit`asi markazida joylashgan bo`lib, butun O`zbekiston va Tojikiston hududini, Qozog`istonning janubiy qismini (asosan Qizilo`rda va Shimkent viloyatlari), Qirg`izistonning g`arbiy va markaziy qismi (O`sh va Jalolobod viloyati), Turkmanistonning sharqiy mintaqalari (g`arbda Balkan ko`li bundan mustasno) hamda shimoliy Afg`oniston qismi va Eronning shimoliy-sharqiy hududini qamrab oladi. Yaqin o`tmishda, ya`ni o`tgan asrning 1960-yillarida Orol dengizi maydoni 67000 km², suv sathi ko`rsatkichi 53,4 metrga teng to`rtinchi suv obyekti hisoblangan. 1960-yillardan boshlab orol dengizining suv sathi pasayib borgan, bu orolning “nobud” bo`la boshlayotganligidan bir belgi edi xolos. Ming afsuslar bo`lsinki hozirgi kunda orol dengizining suv hajmi 9 barobarga qisqargan,

qurigan dengiz tubi 4,0mln. gektardan ko`proqni tashkil etadi. Garchi, Orol dengizi muammosi ma`lum bo`lgan bo`lsada, o`tgan asrning 1990-yillarda xalqaro ahamiyatga ega bo`ldi desak adashmagan bo`lmiz. Orol dengizi muammolarining asosiy sabablari uning havzasida va mahalliy darajada suvdan oqilona foydalanilmaganligida edi. Orol va Orol bo`yida sodir bo`layotgan jadal ravishdagi cho`llanish hodisasi dunyo tajribasida uchratilmagan. Shuning uchun uni miqdor hamda sifat jihatdan baholashda olimlarga turli xil qiyinchiliklar kelib chiqmoqda. Dengiz tubining ochilishi va daryo deltalarining qurib borishi natijasida "Orol"cho`li kengayib bormoqda va yana bir salbiy jihati shundaki, ochilib qolgan dengiz tubining maydoni g`ayrioddiy tuz zarrachalari bilan qoplanib, yangi shakldagi qum qoplamasini tashkil qildi. Dastlabki ma`lumotlarga ko`ra, yiliga atmosferaga 15-75mln.tonnagacha chang to`zon ko`tarilishi mumkin. Orol dengizi behudaga "kemalar qabristoni" deb atalmaydi. Boisi shundaki' ilgari Orol dengizida turli mamlakatlarning kemalari savdo va boshqa maqsadlarda suzib yurishgan. Suv sathi kamayib ketishi hamda Orol dengizining tubida suv yutuvchi tuynukning paydo bo`lishi natijasida kemalar harakatga kelmay qolgan. Hozirgi kunda Orol maydonida ko`plab foydalanishga yaroqsiz bo`lgan kemalarni uchratishimiz tabiiy holatdir. Amudaryoning quyi oqimida baliqchilik, mo`ynachilik, ovchilik xo`jaliklari yo`q bo`lib ketdi. Paxtachilik va chorvachilik 1980-1985-yillarda har yili 30mln rubldan ortiqroq zarar ko`rdi. Orol dengizining qurishi nafaqat yer maydoniga, balki unda yashovchi ko`p turli baliqlarni, o`simliklarni, hayvonlarni nobud qildi. Uning qurishi natijasida yuzaga kelgan ko`plab noxush voqealar-u kasalliklardan biz insonlar ham bebahra qolmadik. Orolbo`yi mintaqasida vujutga kelgan og`ir vaziyat yerli xalq ahvolini yanada tang ahvolga soldi. Bu yerda turli xil kasalliklar ko`paya bordi. Majruh tug`ilgan bolalar soni ham ortib bir yoshgacha bo`lgan bolalar orasida o`lim har ming bolaga nisbatan 1980-yildagi 46,5 nafardan 1986-yilda 72 nafarga yetdi. Ayollarning 60 foizi kamqonlik kasallikiga chalingan edi. Orolbo`yida qorin tifi kasalligi 30 marta, yuqumli sariq kasalligi 7 marta oshdi, ayniqsa, saraton(rak)kasalligi ko`payib ketdi. Orolbo`yi mintaqasida vujutga kelgan og`ir ekologik vaziyatda, ayniqsa, dengizga yaqin bo`lgan Mo`ynoq, Qo`ng`irot, Chimboy shaharlari va atrofidagi ovullar aholisi ko`p aziyat chekdi. Baliqchilik bilan nom chiqargan mo`ynoqliklarning ko`pchiligi 10-15 yil ichida ishsiz va nochor ahvolga tushdi. Hozirgi kunda Orol dengizi 3 bo`lakka bo`lingan: birinchisi-kichik va sayoz shimoli qismi; ikkinchisi-nisbatan kattaroq maydonga ega bo`lgan va sayoz sharqiy qismi; uchinchisi-eng chuqur hisoblanadigan g`arbiy qismi. Bunday ekologik muammolarni yechish maqsadida ko`plab normativ-huquqiy hujjatlar qabul qilingan. 1993-yilda BMT va Markaziy Osiyoning besh davlati tomonidan Orolni qutqarish xalqaro jamg`armasi tashkil etildi. O`zbekiston Respublikasining birinchi prezidenti

Islom Abdug`aniyevich Karimov 1993-yil sentabrda BMT Bosh Assambleyasining 48-sessiyasida va 1995-yil oktabrdagi 50-sessiyalarida so`zlagan nutqlarida jahon hamjamiyatini Markaziy Osiyo mintaqasidagi ekologik halokat bo`lgan Orol va Orolbo`yini qutqarishdako`mak berishga chaqirdi. 2013-yilda Orolbo`yini qutqarish maqsadida yo`naltirilgan mablag`lar ajratish tasdiqlandi. 2013-yilda BMT bosh Assambleyasining rasmiy hujjati sifatida “Orolning qurishi oqibatlariga barham berish va Orolbo`yi ekotizimi halokatini oldini olish tadbirlari dasturi”ilgari surildi va ushbu hujjat Islom Karimov tashabbuslari edi. O`zbekiston respublikasi prezidenti Shavkat.M.Mirziyoyev 2017-yil 19-sentabrda Birlashgan Millatlar Bosh Assambleyasining 72-sessiyasida nutq so`zladi.Unda Orol dengizining qurishini oldini olishga oid fikrlar ham ilgari surildi. Bunday hujjatlarning qabul qilinishi, ajratilayotgan mablag`lar,ko`rilayotgan choralar – bularning hamma-hammasi ekologik muammo bo`lmish Orolni qutqarish maqsadida tashkil etilgan. Orolni qurishiga sabab bo`lgan sobiq SSSR siyosatini eslab o`tsak maqsadga muvofiq bo`lardi. Chunki bizning mamlakatimiz SSSR ga asosiy paxta yetkazib beruvchi vazifasini amalga oshirgan va suv rezursidan noto`g`ri foydalanilishi, ya`ni dalalarga yoppasiga suv quyish yoki Orolga yaqin hududlarda paxta maydonlari tashkil etilishi, bular ham Orolning qurib borishiga asosiy sabablardan biri bo`lib xizmat qiladi. Birinchi navbatda Orol qurishini oldini olish maqsadida “Tomchilatib sug`orish” usulidan foydalanilsa maqsadga muvofiq bo`lardi.Bundan tashqari Orol hududida suvsizlikga bardosh beruvchi o`simlik,ko`chatlar o`tkazilsa yerning sho`rlanishiga barham bergan bo`lardi.Hozirgi kunda Orol dengizi hududi Turistik zonaga aylandi desak xato qilmagan bo`lardik,chunki butunboshli dengizning qurishi butun dunyo aholisi uchun hayratlanarli hodisadir.Shu sababli bu mintaqaga ko`plab chet ellik sayyohlar tashrif buyurishmoqda. Hammamizga ma`lumki 2023-yil 30-aprelda yangi tahrirda mamlakatimizning konstitutsiyasi qabul qilindi va qomusimizning 65 foiziga o`zgartirish va qo`shimchalar kiritildi.Uning normalariga ham Orol muammosi o`z aksini topgan.

62-modda.

Fuqorolar atrof tabiiy muhitga ehtiyotkorona munosabatda bo`lishga majburdirlar.

49-modda.

...Davlat Orolbo`yi mintaqasining ekologik tizimini muhofaza qilish hamda tiklash, mintaqani ijtimoiy va iqtisodiy jihatdan rivojlantirish yuzasidan choralar ko`radi.

Bu mintaqaning tiklanishi bosh qomusda ham o`z aksini topgan. Biz fuqorolar hukumatimiz tomonidan olib borilayotgan islohotlarni qo`llab quvvatlasak, ekologiyani asrashda o`z hissamizni qo`shsak maqsadga muvofiq bo`lgan bo`lardi.

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SAYYID SHARIF JURJONIYNING «TA'RIFOT» ASARINING TUZILISH PRINSIPI

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ANNOTATSIYA

Sayyid Sharif Jurjoni ko'plab fanlarga oid asarlarga yozgan olim bo'lib, uning asarlari ichida "Ta'rifot" asari alohida ilmiy qiymatga ega. Ushbu maqolada mazkur asarning tuzilish prinsiplariga oid ma'lumotlar o'rin olgan.

Kalit so'zlar: ta'riflash, lug'aviy va istilohiy ma'nolar, zabt, etimologik kelib chiqish, havola, shohid.

ABSTRACT

Sayyid Sharif Jurjani is a scientist who wrote works on many subjects, among his works "Tarifat" has a special scientific value. In this article, we will focus on the structural principles of this work. Sayyid Sharif Jurjani is a scientist who wrote works on many subjects, among his works "Tarifat" has a special scientific value. In this article, we will focus on the structural principles of this work. In Sayyid Sharif Jurjani's work "Tarifat", two methods were mainly used to interpret the terms. The first method is interpretation by definition, in which the meaning is explained using other words. The second way is to quote the dictionary and terminological meanings of the word. This method has been used by Arab scholars since ancient times. Jurjani also used this method on a large scale. Additional methods used in the interpretation of words in the work of definition are to illuminate through examples, to show zabt (clearly showing letters and actions) and to show the etymological origin. Another interesting aspect of the work is the use of reference in the work. Jurjani used the link only in one place. The study of the structure of the work makes an important contribution to the study of the history of the science of lexicology.

Key words: definition, dictionary and terminological meanings, adjust, etymological origin, reference, witness.

Sharif Jurjoni o'zining ko'plab fanlarga oid asarlari bilan shuhrat qozongan. Ular orasida «Ta'rifot» asari, ayniqsa, o'zining ilmiy dolzarbligi bilan xos ahamiyatga ega. Ushbu asar o'zida turli fanlarga oid terminlarni jamlagan bo'lib, lingvistika, sintaksis,

morfologiya, falsafa, mantiq va shariat ilmlari shular jumlasidandir. Quyida ushbu asarning tuzilish prinsiplari, xossatan, muallifning terminlarni sharhlashda qoʻllagan metodlari haqida soʻz boradi.

Maqolada adabiyot sifatida Ali ibn Muhammad Jurjoniyni “Ta’rifot” asarining 2004-yil, Qohirada, “Dorul fadila” nashriyatida amalga oshirilgan nashridan, Huda Munosirning “منهج الشريف الجرجاني (ت816هـ) في الكشف عن دلالة المصطلحات من خلال معجمه: “ جامعة قسنطينة maqolasidan, hamda boshqa qoʻshimcha adabiyotlardan foydalanildi. Ushbu maqolani yozishda tavsifiy, tarixiy-qiyosiy va statistik metodlardan foydalanildi.

Sayyid Sharif Jurjoniyni “Ta’rifot” asarida terminlarni sharhlashda asosan ikki usuldan foydalanilgan. Birinchi usul ta’riflash orqali sharhlash boʻlib, bunda ma’no boshqa soʻzlardan foydalangan holda izohlanadi. Bunga quyidagi misollarni keltirishimiz mumkin:

الاستحالة: حركة في الكيف، كتسخين الماء وتبريده مع بقاء صورته النوعية.

Istihola (Oʻzgarish): (Modda) holatining asl naʼvini saqlab holgan holda oʻzgarishi, suvning qaynashi va muzlashi kabi¹.

الأجرام الفلكية: هي الأجسام التي فوق العناصر من الأفلاك والكواكب.

Al-ajromu-l-falakiyya (Fazoviy obyektlar): ular falaklar va yulduzlar ustidagi jismlardir².

الإنسان: هو الحيوان الناطق.

Inson gapiruvchi jonzotdir³.

Ushbu misollardan tashqari yana koʻplab misollar “Ta’rifot” asarida topiladi. Jurjoniyni ta’rif orqali sharhlash usulidan keng foydalangan. Eʼtiborni jalb qiladigan tomoni uning qisqa va loʻnda tarzda ta’riflarni keltirganidir. Holbuki, ta’rif orqali sharhlashda ma’noni baʼzan kengroq yoritish talab qilinadi. Ammo Jurjoniyni yashagan davr ilm-fan yuqori darajada rivojlangani uchun bunga hojat sezilmagan deyishimiz mumkin boʻladi.

Ikkinchi usul esa soʻzning lugʻaviy va istilohiy maʼnolarini keltirishdir. Bu usul arab olimlari tomonidan qadim zamonlardan qoʻllanib kelingan usul hisoblanadi. Jurjoniyni ham ushbu usuldan keng miqyosda foydalangan. Bunda u bir soʻzni keltirib, – في العروض، “istilohda” – في الاصطلاح – في اللغة – في اللغة –

¹ علي بن محمد الجرجاني. التعريفات. القاهرة: دار الفضيحة. 2004. ص 19

² نفس المصدر. ص 12

³ هدى مناصر. منهج الشريف الجرجاني (ت816هـ) في الكشف عن دلالة المصطلحات من خلال معجمه: التعريفات. مجلة العلوم الانسانية. عدد 40. جامعة قسنطينة، الجزائر. 2013. ص 113-114.

“aruzda”, عند المنطقيين – “*mantiqchilar nazdida*” va shunga o`xshash iboralardan foydalanadi.

Ushbu usul orqali sharhlangan terminlarga quyidagi misollarni keltirishimiz mumkin:

Usuli fiqh terminlari:

الاجتهاد: في اللغة: بذل الوسع، وفي الاصطلاح: استقراغ الفقيه الوسع المقصود من جهة الاستدلال.

Ijtihad: *lug`atda kuch sarflashdir, istilohda esa faqihning dalil topishda bor kuchini sarflashidir¹.*

الإجماع: في اللغة: العزم والاتفاق، وفي الاصطلاح: اتفاق المجتهدين من أمة محمد عليه الصلاة والسلام في عصر على أمر ديني.

Ijmo: *lug`atda: azm va ittifoqdir. Istilohda esa u Muhammad alayhissalotu vassalom ummati mujtahidlarining bir asrda bir diniy ish ustida ittifoq qilishidir².*

Fiqh terminlari:

الاعتكاف: هو في اللغة: المقام والاحتباس، وفي الشرع: لبث صائم في مسجد جماعة بنية.

E'tikof: *lug`atda maqom va tiyilishdir. Shariatda esa u ro`zadorning jamoat masjidida niyyat bilan qolishiga aytiladi³.*

الأذان: "في اللغة: مطلق الإعلام، وفي الشرع: الإعلام بوقت الصلاة بألفاظ معلومة مأثورة.

Azon: *lug`atda mutloq bildirishdir, shariatda esa namoz vaqtini ma'lum rivoyat qilingan lafzlar bilan bildirishdir⁴.*

Aqidaviy terminlar:

الإيمان في اللغة: التصديق بالقلب، وفي الشرع هو الاعتقاد بالقلب والإقرار باللسان.

Iymon: *lug`atda qalb bilan tasdiq qilishdir. Shariatda esa u qalb bilan e'tiqod qilish va til bilan iqrar bo'lishdir⁵.*

الإحسان: لغة: فعل ما ينبغي أن يفعل من الخير. وفي الشريعة: أن تعبد الله كأنك تراه، فإن لم تكن تراه فإنه يراك.

Ehson: *lug`atda qilinish kerak bo'lgan yaxshilikdir. Shariatda esa u Allohga uni ko'rib turganingdek ibodat qilishingdir, agar sen uni ko'rmayotgan bo'lsang, u seni ko'radi⁶.*

Tasavvuf terminlari:

التقديس: في اللغة: التطهير، وفي الاصطلاح: تنزيه الحق عن كل ما لا يليق بجنابه، وعن النقائص

الكونية مطلقاً، وعن جميع ما يعد كمالاً بالنسبة إلى غيره من الموجودات، مجردةً كانت أو غير مجردة.

¹ علي بن محمد الجرجاني. التعريفات. القاهرة: دار الفضيلة. 2004. ص 12

² نفس المصدر. ص 12

³ نفس المصدر. ص 29

⁴ نفس المصدر. ص 16

⁵ نفس المصدر. ص 65

⁶ علي بن محمد الجرجاني. التعريفات. القاهرة: دار الفضيلة. 2004. ص 14

Taqdis: lug'atda poklashdir. Istilohda esa Haqni unga loyiq bo'lmaydigan barcha narsadan va borliqqa odi nuqsonlardan hamda abstrakt yoki noabstrakt bo'lishidan qat'iy nazar Undan boshqa barcha mavjudotlar uchun kamolot hisoblanadigan barcha narsadan pok ekanligi e'tirof qilishdir¹.

Nahvga (sintaksis) oid terminlar:

الإسناد: في عرف النحاة: عبارة عن ضم إحدى الكلمتين إلى الأخرى على وجه الإفادة التامة، أي على وجه يحسن السكوت عليه. وفي اللغة: إضافة الشيء إلى الشيء.

Isnod: nahvchilar urfida: bir so'zni boshqa so'zga foida to'liq bo'ladigan shaklda, ya'ni undan keyin sukut qilish to'g'ri bo'ladigan tarzda biriktirishdir. Lug'atda esa u bir narsa ikkinchi narsaga qo'shishni bildiradi².

Yuqorida "isnod" so'zining ta'rifiga e'tibor bo'ladigan bo'lsak, muallif avval so'zning istilohiy ma'nosini, so'ngra esa lug'aviy ma'nosini bergan. Odatda esa avval so'zning lug'aviy ma'nosi, keyin istilohdagi ma'nosi taqdim etilar edi.

Balog'at terminlaridan:

التشبيه: في اللغة: الدلالة على مشاركة أمرٍ بآخر في معنى. وفي اصطلاح علماء البيان: هو الدلالة على اشتراك شيئين في وصف من أوصاف الشيء في نفسه، كالشجاعة في الأسد، والنور في الشمس.

Tashbeh: lug'atda bir narsaning boshqa narsa bilan bir ma'noda mushtarak ekanligiga dalolat qilishdir. Bayon ilmi olimlari istilohida esa u ikki narsa ma'lum bir narsaning o'zida bor sifatlaridan birida mushtarak ekanligiga dalolat qilishdir. Masalan, she'rning shijoati va quyoshning nuri kabi.

Ta'rifot asarini o'rgangan odam Jurjoniyy ta'rif orqali sharhlashda asosan fiqh istilohlariga urg'u berganini ko'rishi mumkin. Buni ikki sabab bilan izohlashimiz mumkin. Biri fiqh istilohlari o'zining lug'aviy ma'nosidan uzoq istilohiy ma'noga ega bo'lganligi, ikkinchisi esa fiqh ilmining yuksak ahamiyatga molik ekanligidadir³.

Antonimlar orqali izohlash ham so'zlarni sharhlashning keng qo'llaniladigan usullaridan biri hisoblanadi. Jurjoniyy ham bir qancha so'zlarni izohlashda zid ma'noli so'zlar-antonimlardan foydalangan. Quyida ularga misollar beramiz:

الأبدي: ما لا يكون منعماً.

Abadiy: yo'q bo'lmaydigandir⁴.

Bu yerda Jurjoniyy abadiy (أبدي) so'zi yo'q bo'ladigan (منعدم) so'zining ziddi ekanini ta'kidlab o'tgan, Ya'ni "abadiy" "yo'q bo'ladigan"ga zid ravishda hech qachon tugamaydi, nihoyaga yetmaydi.

¹ نفس المصدر. ص 58

² نفس المصدر. ص 22

³ هدى مناصر. منهج الشريف الجرجاني (ت816هـ) في الكشف عن دلالة المصطلحات من خلال معجمه: التعريفات. مجلة العلوم الإنسانية. عدد 40. جامعة قسنطينة، الجزائر. 2013. ص 116.

⁴ علي بن محمد الجرجاني. التعريفات. القاهرة: دار الفضيحة. 2004. ص 9

الحديث الصحيح: ما سلم لفظه من ركائة، ومعناه من مخالفة آية أو خبر متواتر، أو إجماع، وكان رواية عدل، وفي مقابله، السقيم.

Sahih hadis lafzi xatodan, ma'nosi esa oyat yoki mutavotir xabar yo ijmoga xilof bo'lishdan salomat hamda adl-adolatli odam rivoyati bo'lgan hadisdir. Uning muqobilida saqim turadi¹.

السقيم: في الحديث: خلاف الصحيح منه، وعمل الراوي بخلاف ما رواه يدل على سقمه.

Saqim (bemor) hadis: sahih hadisga xilof bo'lganidir². Rivoyat qiluvchining rivoyat qilganiga zid amal qilgani hadisning saqim ekanligiga dalolat qiladi. Ko'rib turganimizdek muallif ikki zid istilohni keltirgan hamda ularni izohlashda ularning bir-biriga zid ekanligini ikkovida ham qayd etgan.

الباطل: هو الذي لا يكون صحيحاً بأصله.

Botil asli to'g'ri bo'lmagan narsadir³. Ya'ni voqelikda sodir bo'lsada asli to'g'ri hisoblanmaydi va shariat uni bekor qiladi. Bu yerda botil so'zi to'g'ri so'ziga zid ekanligi orqali sharhlangan⁴.

Ta'rifot asarida so'zlarning izohlanishida qo'llanilgan qo'shimcha usullar **misollar** orqali yoritib berish, **zabt** (harf va harkatlarni aniq ko'rsatish) va **etimologik** kelib chiqishini ko'rsatishdir.

Misollar orqali yoritib berishda Jurjoniy avval Qur'oni Karimdan, so'ng Hadisi sharifdan, undan so'ngra esa arab adabiyotidan foydalangan. Musulmon Sharqida keng yoyilgan arab tili ilmlariga oid an'anaga ko'ra ushbu manbalardan olingan iqtiboslar **shohid** deb nomlanadi. Ularni qabul qilishning maxsus shartlari mavjud. Masalan, Qur'ondan shohid keltirilganda shozz qiroatdan bo'lmasligi, hadisdan keltirilganda sahih hadisdan bo'lishi, she'rdan keltirilganda esa hijriy 150-yilgacha bo'lgan shoirlardan bo'lishi talab qilinadi⁵. Shunga binoan, ushbu shartlarga to'g'ri keluvchi iqtiboslar shunchaki misol emas, muallif fikrini tasdiqlovchi isbot hisoblanadi.

Ta'rifot asarida iqtiboslarga alohida e'tibor berilgan. Ayniqsa, Qur'oni Karimdan ko'plab iqtiboslar keltirilgani, o'ziga xos ahamiyat kasb etadi. Qolaversa, muallifning islomiy ilmlardan hamda arab adabiyotidan chuqur bilishi hadislar va arab adabiyotidan namunalarni ham qo'llashida mulohaza qilinadi.

Zabt, ya'ni so'zlarning harf va harakatlarini aniq ko'rsatish qadimgi arab tilida yozilgan kitoblarda muhim ahamiyat kasb etgan. Ushbu doiraga oid terminlar bilan tanishib chiqqach, Ta'rifot asarida zabt orqali ko'rsatilgan so'zlarga to'xtalamiz.

¹ نفس المصدر. ص 74

² نفس المصدر. ص 103

³ علي بن محمد الجرجاني. التعريفات. القاهرة: دار الفضيحة. 2004. ص 38

⁴ أ. هدى مناصر. منهج الشريف الجرجاني (ت816هـ) في الكشف عن دلالة المصطلحات من خلال معجمه: التعريفات. مجلة العلوم الإنسانية. عدد 40. جامعة قسنطينة، الجزائر. 2013. ص 117.

⁵ سعيد الأفغاني. الموجز في قواعد اللغة العربية. بيروت: دار الفكر. ص 14

Tashkil – shakl va harakatlardan farqli o‘laroq, u suls, nasx va ijzoda katta harflarning tagida yoziladigan kichik harflardan iborat jimjimador shakllardir.

Mo‘jam – nuqtali harf.

Muhmal – nuqtasiz harf.

Shakl – so‘zlar harakatlarini zabt etish.

Zabt – kitob matnini to‘g‘rilash va uni sahihligiga ishonch hosil qilishdir, uni shakl deb ham ataladi.

Zabtu-l-muhmal – muhmal harflarni zabt etish, ya‘ni ularni mo‘jam harflardan ajratib ko‘rsatish. Muhmal harflarni zabt etishning ko‘plab usullari bor. Muhmal harflarni zabt etish tas‘hifning oldini oladi¹.

Ko‘rib o‘tganimizdek, so‘zlarni zabt etish, noto‘g‘ri o‘qish natijasida ma‘no buzilishining oldini oladi. Jurjoni o‘n bitta o‘rinda zabtdan foydalangan. Masalan:

أح: بفتح الألف وضمها والحاء المهملة، يدل على وجع الصدر.

Ah: fath, ya‘ni “a” yoki damm “u” unlisiga ega alif va muhmal “ho” bilan. Ko‘krak og‘rig‘ini bildiradi².

Shuningdek uni “juz” va “jaz” istilohlarini ham zabt orqali ajratganini ko‘rishimiz mumkin:

الجزء: بالضم: ما يتركب الشيء منه ومن غيره. وعند علماء العروض: عبارة عما من شأنه أن يكون الشعر مقطوعاً به.

Juz`: damm (u) bilan: Narsa undan va undan boshqasidan tarkib topadi. Aruz olimlari nazdida u she‘r u bilan bo‘linadigan narsadir.

وبالفتح: وهو حذف جزأين من الشطين، كحذف العروض والضرب، ويسمى مجزوءاً.

Fath (a) bilan esa: shatrdan ikki juzni tushirib qoldirishdir. Bunga aruz va zarbni tushirib qoldirish misol bo‘ladi. Bunday bayt majzu‘ deb nomlanadi³.

Shu bilan qatorda Jurjoni o‘n bitta o‘rinda zabtdan foydlangan⁴.

Shuningdek Jurjoni o‘n bitta o‘rinda harfni zabt etganini ko‘ramiz. U mubora‘a istilohi ta‘rifida shunday deydi:

المباراة: بالهمزة، وتركها خطأ، وهي أن يقول لامرأته برئت من نكاحك بكذا، وتقبله هي.

Mubora‘a: hamza bilan, hamzasiz xato. U bir kishi ayoliga “bari‘tu min nikahiki bikaza” (nikohingdan falon narsa evaziga kechdim) deyishi hamda ayolini qabul

¹ يوسف المرعشلي. أصول كتابة البحث العلمي وتحقيق المخطوطات. بيروت: دار المعرفة. 2003. ص. 209-211.
² أحمد شوقي. مصطفى طوبي. معجم مصطلحات المخطوط العربي. مراكش: المطبعة الوراثة الوطنية. ط1 و3. 2005/2003.
³ عبد الهادي الفخري. تحقيق التراث. جدة: مكتبة العلم. 1982. ص. 181.

⁴ علي بن محمد الجرجاني. التعريفات. القاهرة: دار الفضيلة. 2004. ص. 13.

³ علي بن محمد الجرجاني. التعريفات. القاهرة: دار الفضيلة. 2004. ص. 68.

⁴ هدى مناصر. منهج الشريف الجرجاني (ت816هـ) في الكشف عن دلالة المصطلحات من خلال معجمه: التعريفات. مجلة العلوم الانسانية. عدد 40. جامعة قسنطينة، الجزائر. 2013. ص. 119-120.

*qilishidir*¹. Ko‘rib turganimizdek, Jurjoniy bu yerda mubora`aning ikkinchi alifi hamza bilan o‘qilishi, hamzasiz o‘qilishi esa xato ma’no keltirib chiqarishiga urg‘u berib o‘tgan.

Keyingi yordamchi usul esa **etimologik** kelib chiqishini ko‘rsatishdir. Etimologik kelib chiqishni ko‘rsatish, tilda asli mavjud bo‘lmagan terminlarning ma’nosi to‘g‘ri tushunishga ko‘mak beradi. Ta’rifot asarida ikki o‘rinda so‘zning etimologik kelib chiqishi ko‘rsatilgan:

الاسطقسات: لفظ يوناني، بمعنى الأصل، وتسمى العناصر الأربعة، التي هي الماء والأرض والهواء والنار، اسطقسات، لأنه أصول المركبات، التي هي الحيوانات والنباتات والمعادن.

Ustuqussot: yunoncha so‘z bo‘lib, asl degan ma’noni anglatadi. To‘rt unsur: suv, yer, havo va olov ustusot deb ataladi, chunki ular murakkab moddalar: hayvonlar, o‘simliklar va ma’danlarning asoslaridir².

الهيولي: لفظ يوناني بمعنى: الأصل، والمادة، وفي الاصطلاح: هي جوهر في الجسم قابل لما يعرض لذلك الجسم من الاتصال والانفصال محل للصورتين: الجسمية، والنوعية.

Hayulo: yunoncha so‘z bo‘lib, asl, modda degani. Istilohda: jismdagi javhar bo‘lib, shu jismdagi birikish va bo‘linishga uchrovchidir. Ikki surat: jismiy va nav‘iyga ega³. Mulohaza qilib o‘tganimizdek, asarda asl arab tilida bo‘lmagan ushbu ikki so‘zning etimologik kelib chiqishi ko‘rsatilib, muhim lug‘aviy-ilmiy ma’lumot taqdim etilgan.

Asarning qiziq jihatlaridan yana biri, asarda **havoladan** foydalanilganidir. Jurjoniy faqat bir o‘rindagina havoladan foydalangan. “Ustuqus”ning ta’rifida uni quyidagicha izohlagan:

الأسطقس: يُعرف من تعريف الداخل.

Ustuquss: doxil (ichki)ning ta’rifidan bilinadi. Doxilni esa quyidagicha ta’riflagan edi⁴:

الدَّاخل : باعتبار كونه جزءا يسمى ركنا، وباعتبار كونه بحيث ينتهي إليه التحليل يسمى أسطقسا، وباعتبار كونه قابلا للصورة المعينة بسم مادة وهيولي.

Doxil bir narsaning qismi bo‘lishi e’tiboridan rukn deb, bo‘linish unda tugashi jihatidan **ustuqus**, muayyan bir suratga ega bo‘lishi imkoniyatidan modda va hayula deb nomlanadi⁵⁶.

¹ علي بن محمد الجرجاني. التعريفات. القاهرة: دار الفضيحة. 2004. ص 165

² نفس المصدر. ص 23

³ علي بن محمد الجرجاني. التعريفات. القاهرة: دار الفضيحة. 2004. ص 206

⁴ نفس المصدر. ص 23

⁵ نفس المصدر. ص 90

⁶ أ. هدى مناصر. منهج الشرف الجرجاني (ت816هـ) في الكشف عن دلالة المصطلحات من خلال معجمه: التعريفات. مجلة العلوم الانسانية. عدد 40. جامعة قسنطينة، الجزائر. 2013. ص 114-116.

Yuqoridagilardan xulosa qilib aytishimiz mumkinki, “Ta’rifot” asari, arab termin lug‘atshunosligi tarixida o‘ziga xos uslubi, tartibi va izohlash usullari orqali alohida o‘rin tutuvchi qimmatli asardir. Unda sharh orqali ta’riflash, antonim orqali, zabt, havola va boshqa usullar orqali terminlar izohlangan. Unda ko‘plab fanlarga oid terminlar, xossatan, fiqh faniga doir terminlarni ham lug‘aviy, ham istilohiy ma’nosini sharhlanganini ko‘rishimiz mumkin.

Oldimizda “Ta’rifot” asarining qo‘lyozma nusxalarini o‘rganib, asarning ilmiy-tanqidiy matni ustida tadqiqot olib borish vazifasi turibdi. Zero, toshbosma nusxalarning matnida turli xatolar va qisqartirishlarga yo‘l qo‘yilgani ehtimoli yo‘q emas.

1. أ. هدى مناصر. منهج الشريف الجرجاني (ت816هـ) في الكشف عن دلالة المصطلحات من خلال معجمه: التعريفات. مجلة العلوم الانسانية. عدد 40. جامعة قسنطينة ، الجزائر. 2013.
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THE CONCEPT OF "ADVERTISING" AND ITS IMPORTANCE IN RAISING SOCIAL AWARENESS

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Abstract: *This article is devoted to the description of the social advertising and its importance in communication as material for language learning. Moreover, the meaning of the concept of "advertising", the text of the advertisement and its classification are discussed.*

Key words: *advertising, social advertisement, national stereotype, national character, verbal and non-verbal means, social behavior, social involvement.*

Аннотация: *Статья посвящена описанию социальной рекламы и ее сущности, ее значения в общении как материала для изучения языка. Кроме того, обсуждается значение понятия «реклама», текст рекламы и ее классификация.*

Ключевые слова: *реклама, социальная реклама, национальный стереотип, национальный характер, вербальные и невербальные средства, социальное поведение, социальная вовлеченность.*

INTRODUCTION. In today's globalization era, the influence of mass media on humanity is increasing significantly. Advertising serves as a convenient resource in all fields, even in language learning. Because advertising text is usually written in easy language without using complex grammatical structures.

One of the most widespread and all-pervasive types of communication in the modern world is advertising. Consumers are exposed to advertising messages via newspapers, magazines, radio, television, and the internet. Although the main purpose of advertising for small businesses is to inform consumers about their goods and services, advertising techniques often serve to bring attention to societal issues. Strong visuals, emotional music, and well written content can arouse attitudes in viewers and encourage social change.

It should be noted that a lot of information has been collected due to the researches about the concept of "advertising", its emergence, meaning and developing steps. The term "advertising" comes from the Latin word "reklamo" - "to shout", "and in modern language it means to deliver information about a certain product to the public.

Advertising is "... information about goods and services in order to inform customers about them, to create or increase their demand and need" [Annotated dictionary of the Uzbek language, 373-374 b].

LITERATURE REVIEW. Advertising was significant in ancient times according to this current meaning. In actuality, this word first appeared in our language in the 1850s. However, the earliest types of advertising originated in ancient nations and are now kept in the British Museum. As an example, an Egyptian papyrus advertisement for the sale of a slave can be brought. In the inscription about the slave being sold, there are records that described the peculiarities of the slave. And the owners wrote them to the customers in order to encourage buying.

Additionally, there were advertisements at the time of ancient Greece and Rome, like wooden boards, copper scraps, and bone carvings.

Although advertising has rich historical roots in Uzbekistan, this field remained out of the scientific community's attention until independence. After independence, a number of scientific research works on advertising were carried out. For example, A.A.Azlarova studied the effectiveness of advertisements from the point of view of marketing, while L.I.Karimova studied social psychological and ethnopsychological aspects of advertisements. K.V.Mosin examined aspects of the effect of advertising on the moral and moral education of a person. In recent years, a lot of work has been done to develop the advertising industry. In particular, the Law of the Republic of Uzbekistan "On Advertising" was adopted on June 7, 2022 in order to ensure the legal basis for creating and distributing advertising.

Also S.V. Karpova, who conducted modern scientific research ("International Advertising Work" in Russian), Yu.S.Bernadskaya and S.S. Marochkina, L.F. Smotrovalar ("Basics of advertising"), M. Rashidova ("Methodology of advertising"), L.D. In the works of Stolyarenko ("Fundamentals of Psychology" in Russian), E. Utkin, A. Kachetkova ("Advertising Work" in Russian) the necessary information on the subject is thoroughly analyzed.

DISCUSSION. Advertisements differ from each other according to the principle of creation, for example, marketing, communicative, educational, economic, social advertising, etc.

Nowadays, various information attacks are increasing all over the world. For this reason, the demand for social advertisements that illuminate the issues in society and

are aimed at solving them is increasing more and more. This type of advertising is mainly devoted to highlighting and raising awareness of social protection motives in the country. Examples of this type of advertising include posters that cover the topics of harmful habits, environmental problems, and Internet addiction and like these.

The most correct and complete concept of social advertising was quoted by S. P. Grishaev. He said that social advertising is information directed to an unlimited number of people in any form and using any means, aimed at achieving charitable and other socially useful goals, as well as ensuring the interests of the state.

The emergence of social advertising dates back to 1906. At that time, advertisements were designed to attract American citizens to the defense. During the First World War, the field of social advertising rapidly developed with the establishment of the "Committee on Public Information" to inform the population about the aims and causes of the war. Afterwards, the invention of the camera by Jacques Louis Daguerre in 1839 caused to make advertising more reliable and memorable with visual effects.

In the Soviet period, social advertising had a political character, it is not very diverse, it is characterized by the fact that it is prepared in a political spirit. At that time, social advertising was used to perform information, image and communication functions. Basically, social advertisements were created with a special place for promotion and education tasks.

Since the 20s, posters depicting the main themes of war, the fight against dissidents, hunger, and the ideas of communism have been displayed.

At the end of the 50s, political coverage began, and today the direction of social advertising is changing and expanding in terms of content. For example, new topics such as healthy lifestyle, physical education and sports have appeared.

Special attention should be paid to the following aspects of social advertising:

- Controls their social behavior by influencing the mass audience;
- If it is positively received by the audience, the advertisement increases the reputation of the producers and does not require any financial income in the distribution process.

Social issue ads aim to influence perceptions, encourage action, or increase awareness of a particular public issue. Although they provide a number of difficulties and ethical issues, they can be efficient means of social change. There are numerous reasons to contribute the advertisement success.

The following are some of its advantages:

- It enhances people's social and cultural behaviour.
- It's a tool that can be applied to improve societal welfare.
- It raises people's standard of living financially.

- It gives them access to chances to improve their life and find work.
- It offers them fresh avenues for fulfilment.
- Publicly acceptable advertising benefits society as a whole.
- As society ideals change, so should advertising.
- It provides housewives with information on things that can lessen their drudgery. Products like cooking gas, washing machines, mixers, grinders, etc. are advertised in this way.
- It promotes family planning, something the country desperately needs.
- It raises awareness of a variety of illnesses, including AIDS and cancer.
- It informs them of the remedies available for certain conditions.

Focusing the person's attention on advertising, stimulating his abilities in the field of perception is recognized as an individual process in psychology.

Social advertising will be effective if it matches the inner mental state of the person and the real needs in it. In this case, the effectiveness is evaluated by the extent to which it is adapted to the way of life of the population, national-cultural traditions, traditions and values. In other words, the success of advertising depends on how adopted the given information is to national stereotypes and national character qualities. Advertisements have a high psychological impact in maintaining a healthy environment in society, increasing people's sense of self-confidence, and creating a healthy attitude towards life. Advertisements that express the lifestyle and character of people are more positively received. Because any advertisement is based on a system of psychological laws. Advertising information is presented in a combination of verbal and non-verbal means, musical texts, short and long, various images and drawings. In the process of understanding advertising, reacting to it allows a person to freely assess social reality, demonstrate social behavior skills, and awaken a sense of social involvement.

According to the content of social advertising, the following main types can be mentioned:

a) Advertisements of national holidays, traditions and values;

This type of advertising conveys a small message or announcement to the public about upcoming national and international holidays, various national traditions.

b) Advertisements about various projects, events, conferences or programs of non-profit organizations;

Examples of such advertisements include advertising of the state program for sorting waste for recycling among citizens, and the "Young Reader" project to interest young people in reading books. Information about charity fundraising events is also conveyed using this type of advertisement.

c) Informational and educational advertisements, e.g.

- advertising about keeping clean - promotes cleanliness and public order in society;
- an advertisement depicting the care of children - attracting the attention of parents to raising their children.

In order to influence public attitude towards a certain issue, advertisement producers usually take into consideration following linguistic constructions.

Humor is a tactic used in social advertising campaigns to grab attention and start a conversation. Although it can be risky, humor can also be beneficial if used correctly.

Using storytelling to engage an audience, convey a message, or motivate action is a useful tactic used in advertising campaigns aimed at social causes. Using stories to engage your audience on a personal and emotional level can be very effective.

The next tactic for social advertising campaigns is to build trust, establish legitimacy, authority or trust through *credibility*. You can build credibility by presenting data, figures, evidence or recommendations from reliable sources. For example, the Truth campaign used legitimacy to expose the deceit and fraud of the tobacco industry and discourage youth smoking. The campaign exposed the negative impact of smoking and the dishonest business practices of tobacco companies by presenting data, statistics and commentary from industry documents and experts.

Using ethics is powerful strategy to appeal to the values, morals, or principles of the audience. Ethics can be a powerful way to persuade an audience to support a cause, but it can also be controversial or problematic. For example, the PETA campaign used ethics to advocate for animal rights and to criticize animal cruelty and exploitation. The campaign used graphic images, shocking slogans and celebrity endorsements to expose cruelty and violence in the meat, fur and leather industries. The campaign received a lot of attention, but also faced criticism and backlash for being insensitive, offensive, or misleading.

CONCLUSION. To conclude, the study of advertising texts requires a different approach in linguistics. The success of advertising is determined by the correct choice of language units used in it. Because presenting the advantages of the advertised product to the consumer in an understandable language and form helps to increase the effectiveness of advertising. The most effective instrument available to advertisers for conveying their message is language. An effective use of language can distinguish between a poor and excellent advertisement. Consequently, language and linguistics play a significant role in the marketing of advertising, their efficacy, and the overall message and goal that advertisers hope to get through to their target audience.

Advertising is becoming an active part of our daily life as a means of influencing social processes, forming a protective shell against various foreign ideas, speeding up the development of society as much as possible.

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MUAMMOLI O‘QITISH BOSHLANG‘ICH ADABIY TA‘LIMDA BO‘LAJAK BOSHLANG‘ICH SINIF O‘QITUVCHILARIDA TANQIDIY FIKRLASH MALAKALARINI TAKOMILLASHTIRISH

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Annotatsiya: Maqolada zamonaviy ta‘lim berish jarayonida ona tili fanining, o‘qitishda muammoli ta‘lim texnologiyalaridan foydalanishning metodik asosi yoritilgan. Mazkur maqola umumta‘lim maktablarining ona tili darslarida foydalanish uchun manba bo‘lib xizmat qiladi. Hozirda biz xorijlik hamkorlarning bu yo‘nalishdagi tajribalarini o‘rganish va bu tajribani bizning o‘qituvchilarimiz uchun moslashtirish bo‘yicha ish olib borayotganligi bayon etilgan. Shuningdek maqolada boshlang‘ich sinf o‘quvchilarida tanqidiy fikrlash orqali, mustaqil, erkin fikrlay olish, tahlil qilish, taqqoslash, fikrlarni izohlash, baxslashish, o‘z g‘oyalarini himoya qilish va yangiliklarga intilish kabi malakalari bilan birga, mantiqiy tafakkur qila olish salohiyati, dunyoqarashi, o‘z-o‘zini anglash, kommunikativ savodxonligi, go‘zallik va nafosatni his etib, undan zavqlana olish, aqlan va jismonan sog‘lom bo‘lish, milliy urf-odatlarini o‘ziga singdirish va qadrlash kabi muhim xususiyatlarini rivojlantirish haqida turli ma‘lumotlar hikoya qilinadi.

Kalit so‘zlar: pedagogik, ta‘lim, boshlang‘ich sinf, ta‘lim texnologiyalari, mustaqil fikrlovchi, axborot texnologiyalari bozori, iqtido.

Аннотация: В статье описаны методические основы использования родного языка и проблемных образовательных технологий в процессе современного образования. Эта статья служит ресурсом для использования на уроках родного языка в средних школах. Теперь мы иностранцы изучаем опыт партнеров в этом направлении и этот опыт является нашей осью. Заявлено, что мы работаем над кастомизацией для наших клиентов. Также в статье у учащихся начальных классов имеется потенциал к логическому мышлению посредством критического мышления, самостоятельности, свободного мышления, анализа, сравнения, интерпретации идей, обсуждения, защиты своих идей и поиска новостей, самосознание, коммуникативная грамотность, способность чувствовать и наслаждаться красотой и изысканностью, быть

психически и физически здоровыми, впитывать и ценить национальные традиции. Об этом сообщается различная информация.

Ключевые слова: педагогика, образование, начальный класс, образовательные технологии, независимый мыслитель, рынок информационных технологий, творчество.

Annotation: *The article describes the methodical basis of the use of mother tongue science and problematic educational technologies in the process of modern education. This article serves as a resource for use in the mother tongue classes of secondary schools. Now we are foreigners study the experiences of partners in this direction and this experience is our axis. It is stated that we are working on customization for our users. Also, in the article, primary school students have the potential to think logically through critical thinking, independent, free thinking, analysis, comparison, interpretation of ideas, discussion, protection of their ideas and pursuit of news. development of important features such as worldview, self-awareness, communicative literacy, the ability to feel and enjoy beauty and sophistication, to be mentally and physically healthy, to absorb and appreciate national traditions various information is told about it.*

Key words: *pedagogy, education, primary class, educational technology, independent thinker, information technology market, creativity.*

Yangi pedagogik bilimlar ko‘lami Ta’lim to‘g‘risida”gi Qonun talablari asosida kengayib bormoqda, tadqiqot yo‘nalishlari erkin shaxsni shakllantirish muammolariga qaratilyapti. Bugungi kunda ta’lim-tarbiya jarayonida ta’limning turli o‘qitish metodlaridan unumli foydalanish muhim ahamiyatga ega.

Ona tili darslari innovatsion texnologiya asosida tashkil qilinganda, asosan, o‘quvchilarda hamkorlikda ishlash ko‘nikmasi shakllanadi, umumiy vazifalar yechimini topishda bir-birlariga ko‘mak beradilar, o‘quvchilarda ijodiy va mustaqil fikrlash malakalari tarkib topadi, o‘quvchilar o‘z ishlari natijasiga, o‘qishga, ta’lim olishga shaxsan mas’ullikni his qiladilar.

Ayni paytda har qanday o‘quv maskanlarida muammoli o‘qitish texnologiyasi samarador hisoblanadi. Uning vazifasi faol bilish jarayoniga undash va tafakkurda ilmiy-tadqiqot uslubini shakllantirish bo‘lib u ijodiy, faol shaxs tarbiyasi maqsadlariga mos keladi.

Muammoli o‘qitishning mohiyatini o‘qituvchi tomonidan o‘quvchilarning o‘quv ishlarida muammoli vaziyatni vujudga keltirish va o‘quv vazifalarini, muammolarini hamda savollarini hal qilish orqali yangi bilimlarni o‘zlashtirish bo‘yicha ularning bilish faoliyatini boshqarish tashkil etadi.

Muammoli vaziyatning belgilari quyidagilar:

- o‘quvchida notanish faktning mavjud bo‘lishi;
- vazifalarni bajarish uchun o‘quvchiga beriladigan ko‘rsatmalar, yuzaga kelgan bilish mashaqqatini hal qilishda ularning shaxsiy manfaatdorligi.

Muammoli vaziyatdan chiqa olish hamma vaqt muammoni, ya’ni — nima noma’lum ekanligini, uning nutqiy ifodasi va yechimini anglash bilan bog‘langan.

Muammoli vaziyatni fikriy tahlil qiladigan bo‘lsak, u, avvalombor, o‘quvchilarning mustaqil aqliy faoliyatidir. U o‘quvchini intellektual mashaqqat keltirib chiqargan sabablarni tushunishga, unga kirish, muammoni so‘z bilan ifodalash, ya’ni — faol fikr yuritishni belgilashga olib keladi. Bu o‘rinda izchillik yorqin ko‘rinadi: avvalo, muammoli vaziyat yuzaga keladi, so‘ng o‘quv muammosi shakllanadi. O‘qitish jarayonida o‘quv muammosining muhim belgilari ham mavjud.

O‘quv muammosining muhim belgilari quyidagilar:

- yangi bilimlarni shakllantirishga olib keladigan noma’lumning qo‘shilishi;
- o‘quvchilarda noma’lumni topish yo‘lida izlanishni amalga oshirish uchun zarur bo‘lgan muayyan bilim zahirasi bo‘lishi.

O‘quv muammosini yechish jarayonida o‘quvchilar aqliy faoliyatining muhim bosqichi uning yechilish usulini o‘ylab topishga oid farazlar, g‘oyalar qo‘yish hamda uni asoslashdir.

O‘quv muammosi muammoli savollar bilan izchil rivojlantirib boriladi va bunda har bir savol uning hal qilinishida bir bosqich bo‘lib xizmat qiladi.

Muammoli o‘qitishda o‘qituvchi o‘quvchilarning bilish faoliyatini tashkil etadi, shundagina o‘quvchilar fanlarni tahlil qilish asosida mustaqil ravishda intellektual mashaqqatlarni hal qilish, xulosa chiqarish va umumlashtirish, qonuniyatlarni shakllantirish, qo‘lga kiritilgan bilimlarni yangi vaziyatga tatbiq etishga intiladi.

Muammoli o‘qitish natijasida o‘quvchilarda bilimlarga mustaqil erishish qobiliyati shakllanadi hamda mavzu bo‘yicha turli g‘oyalar topish, uni isbotlash orqali yangi aqliy harakat usullarini topish va bilimlarni bir muammodan boshqasiga ko‘chirish ko‘nikmasi hosil bo‘ladi.

Fikrlashning eksentrikligini rivojlantirish, muammolarni “taqlid” yordamida hal qilish uslubidan voz kechish kerak. Aynan boshlang‘ich maktab yoshida, psixologlarning tadqiqotlariga ko‘ra, mantiqiy fikrlashni, muammoni hal qilish uchun nostandart yondashuvni shakllantirish zarur. Agar maktabgacha yoshda bolaning o‘yin faoliyati yetakchi bo‘lsa, boshlang‘ich maktabda o‘qishga yo‘naltirish mavjud. Fikrlash asosiy funksiyaga aylanadi. Aqliy faoliyatni rivojlantirish boshlang‘ich maktabda ustuvor ahamiyatga ega. Mantiqiy fikrlash bolani o‘zlashtirgan bilim, ko‘nikma va ko‘nikmalaridan foydalangan holda, shuningdek, nazariy va amalda

nostandart vaziyatlarda qaror qabul qilishga, shuningdek, kerakli ma'lumotlarni topishga o'rgatishni tartibga soladi. Bularning barchasi mantiqiy fikrlashni rivojlantirish, agar u asosiy vazifa bo'lmasa, keyinchalik bolaning boshlang'ich maktabda o'qishi davrida eng muhimlaridan biriga aylanishidan dalolat beradi. Mantiqiy fikrlashni rivojlantirishda quyidagilar muhim: tahlil qilish, sintez qilish, tushunchalar bilan ishlash, xulosa chiqarish, mulohaza yuritish, bahslashish va eng muhimi, mustaqil fikrlash odatini rivojlantirish, g'ayrioddiy yechimlarni izlash. Aqliy faoliyat, boshqa har qanday faoliyat kabi, o'qitilishi va rivojlanishi kerak. Zamonaviy dunyoda bola ko'pincha shunga o'xshash qiyinchiliklarga duch keladi, shuning uchun bu mavzu bugungi kunda eng dolzarb hisoblanadi. Rivojlanish muammolari ko'plab o'qituvchilar va psixologlarni qiziqtirgan (P. Blonskiy, L. S. Vygotskiy, S. L. Rubinshteyn, P. Ya. Galperin, A. N. Leontiyev, A. R. Luriya, P. I. Zinchenko, A. A. Smirnov, B. M. Velichkovskiy, G. G. Vuchetich, Z. M. Istomina, G. S. Ovchinnikov, J. Piaget). Statistik ma'lumotlar shuni ko'rsatadiki, 4-sinf o'quvchilarining hammasi ham mantiqiy fikrlash ko'nikmalariga to'liq yoki hech bo'lmaganda qisman ega emaslar. Ba'zan ba'zi o'quvchilar hatto o'rta maktabda ham ularni o'zlashtirmaydilar. Ushbu dalillarning barchasi boshlang'ich maktab o'quvchilarida mantiqiy fikrlashni rivojlantirishdagi muayyan muammolarni, shuningdek, bolalarga aqliy operatsiyalarning asosiy usullarini o'rgatish bo'yicha maqsadga muvofiq ish olib borish zarurligini ko'rsatadi. Ko'pincha, ushbu yo'nalishdagi ishlar kichik o'quvchilarda mantiqiy fikrlashni shakllantirishga eng samarali ta'sir ko'rsatadigan shart-sharoitlarni, o'qitish usullari va pedagogik texnologiyalarni aniqlashga qaratilgan. Tadqiqot natijalari ko'pincha ikkita muammoni hal qildi: olingan bilimlarning mazmuni qanday bo'lishi kerak va o'qituvchi o'quvchilar ongiga qanday ma'lumot yetkazishi mumkin. Axir bilimlarni mexanik ravishda o'rganish mumkin, fikrlashning oqilona usullari ularni tushunishga imkon beradi.

O'quvchilarda diqqat va tasavvurlari rivojlanadi, o'quv materiallarini idrok qilish orqali ularning bilish faolligi oshadi.

Boshlang'ich sinflarda sifat turkumini o'rganish tizimi o'quv materialini leksik va grammatik tomondan izchillik bilan boyitib, murakkablashtirib borishni ko'zda tutadi. O'quvchilar savod o'rgatish davridan boshlab, to 4- sinfga qadar belgi bildiruvchi so'zlarning — sifatning leksik va grammatik ma'nolarini boshlang'ich sinf ona tili dasturi hajmida o'rganadilar. Savod o'rgatish davrida belgi bildirgan so'zlarning ma'nolarini o'qituvchining "Mazasi qanday olma? Rangi qanday olma? Hajmi qanday olma?" kabi savollari asosida kuzatish orqali amaliy bilib boradilar.

Sifatni o'rgatishda yana rangli rasmlardan foydalanish juda katta samara beradi. Rasm bolalar sezgisiga ta'sir etib, uning hayot tajribasida hali uchramagan tomonlarini ochadi, ularga tanish bo'lgan hodisalarni chuqur anglashga ham yordam beradi.

Masalan, tabiat tasvirlangan rangli rasm o'quvchilar diqqatiga havola etilib, quyidagi:

1. Rasmda rassom qaysi ranglardan foydalangan? Daftaringizga ranglar deb ikki nuqta qo'ying va ranglarni ifodalovchi so'zlarni yozing.

2. Osmon qanday tasvirlangan? Uni tasvirlovchi so'zlarni "osmon" so'zi bilan birga qo'llab yozing.

3. Tog' qanday tasvirlangan? Uni tasvirlovchi so'zlarni "tog'" so'zi bilan birga qo'llab yozing.

4. Rasmda qaysi hayvonni ko'ryapsiz? Hayvonning sifatlarini uning nomi bilan birga yozing.

5. Daraxtlarni kuzating. Unda nimani sezyapsiz? Shamolning xususiyatlarini qaysi so'zlar bilan ifodalash mumkin? - kabi topshiriqlar berilsa, bolalar ko'rsatilgan rasmlar asosida sifatlar to'plamini yaratadi.

Masalan:

1-topshiriq asosida o'quvchilar quyidagi sifatlar to'plamini yaratishi mumkin. Ranglar: oppoq, ko'k, ko'm-ko'k, jigar rang, sariq, sap-sariq, qizg'ish, qora, yashil.

2- topshiriq asosida esa: tiniq osmon, bulutli osmon, ko'm-kok osmon, musaffo osmon, qora bulutli osmon, oq bulutli osmon, tinch osmon.

3- topshiriq: baland tog', qorli tog', archali tog', qoyali tog', qorsiz tog', cho'qqili tog'.

4- topshiriq: yirtqich ayiq, qo'ng'ir ayiq, beso'naqay ayiq, oq ayiq, beozor ayiq, masxaraboz ayiq va nihoyat,

5- topshiriq asosida: yoqimli shamol, sovuq shamol, qattiq shamol, mayin shamol, iliq shamol, tonggi shamol, kechki shamol, tog' shamoli. Bir so'z asosida bir necha sifatli birikmalar tuzdirish o'quvchilar so'z boyligining qay darajada ekanligini ko'rsatib beradi. Ular tuzgan birikmalar asosida "Sifat - so'z turkumi" tushuntiriladi:

– Rasm asosida to'plagan rang bildiruvchi so'zlarni qanday so'zlar degan edik?

– Osmon, tog', shamol, ayiq so'zlari qaysi turkumga kiradi?

– Shu so'zlar orqali oldingi so'zlarga so'roq bering. Ular 1-2- sinflarda qanday so'zlar deb o'rganilgan?

– Belgi bildirgan so'zlarni bir so'z bilan nima deb nomlash mumkin? Bu savollar o'quvchilarni muammoli vaziyatga soladi va ularda muammoni hal qilishga qiziqish uyg'otadi va intilishni yuzaga keltiradi.

Asosiysi, o‘quvchilar mustaqil va amaliy izlanadilar. Til birliklarini o‘zlari qidiradilar, topadilar va o‘zlashtiradilar.

Natijada, “Sifatlar nimaning belgisini bildiradi? Ular qaysi so‘zlar bilan bog‘lanib keladi?” kabi savollarga bemaolol javob beradilar.

Ular tushunchalarini yanada aniqlash maqsadida ta’limiy o‘yinlar tashkil qilinadi.

O‘quvchilar matn yaratishga bosqichma-bosqich: so‘z ustida ishlash, gap va uning mantiqiy bog‘lanishi ustida ishlash, og‘zaki hikoya tuzish va uni yozma shakllantirish tarzida maxsus tayyorlab boriladi.

Shunday qilib, muammoli o‘qitishning vazifasi o‘quvchilar tomonidan bilimlarni puxta o‘zlashtirish va aqliy hamda amaliy, mustaqil faoliyatlarini samarali bo‘lishiga hamkorlik qilish, ularda yangi vaziyatda olingan bilimlarni ijodiy qo‘llash malakasini shakllantirishdan iborat.

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WAYS OF NEOLOGISM FORMATION IN ENGLISH

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ABSTRACT

The article deals with the formation of neologisms in the modern. New words have been entering English at an ever increasing rate. Although this phenomenon is often associated with new things, processes, and concepts that need names, there is also a great increase, indeed acceleration, in clever, trendy, eye-ear-catching words.

Keywords: *English language, press language, neologisms, word formation.*

INTRODUCTION

The vocabulary of any language is in constant change and dynamics, being its most mobile component. Vocabulary, as the most mobile layer of language, reacts most sensitively to all changes in social, cultural, political, scientific, and other spheres of human life because it is the word that is the "mirror of life".

The creation of new words reflects, first of all, the needs of society in the expression of new concepts that constantly arise as a result of the development of science, technology, culture, social relations, etc. [1].

At the moment, English, as well as many other languages, is experiencing a "neological boom". The huge influx of new words and the need to describe them led to the creation of a special branch of lexicology—neology – the study of neologisms. Neologisms or new words arise in connection with the appearance of new concepts, and objects in different fields of human activity, which need to be given new names.

Neologisms (from the Greek *neos* "new" and *logos* "word") mean words or phrases denoting a new reality (object or concept) that appeared in the language relatively recently and still retain a touch of novelty and strangeness. As recent reproducible lexical units, neologisms are not included in the active vocabulary of the language.

According to statistics, tens of thousands of neologisms appear in developed languages every year, specifically in English, according to R. Burchfield, who developed a four-volume appendix to the Oxford English Dictionary, an average of 800 neologisms appear every year, which indicates the so-called "neological boom".

The main feature of neologism is the absolute novelty of the word for most native speakers. The word is in a state of neologism for a very short time. As soon as it begins to be actively used, it loses the sign of novelty, that is, it gradually enters the lexical system of the language as a commonly used one. Neologisms are associated with all areas of English-speaking society, but a large number of new lexical units appear in connection with the development of computer technology:

multi-user – computer for multiple users;

hardware – computer parts;

software – computer program;

to blitz out – destroy part of the data in the computer's memory.

Most of the neologisms associated with the use of computers in everyday life are formed using the abbreviated form *tele*. For example:

telepost – a place in the house where a computer is located;

teleshopping, *telebanking* – financial or trading operations using a computer.

A relatively new semantic group is considered to be neologisms on space topics:

space-bike, *mini-bike* – auto lets;

cargo module – cargo compartment of a spacecraft;

UFO – unknown flying objects, etc.

In the field of fine art, there is a rapid process of experimentation, and new writing styles and stylistic techniques are being created:

minimalism – a design or style in which the simplest and fewest elements are used to create the maximum effect. (thematic "fine-grained");

ABC art – art that simplifies and decomposes color and shape into elementary parts;

Op art – art using optical effects;

revivalism – a school of modern painting returning to traditional forms and techniques;

action painting – painting by spraying, etc.

In the field of cinema, television, and video technology, many new technical means have appeared:

inflight movies – movies on board an airplane;

chat show – interviews with a celebrity on TV;

kidvid – TV shows for kids.

A large number of neologisms appear in connection with social movements.

For example, the English language owes many new words to feminism: *libbie* is a suffragette, a feminist [2]. It is thanks to women's movements that some English words ending in *-man* have changed, acquiring a more gender-neutral form: policeman – police officer, chairman – chairperson.

According to their structure and method of formation, neologisms in the language of the newspaper are represented by several variants. The most characteristic ways of forming neologisms in the language of an English newspaper are word formation (word composition, affixation, conversion, abbreviations) and borrowings from other languages [3].

A word composition is a fusion of two or more bases to form a new word. For English compound words, the most frequent formations are those consisting of two bases:

read-in – readers competition;

recite-in – reciter contest;

swim-in – swimming competition;

lobby-in – conference on political issues;

break-in – intrusion into the privacy of citizens (violation of the secrecy of correspondence, eavesdropping on telephone conversations);

push-over – an easily insurmountable obstacle;

drop-out – a young man who dropped out of school;

build-up – accumulation of military forces;

high-rise – multi-story building;

cloth-cap – worker;

be-in – friendly meeting;

a write-off – out of use.

Another way of forming neologisms is affixation – the formation of new words using suffixes and prefixes. The newspaper style is characterized by the appearance of affixed neologisms with a certain set of affixes, as well as an unusual combination of bases and affixes [4]. Affixes that are unproductive in other speech styles often find new use. In many cases, such affixes develop new meanings that were previously unusual for them, for example, the suffix *-ship*.

This Anglo-Saxon suffix was once used to form abstract nouns with the meaning of a state, or a position, for example: friendship, leadership, or lordship [5]. In newspaper vocabulary, the suffix *-ship* in combination with the morpheme *-man* forms abstract nouns with the meaning of quality, attribute:

brinkmanship – balancing on the brink of war;

craftsmanship – the art of influencing the masses;

showmanship – the ability to show the product's face, to throw dust in the eyes;

statesmanship – the wisdom of a statesman.

The same should be said about the *unproductive* suffix *dom*, which in the newspaper vocabulary began to be used to form new words and thus gained

productivity, for example:

bogdom – a dead end in life;

officialdom – official circles;

suckerdom – a parasite.

In newspaper English, one can find neologisms formed as a result of combining the suffix *-er* with the basics of noun and verb names. For example:

school leaver – graduate of the school;

primary schooler – primary school student;

senior (junior) graders – students of senior (junior) classes;

marcher - a demonstrator.

The formation of new words using prefixes and their frequent use is also characteristic of the press language. Recently, many words with the prefix *-non* have appeared in newspapers:

non-access to nuclear weapons – non-admission to nuclear weapons;

non-affiliated union - an American trade union that is not part of a larger union of trade unions;

non-belligerent country – a country that did not participate in the war;

non-content – voting against the proposal (in the House of Lords);

non-union, non-unionist – not a member of a trade union.

Many new words arise as a result of conversion, i.e. the transition of a word from one part of speech to another, leading to the formation of a new word without changing its initial form. Neologisms formed through conversion are widespread in newspaper vocabulary, their presence is one of the distinctive features of the newspaper style itself. Most often these are verbs formed from nouns and nouns formed from verbs.

It should be noted that in the newly formed word, meanings often develop that are only indirectly related to the base word. For example, in the *to hit – a hit* pair, you can observe an interesting development of the meaning of the noun. As a result of a number of transfers and reinterpretations of the meaning of a hit, it has come to mean success or what has success.

A similar development can be observed in the following pairs:

to print – a print; the noun *print* has developed the meaning of circulation, i.e. the entire number of printed copies;

to cut – a cut; the noun has acquired the meanings of reduction and cancellation.

In newspaper vocabulary, especially in the part of it that relates to political events, and advertising, partially substantive words are often found, a kind of conversion in which a word acquires only some signs of a noun, for example, an article or a plural form. For example:

the unemployed – a man with no employment;
casuals – comfortable shoes for every day;
home beautifuls – household items (bathrobe, flip-flops, etc.);
the coloureds - colored population;
locals – local trade unions and their representatives.

The reverse derivation is the process of forming heads by truncating the suffix from correlative nouns such as televise "to show on television" from "television".

Another type of formation of new words is an abbreviation. The abundance of abbreviated words, especially in the headlines, is a characteristic feature of the newspaper's language. Some abbreviations found in English newspapers appeared in the newspaper and later became common for all styles of speech; others were rarely found outside the newspaper; others came to the newspaper from the language of technical literature, business language, i.e. from other functional styles.

There are four types of abbreviations: abbreviations, acronyms, truncations, merges. The peculiarity of truncations is their reduced stylistic coloring, and, accordingly, their use is limited to the framework of colloquial speech. Truncation is typical for various types of slang (school, newspaper, sports):

sis – sister;
doc – doctor;
telly – television – TV;
zine – magazine;
specs – spectacles – glasses;
flu – influenza;
mizzy – miserable – pathetic.

Abbreviations and acronyms occupy a large place among abbreviations.

Technical terms, names of groups and organizations are most often abbreviated.

Abbreviations are usually used more often than the terms themselves:

VCR – video-cassette recorder;
PC – personal computer;
BUT – home Office;
E.V.A. (extravehicular activity) – work in outer space;
R.E.M. - rapid eye movement

Unlike abbreviations, acronyms are pronounced as full words:

SALT – Strategic Arms Limitation Talks;
UNESCO – United Nations Educational, Scientific and Cultural Organization;
WHO – World Health Organization;
WAY - World Assembly of Youth - an international youth assembly.

The English language is characterized by such a way of forming new words as merging – composing one word from two truncated ones. Thus, phonemes overlap at the junction of two words:

faction – fact + fiction is fiction based on documentary facts.

Amerasian – American + Asian – a person of American-Asian descent.

docudrama – documentary drama – documentary drama.

fruiice – fruit + juice – fruit juice.

slimnastics – slim + gymnastics – gymnastics for weight loss.

wordrobe – word + wardrobe – vocabulary

The bulk of bullion words are used in the media and in advertising. Due to the novelty and surprise of the form, they attract attention and have a certain pragmatic effect on the reader. Words-ingots or word-constrictions play an important role in modern colloquial and newspaper-journalistic speech, that is, in those styles of speech communication where the desire for efficiency of presentation is especially noticeable.

Another common way of the appearance of neologisms in the newspapers is borrowing from another language. Many people associate the activation of the process of borrowing vocabulary with social reasons, including political ones, which cannot but find its reflection, first of all, in the language of the media and the press. The language integrates foreign vocabulary, thereby expanding the vocabulary as a result of strengthening international contacts. Such words are gradually assimilated by the language due to multiple repetitions. Thus, the French *detente* (easing of international tension), which is now often used in the English and American press, appeared as a consequence of the peace-loving policy of the Soviet Union, which proclaimed the easing of international tension by preserving world peace.

Among the borrowings used in the language of the newspaper, you can find a lot of cripples, i.e. literal translations from a foreign language. For example:

spaceship – a spaceship vehicle;

to monitor sputniks – monitor satellites by radio;

to walk in the open space – to go into outer space;

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БОШЛАНҒИЧ БЕРИЛГАНЛАРИ ТАҚСИМЛАНГАН ГИПЕРБОЛИК ТЕНГЛАМА УЧУН ТЎҒРИ ВА ТЕСКАРИ МАСАЛА

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АННОТАЦИЯ

Мазкур ишда бошланғич берилганлари тақасимланган гиперболик тенглама учун тўғри ва тескари масалалар ўргилган. Тўғри масала учун топилган формуладан фойдаланиб тескари масалани ечимининг мавжудлиги ва ягоналиги исботланган. Масала ечимини мавжудлиги интеграл тенгламалар усули билан, ягоналиги – эса Гронуолла леммасига асосланғиб исботланган.

***Калит сўзлар:** Даламбер формуласи, Коши масаласи, абсолют ва текис яқинлашувчи, Гронуолла леммаси, биржинсли тенглама тўғри ва тескари масала.*

КИРИШ

Замонавий математикада барча масалалар шартли равишда коррект (тўғри) ва нокоррект қўйилган бўлади. Биринчи марта тескари ва нокоррект қўйилган масалалар XX асрнинг биринчи ярмида пайдо бўлди. Масаланинг корректлиги ва нокорректлиги тушунчаларини киритган Ж.Адамар нокоррект масалалар физик маънога эга эмаслигини, яъни бирор қўлланиладиган масалани тавсифловчи тенглама нокоррект бўлса, бу масала сунъий (нореал) ёки математик жиҳатдан етарлича тавсифланмаган бўлади деб хулоса берган.

Япон олимларининг ишларида гиперболик турдаги тенгламалар ва изотропик Ламе тенгламалар системаси учун тескари масалалар ўрганилган

бўлиб, бу ишларда Карлеман баҳолашларидан фойдаланиб, тескари масалалар ечимининг глобал Липшиц кўринишидаги турғунликлари баҳолашлари ўрнатилган. Параболик ва гиперболик тенгламалар учун тескари масалалар ечимининг ягоналиги ва турғунлиги билан В.М. Исаков шуғулланган.

АДАБИЁТЛАР ТАҲЛИЛИ ВА МЕТОДОЛОГИЯ

Физика ва геофизиканинг муҳим масалаларини ечишда бошланғич берилганлари тақасимланган гиперболик тенглама учун тўғри ва тескари масалалар катта аҳамиятга эга. Бунда бошланғич шартли масала ечимининг ягоналиги коэффициентлари аналитик бўлмаган ҳолларда 1938 йилда Т.Карлеман томонидан ўрганилган. Кейинчалик бу йўналиш М.М.Лаврентьев, Л.Ниренгберг, Л.Хёрмандер ва бошқалар томонидан ривожлантирилган. Бу соҳада ватанимиз олимларининг олган натижалари муҳим. А.К. Уринов ва унинг шогирдлари тўғри ва тескари масалалар бўйича олган натижалари ҳамда Ш.Ярмухамедов томонидан у тузган Карлеман функцияси асосида бир қанча коррект бўлмаган масалалар ечими регуляризацияси (тақрибий ечими) топилган. А.Ҳайдаровнинг ишларида гиперболик турдаги дифференциал тенгламалар учун карлеман баҳолашлари қурилган ва бу баҳолашлардан фойдаланиб ногиперболик Коши масаласи учун тўғри ва тескари масалалар ечимининг ягоналиги ва Гёлдер турдаги турғунлик баҳолашлари топилган. Гиперболик тенгламалар учун тўғри ва тескари масалалар [5-12] ишларда ўрганилган.

НАТИЖАЛАР

Тор тебраниш тенгламаси учун Коши масаласи берилган булсин.

$$\left(\frac{\partial^2}{\partial t^2} - \frac{\partial^2}{\partial x^2} \right) u(x, t) = F(x, t), \quad x \in R, \quad t > 0, \quad (1)$$

$$u(x, 0) = \varphi(x), \quad u_t(x, 0) = \psi(x), \quad x \in R, \quad (2)$$

бу ерда $F(x, t)$, $\varphi(x)$, $\psi(x)$ - берилган функциялар. Бу масаланинг ечими Даламбер формуласи деб аталади [1, 2]:

$$u(x, t) = \frac{1}{2} [\varphi(x-t) + \varphi(x+t)] + \frac{1}{2} \int_{x-t}^{x+t} \psi(\xi) d\xi + \frac{1}{2} \int_0^t d\tau \int_{x-(t-\tau)}^{x+(t-\tau)} F(\xi, \tau) d\xi \quad (3)$$

Энди қуйидаги Коши масаласини қараймиз

$$\begin{cases} \left(\frac{\partial^2}{\partial t^2} - \frac{\partial^2}{\partial x^2} \right) u(x,t) + q(x)u(x,t) = f(x,t), & x \in R, t > 0 \\ u(x,0) = \varphi(x), \quad u_t(x,0) = \psi(x), & x \in R, \end{cases} \quad (4)$$

бу ерда $f(x,t), q(x), \varphi(x), \psi(x)$ - берилган функциялар,
 $u = u(x,t)$ - номаълум функция.

(4)-(5) масалани $u(x,t)$ номаълумга нисбатан чизиқли интеграл тенгламага келтириш мумкин:

$$\left(\frac{\partial^2}{\partial t^2} - \frac{\partial^2}{\partial x^2} \right) u = f(x,t) - q(x)u(x,t) \equiv F(x,t)$$

(3) Даламбер формуласидан фойдаланамиз:

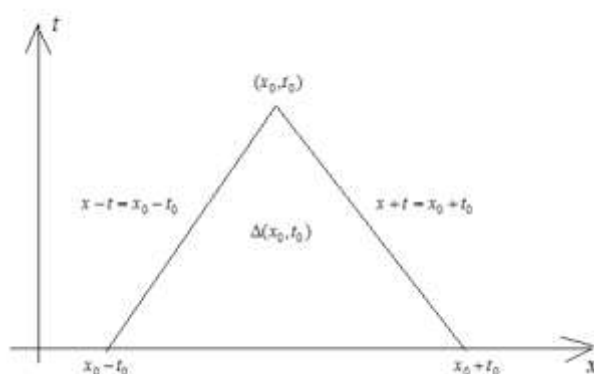
$$\begin{aligned} u(x,t) &= \frac{1}{2}[\varphi(x-t) + \varphi(x+t)] + \frac{1}{2} \int_{x-t}^{x+t} \psi(\xi) d\xi + \\ &+ \frac{1}{2} \int_0^t d\tau \int_{x-(t-\tau)}^{x+(t-\tau)} [f(\xi, \tau) - q(\xi)u(\xi, \tau)] d\xi \end{aligned}$$

Демак (4)-(5) масаласининг ечими куйидаги интеграл тенгламага келади:

$$u(x,t) = u_0(x,t) - \frac{1}{2} \iint_{\Delta(x,t)} q(\xi)u(\xi, \tau) d\xi, \quad (x,t) \in \Delta(x_0, t_0) \quad (6)$$

бу ерда

$$\begin{aligned} u_0(x,t) &= \frac{1}{2}[\varphi(x-t) + \varphi(x+t)] + \frac{1}{2} \int_{x-t}^{x+t} \psi(\xi) d\xi + \\ &+ \frac{1}{2} \iint_{\Delta(x,t)} f(\xi, \tau) d\xi d\tau \end{aligned}$$



(4) тенгламани (x_0, t_0) нуқтадан ўтувчи характеристикалари ва x ўқи билан чегараланган соҳаси $\Delta(x_0, t_0)$ билан бергилайлик.

(6) тенглама (4), (5) масалага тенг кучли ва у $\Delta(x_0, t_0)$ да ягона ечимга эга. Буни исботлан учун кетма-кет яқинлашишлар усулидан фойдаланамиз.

Ечимни ушбу

$$u(x, t) = \sum_{n=0}^{\infty} u_n(x, t) \tag{7}$$

қатор кўринишда излаймиз, бу ерда $u_n(x, t)$, $n \geq 1$ қуйидаги формула орқали топилади

$$u_n(x, t) = -\frac{1}{2} \iint_{\Delta(x, t)} q(\xi) u_{n-1}(\xi, \tau) d\xi d\tau, \quad (x, t) \in \Delta(x_0, t_0), \quad n \geq 1$$

(7) қаторни абсолют ва текис яқинлашувчи эканлиги кўрсатамиз. Агар $t_0 > 0$, $x_0 \in R$ унда

$$\left. \begin{aligned} q, \varphi, \psi, F \text{ функциялар ушбу } q(x) \in c[x_0 - t_0, x_0 + t_0], \\ \varphi(x) \in c^2[x_0 - t_0, x_0 + t_0], \psi(x) \in c'[x_0 - t_0, x_0 + t_0], \\ f_t \in c(\Delta(x_0, t_0)) \text{ шартга бажарилса} \end{aligned} \right\} \tag{9}$$

$u_0(x, t) \in c^2(\Delta(x_0, t_0))$ бўлади. У ҳолда (8) формулада барча $u_n(x, t) \in c(\Delta(x_0, t_0))$ келиб чиқади. Қуйидаги белгилашларни киритамиз

$$\begin{aligned} U_n(t) &= \max_{x_0+(t-t_0) \leq x \leq x_0-(t-t_0)} |u_n(x, t)|, \quad 0 \leq t \leq t_0 \\ \|u\|_k &= \sum_{|\alpha| \leq k} \max_{(x, t) \in \Delta(x_0, t_0)} |D^\alpha u(x, t)|, \quad k = 0, 1, 2 \\ D^\alpha &= \frac{\partial^{|\alpha|}}{\partial^\alpha \cdot \partial^\alpha}, \quad \alpha = (\alpha_1, \alpha_2), \quad \alpha_j = 0, 1, 2, \quad j = 1, 2 \end{aligned}$$

У ҳолда (8) дан қуйидаги баҳолашлар келиб чиқади

$$U_n(t) \leq \|q\|_0 \int_0^t (t - \tau) U_{n-1}(\tau) d\tau, \quad n \geq 1, \quad 0 \leq t \leq t_0$$

Бу баҳолашни кетма-кет $n = 1, 2, \dots$ лар учун қўллаб, қуйидагига эга бўламиз:

$$U_n(t) \leq (\|q\|_0)^n \frac{t^{2n}}{(2n)!} \|u_0\|_0, \quad n \geq 1 \tag{10}$$

$$\begin{aligned}
 n = 1: \quad U_1(t) &\leq \|q\|_0 \int_0^t (t-\tau) U_0(\tau) d\tau \leq \\
 &\leq \|q\|_0 \cdot \|u_0\|_0 \int_0^t (t-\tau) d\tau = \|q\|_0 \cdot \|u_0\|_0 \frac{t^2}{2} \\
 n = 2: \quad U_2(t) &\leq \|q\|_0 \int_0^t (t-\tau) U_0(\tau) d\tau \leq \\
 &\leq (\|q\|_0)^2 \cdot \|u_0\|_0 \frac{1}{2} \int_0^t (t-\tau) \tau^2 d\tau = (\|q\|_0)^2 \cdot \|u_0\|_0 \frac{t^4}{8} \\
 &\dots\dots\dots \\
 U_n(t) &\leq (\|q\|_0)^n \frac{t^{2n}}{(2n)!} \|u_0\|_0
 \end{aligned}$$

Бу тенгсизликдан

$$|u_n(x, t)| \leq U_n \leq \|u_0\|_0 \frac{(\|q\|_0 t_0^2)^n}{(2n)!}$$

келиб чиқади.

Сонли қатор $\sum_{n=0}^{\infty} \frac{(\|q\|_0 t_0^2)^n}{(2n)!}$ яқинлашувчи. Шу сабабли Вейерштрасс

теоремасига асосан (7) қатор $\Delta(x_0, t_0)$ да абсолют ва текис яқинлашувчи бўлади ва $\Delta(x_0, t_0)$ соҳада (6) тенглама узлуксиз ечимни беради. Бу ечим ягона, чунки

$$u(x, t) = -\frac{1}{2} \iint_{\Delta(x, t)} q(\xi) u(\xi, \tau) d\xi d\tau \tag{11}$$

биржинсли тенглама фақат тривиал ечим эга.

Ҳақиқатдан ушбу

$$U(t) = \max_{x_0-(t_0-t) \leq x \leq x_0+(t_0-t)} |u(x, t)|$$

белгилаш киритсак (11) дан қуйида тенгсизлик ҳосил бўлади:

$$U(t) \leq \|q\|_0 \int_0^t (t-\tau) U(\tau) d\tau, \quad 0 \leq t \leq t_0.$$

Гронуолла леммаси [3] га асосан бу тенгсизликни ечими фақат $U(t) \equiv 0$ бўлади. $|u(x, t)| \leq U(t)$ дан $u(x, t) \equiv 0, (x, t) \in \Delta(x_0, t_0)$ келиб чиқади.

Гронуолла леммаси. Айтайлик $U(x)$ функция $[x_0, x_0 + h]$ ораликда номанфий ва узлуксиз ҳамда

$$U(x) \leq A + B \int_{x_0}^x U(t) dt, \quad \Delta \geq 0, \quad B \geq 0$$

тенгсизликни қаноатлантирсин, у ҳолда

$$U(x) \leq Ae^{B(x-x_0)}, \quad x \in [x_0, x_0 + h]$$

Биз (6) тенгламани ягона узлуксиз ечиш мавжудлиги кўрсатдик. Энди бу ечиш $\Delta(x_0, t_0)$ соҳада иккинчи тартибланган узлуксиз хосиласи эга эканлиги ва бу соҳа $\{(4),(5)\}$ масалани ечими бўлишини кўрсатамиз. Бунинг учун (6) тенглигини қуйидагича ёзиб оламиз:

$$u(x, t) = u_0(x, t) - \frac{1}{2} \int_{x-t}^{x+t} q(\xi) \left[\int_0^{t-|x-\xi|} u(\xi, \tau) d\tau \right] d\xi \quad (12)$$

$(x, t) \in \Delta(x_0, t_0)$.

$$v(x, t, \xi) = \int_0^{t-|x-\xi|} u(\xi, \tau) d\tau,$$

$$u(x, t) = u_0(x, t) - \frac{1}{2} \int_{x-t}^{x+t} q(\xi) v(x, t, \xi) d\xi$$

$$\left[\frac{d}{dx} \int_{\alpha(x)}^{\beta(x)} f(x, t) dt = f(x, \beta(x)) \cdot \beta'(x) - f(x, \alpha(x)) \cdot \alpha'(x) + \int_{\alpha(x)}^{\beta(x)} f'_x(x, t) dt \right]$$

$$\begin{aligned} u_t &= \frac{\partial}{\partial t} u_0 - \frac{1}{2} \left\{ q(x+t)v(x, t, x+t)(x+t)'_t - q(x-t)v(x, t, x-t) \times \right. \\ &\quad \left. \times (x-t)'_t + \int_{x-t}^{x+t} q(\xi) v_t(x, t, \xi) d\xi \right\} = \frac{\partial}{\partial t} u_0 - \frac{1}{2} \{ 0 - 0 + \\ &\quad + \int_{x-t}^{x+t} q(\xi) u(\xi, t - |x - \xi|) d\xi \} = \frac{\partial}{\partial t} u_0 - \frac{1}{2} \int_{x-t}^{x+t} q(\xi) u(\xi, t - |x - \xi|) d\xi \quad (13) \end{aligned}$$

Чунки

$$v(x, t, x+t) = \int_0^{t-|x-x-t|} u(\xi, \tau) d\tau = \int_0^0 u(\xi, \tau) d\tau = 0$$

$$v(x, t, x-t) = \int_0^{t-|x-x+t|} u(\xi, \tau) d\tau = \int_0^0 u(\xi, \tau) d\tau = 0$$

ёки $\tau = (t - |x - \xi|) \cdot s$ алмаштириш бажаришлар $d\tau = (t - |x - \xi|) \cdot ds$,
 $s = \tau / (t - |x - \xi|)$, $\tau = 0$, $s = 0$, $\tau = t - |x - \xi| + s = 1$,

$$v(x, t; \xi) = (t - |x - \xi|) \int_0^1 u(\xi, (t - |x - \xi|)s) ds$$

Худди шунга ўхшаб x бўйича хосила ҳисобланади.

$$u_x = \frac{\partial}{\partial x} u_0 - \frac{1}{2} \left\{ q(x+t)v(x, t, x+t)(x+t)'_x - q(x-t)v(x, t, x-t)'_x + \int_{x-t}^{x+t} q(\xi)v_x(x, t; \xi) d\xi \right\} = \frac{\partial}{\partial x} u_0 - \frac{1}{2} \left\{ q(\xi)u(\xi, t - |x - \xi|) \sin(\xi - x) d\xi \right\} \quad (14)$$

$$\frac{\partial}{\partial x} v(x, t, \xi) = \frac{\partial}{\partial x} \int_0^{t-|x-\xi|} u(\xi, \tau) d\tau = u(\xi, t - |x - \xi|) \frac{\partial}{\partial \xi} (t - |x - \xi|) =$$

$$= u(\xi - |x - \xi|) \text{sign}(\xi - x), \quad -\frac{\partial}{\partial x} |x - \xi| = \text{sign}(s - x).$$

$$u_x, u_t \in c(\Delta(x_0, t_0))$$

$$u_{tt} = \frac{\partial^2}{\partial t^2} u_0 - \frac{1}{2} \left\{ q(x+t)u(x+t, 0)(x+t)'_t - q(x-t)u(x-t, 0)(x-t)'_t + \int_{x-t}^{x+t} q(\xi)u_t(\xi, t - |x - \xi|) d\xi \right\} = \frac{\partial^2 u_0}{\partial t^2} - \frac{1}{2} [q(x+t)u(x+t, 0) + q(x-t)u(x-t, 0)] - \frac{1}{2} \int_{x-t}^{x+t} q(\xi)u_t(\xi, t - |x - \xi|) d\xi$$

Шундай қилиб,

$$u_{tt} = \frac{\partial^2}{\partial t^2} u_0 - \frac{1}{2} [q(x+t)u(x+t, 0) + q(x-t)u(x-t, 0)] - \frac{1}{2} \int_{x-t}^{x+t} q(\xi)u_t(\xi, t - |x - \xi|) d\xi \quad (15)$$

$$u_{xt} = \frac{\partial^2}{\partial x \partial t} u_0 - \frac{1}{2} [q(x+t)u(x+t,0) - q(x-t)u(x-t,0)] - \frac{1}{2} \int_{x-t}^{x+t} q(\xi)u_t(\xi, t - |x - \xi|) \text{sign}(\xi - x) d\xi \quad (16)$$

$$u_{xx} = \frac{\partial^2}{\partial x^2} u_0 - \frac{1}{2} [q(x+t)u(x+t,0) + q(x-t)u(x-t,0)] + q(x)u(x,t) - \frac{1}{2} \int_{x-t}^{x+t} q(\xi)u_t(\xi, t - |x - \xi|) d\xi \quad (17)$$

$$u_x = \frac{\partial}{\partial x} u_0 - \frac{1}{2} \left\{ - \int_{x-t}^x q(\xi)u(\xi, t - x + \xi) d\xi + \int_x^{x+t} q(\xi)u(\xi, t + x - \xi) d\xi \right\}$$

$$u_{xx} = \frac{\partial^2 u_0}{\partial x^2} - \frac{1}{2} \left\{ -q(x)u(x,t) + q(x-t)u(x-t,0) + q(x+t)u(x+t,0) - q(x)u(x,t) + \int_{x-t}^x q(\xi)u_t(\xi, t - x + \xi) d\xi + \int_x^{x+t} q(\xi)u_t(\xi, t + x - \xi) d\xi \right\} = \frac{\partial^2 u_0}{\partial x^2} + q(x)u(x,t) - \frac{1}{2} [q(x+t)u(x+t,0) + q(x-t)u(x-t,0)] - \frac{1}{2} \int_{x-t}^{x+t} q(\xi)u_t(\xi, t - |x - \xi|) d\xi.$$

Ушбу тенгликларни ҳисобга олган ҳолда $\frac{\partial^2 u_0}{\partial t^2} - \frac{\partial^2 u_0}{\partial x^2} = f(x,t)$

$$u_{tt} - u_{xx} = -q(x)u(x,t) + f(x,t)$$

(15)-(17) формулалардан $u_{tt}, u_{xt}, u_{xx} \in C(\Delta(x_0, t_0))$, яъни $u \in^2 C(\Delta(x_0, t_0))$ келиб чиқади.

Энди тескари масалани қараб чиқамиз.

Тескари масала. Куйидаги шартларни қаноатлантирувчи $u(x,t)$ ва $q(x)$ функцияларни топинг:

$$1) \left(\frac{\partial^2}{\partial t^2} - \frac{\partial^2}{\partial x^2} \right) u(x, t) + q(x)u(x, t) = f(x, t), \quad (18)$$

2) Бошланғич шартлар

$$u(x, 0) = \varphi(x), \quad u_t(x, 0) = \psi(x), \quad (19)$$

3) чегаравий шартлар

$$u(x_0, t) = f_1(t), \quad u_x(x_0, t) = f_2(t). \quad (20)$$

бу ерда $f(x, t)$, $\varphi(x)$, $\psi(x)$, $f_1(x)$ ва $f_2(t)$ - берилган функциялар.

Бунда $q(x)$ ни маълум деб фараз қилиб, тўғри масалани қуйидаги тенгликларидан фойдаланамиз.

$$u(x, t) = u_0(x, t) - \frac{1}{2} \iint_{\Delta(x, t)} q(\xi)u(\xi, \tau) d\xi d\tau, \quad (x, t) \in \Delta(x_0, t_0), \quad (21)$$

$$u_{tt} = \frac{\partial^2}{\partial t^2} u_0 - \frac{1}{2} [q(x+t)u(x+t, 0) - q(x-t)u(x-t, 0)] - \frac{1}{2} \int_{x-t}^{x+t} q(\xi)u_t(\xi, t - |x - \xi|) d\xi \quad (22)$$

$$u_{xt} = \frac{\partial^2}{\partial x \partial t} u_0 - \frac{1}{2} [q(x+t)u(x+t, 0) - q(x-t)u(x-t, 0)] - \frac{1}{2} \int_{x-t}^{x+t} q(\xi)u_t(\xi, t - |x - \xi|) \text{sign}(\xi - x) d\xi \quad (23)$$

(22) ва (23) дан ҳамда (20) шардан қуйидаги эга бўламиз

$$u_{xt}(x_0, t) = f_2'(t) = \frac{\partial^2}{\partial x \partial t} u_0(x_0, t) - \frac{1}{2} [q(x_0+t)u(x_0+t, 0) - q(x_0-t)u(x_0-t, 0)] - \frac{1}{2} \int_{x_0-t}^{x_0+t} q(\xi)u_t(\xi, t - |x - \xi|) d\xi \quad (24)$$

$$u_{xt}(x_0, t) = f_2'(t) = \frac{\partial^2}{\partial x \partial t} u_0(x_0, t) - \frac{1}{2} [q(x_0+t)u(x_0+t, 0) - q(x_0-t)u(x_0-t, 0)] - \frac{1}{2} \int_{x_0-t}^{x_0+t} q(\xi)u_t(\xi, t - |x - \xi|) \text{sign}(\xi - x_0) d\xi, \quad t \in [0, t_0] \quad (25)$$

(24), (25) формуласи ва (19) шартдан фойдаланиб $x \geq x_0$ ва $x \leq x_0$ лар учун $q(x)$ ни топамиз

(23) тенгламалар $x_0 + t = y$ алмаштириш бажарамиз $t = y - x_0$.

$$f_1''(t) + f_2'(t) = \left(\frac{\partial^2}{\partial t^2} + \frac{\partial^2}{\partial x \partial t} \right) u_0(x_0, t) - q(x_0+t)u(x_0+t, 0) -$$

$$\begin{aligned}
 & - \int_{x_0}^{x_0+t_0} q(\xi)u_t(\xi, t+x_0-\xi)d\xi, \quad x_0+t=y. \quad t=y-x_0 \\
 & 0 \leq t \leq t_0 \Rightarrow x_0 \leq y \leq x_0+t_0 \\
 & f_1''(y-x_0) + f_2'(y-x_0) = \left(\frac{\partial^2}{\partial t^2} + \frac{\partial^2}{\partial x \partial t} \right) u_0(x,t) \Big|_{x=x_0, y=y-x_0} - \\
 & -q(y)u(y,0) - \int_{x_0}^y q(\xi)u_t(\xi, y-\xi)d\xi \\
 & q(y) = \frac{1}{\varphi(y)} \left\{ -f_1''(y-x_0) - f_2'(y-x_0) + \left[\left(\frac{\partial^2}{\partial t^2} + \frac{\partial^2}{\partial x \partial t} \right) u_0(x,t) \right]_{x=x_0, t=y-x_0} - \right. \\
 & \left. - \int_{x_0}^y q(\xi)u_t(\xi, y-\xi)d\xi \right\}, \quad x \leq y \leq x_0+t_0 \tag{26}
 \end{aligned}$$

$$0 \leq t \leq t_0 \Rightarrow x_0 \leq t+x_0 \leq x_0+t_0 \Rightarrow x_0 \leq y \leq x_0+t_0$$

Энди (24) тенгламалардан (25) тенгламаларни айираймиз,

$$\begin{aligned}
 f_1''(t) - f_2'(t) &= \left(\frac{\partial^2}{\partial t^2} - \frac{\partial^2}{\partial x \partial t} \right) u_0(x_0, t) - q(x_0-t)u(x_0-t, 0) - \\
 & - \int_{x_0-t}^{x_0} q(\xi)u_t(\xi, t-x_0+\xi)d\xi, \quad x_0-t=y, \quad x_0-y=t
 \end{aligned}$$

$$\begin{aligned}
 f_1''(x_0-y) - f_2'(x_0-y) &= \left(\frac{\partial^2}{\partial t^2} - \frac{\partial^2}{\partial x \partial t} \right) u_0(x_0, x_0-y) - q(y)u(y, 0) - \\
 & - \int_y^{x_0} q(\xi)u_t(\xi, \xi-y)d\xi
 \end{aligned}$$

$$q(y) = \frac{1}{\varphi(y)} \left\{ -f_1''(y-x_0) + f_2'(y-x_0) + \left[\left(\frac{\partial^2}{\partial t^2} + \frac{\partial^2}{\partial x \partial t} \right) u_0(x,t) \right]_{x=x_0, t=x_0-y} - \right.$$

$$-\int_y^{x_0} q(\xi)u_t(\xi, y - \xi)d\xi, \quad x_0 - t_0 \leq y \leq x_0 \tag{27}$$

$$0 \leq t \leq t_0, \quad x_0 - t = y \Rightarrow x_0 - t_0 \leq y \leq x_0$$

(26) ва (27) тенгликларни бирлаштириб ёзамиз (y ни x га алмаштириш)

$$\left\{ \begin{aligned} q(x) &= q_0(x) + \frac{\text{sign}(x_0 - x)}{\varphi(x)} \int_{x_0}^x q(\xi)u_t(\xi, |x - \xi|)d\xi, \\ x &\in [x_0 - t_0, x_0 + t_0] \end{aligned} \right\}$$

$$q(x) = q_0(x) + \frac{\text{sign}(x_0 - x)}{\varphi(x)} \int_{x_0}^x q(\xi)u_t(\xi, |x - \xi|)d\xi \tag{28}$$

$$x \in [x_0 - t_0, x_0 + t_0],$$

бу ерда

$$q_0(x) = \frac{1}{\varphi(x)} \left\{ -f_1''(|x - x_0|) - f_2'(|x - x_0|)\text{sign}(x - x_0) + \right.$$

$$\left. + \left\{ \left(\frac{\partial^2}{\partial t^2} + \text{sign}(x - x_0) \frac{\partial^2}{\partial x \partial t} \right) u_0(x, t) \right\}_{\substack{x=x_0 \\ t=|x-x_0|}} \right\} \tag{29}$$

Энди $\Delta(x_0, t_0)$ соҳада u, u_t, q функцияга (6), (13), (28) иккита тур чизиқсиз интеграл тенгламалар системаси қараймиз (6), (13) ва (28) тенгламалар системаси оператор тенглама кўринишда ёзиб оламиз

$$\bar{q} = A\bar{q}, \tag{30}$$

бу ерда $\bar{q} = (q_1, q_2, q_3)$ - вектор функция

$$q_1(x, t) = u(x, t), \quad q_2(x, t) = u_t(x, t),$$

$$q_3(x, t) = q_3(x, t) = q(x, t)$$

$$A = (A_1, A_2, A_3)$$

$$\left. \begin{aligned} A_1 q &= u_0(x, t) - \frac{1}{2} \iint_{\Delta(x, t)} q_3(\xi)q_1(\xi, \tau)d\xi d\tau \\ A_2 q &= \frac{\partial}{\partial t} u_0(x, t) - \frac{1}{2} \int_{x-t}^{x+t} q_3(\xi)q_1(\xi, t - |x - \xi|)d\xi \\ A_3 q &= q_0(x) + \frac{\text{sign}(x_0 - x)}{\varphi(x)} \int_{x_0}^x q_3(\xi)q_2(\xi, |x - \xi|)d\xi \end{aligned} \right\} \tag{31}$$

Қуйида берилганни киритамиз:

$$\|q\|(t_0) = \max_{1 \leq k \leq 3} \max_{(x,t) \in \Delta(x_0, t_0)} |q_k(x, t)|,$$

$$q_0(x, t) = \left(u_0(x, t), \frac{\partial}{\partial t} u_0(x, t), q_0(x) \right)$$

ва $c(\Delta(x_0, h))$, $0 \leq h \leq t_0$ фарз қуйидаги тенгсизликларни қаноатлантирувчи $M(h)$ функция тўпламини қараймиз:

$$\|\bar{q} - \bar{q}_0\|(h) \leq \|q_0\|(t_0) \tag{32}$$

ХУЛОСА

Етарлича кичик h лар учун A оператор $M(h)$ тўпламини ўзига сиқиб акслантиради. Ҳақиқатан $\bar{q} \in M(h)$ учун $\|\bar{q}\|(h) \leq 2 \|q_0\|(h)$.

$$\|A\bar{q} - \bar{q}_0\|(h) \leq 4 \|q_0\|^2(t_0) \max\left(\frac{h^2}{2}, h, \frac{h}{\alpha}\right)$$

Шунинг учун

$$h \leq h^\alpha = \min\left\{ \frac{1}{\sqrt{2} \|q_0\|(t_0)}, \frac{\min(\alpha, 1)}{4 \|q_0\|(t_0)}, t_0 \right\}$$

лар учун A оператор сиқиб акслантириш хоссасига эга бўлади.

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INGLIZ VA O‘ZBEK TILIDAGI IBORALARNING MILLIY-MADANIY XUSUSIYATLARIGA DOIR QARASHLAR

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ANNOTATSIYA

Ushbu maqolada ingliz va o‘zbek tillarining eng madaniyatli va milliy ahamiyatga ega bo‘lgan lingvistik birliklari hisoblangan iboralar haqida ma’lumotlar berilgan. Shu munosabat bilan iboralar turdosh bo‘lmagan tillarda bir tasnifga e’tibor qaratgan holda guruhlash yo‘li bilan ochiladi. Bundan tashqari, maqolada qiyosiy tahlil usuli yordamida tillarning milliy madaniyatini aks ettiruvchi yorqin misollar keltirilgan.

Kalit so‘zlar: frazeologiya, frazeologizmlar, madaniyatga tegishli birliklar, lakunar frazeologizmlar, lingvistik qiyosiylik.

ABSTRACT

The most culturally and nationally relevant linguistic units in the English and Uzbek languages, phraseological units are the subject of this article's trace. Grouping in unrelated languages and concentrating on a single classification reveals phraseological units in this regard. Additionally, using the comparative analysis method, the article offers compelling examples that highlight the national cultures of the languages.

Keywords: linguistic comparativeness, lacunar phraseologisms, phraseology, and units significant to culture.

KIRISH

Til millat madaniyatining bir qismi – u madaniyatni saqlaydi va boshqa avlodlarga yetkazadi. S.G.Ter-Minasova tilni atrofdagi dunyoning ko‘zguisi deb ataydi: “... u [til] voqelikni aks ettiradi va dunyoning, har bir tilning yagona, o‘ziga xos tasvirini yaratadi. Bundan kelib chiqib, xalq, etnik guruhlar va jamiyat berilgan tildan muloqot vositasi sifatida foydalanadi” [9].

E.V.Urisonning fikricha, til tizimlari atrofda voqelikning o'ziga xos tarzda boshqacha tasvirini taklif qiladi: "Biz bilamizki, har bir til dunyoni o'ziga xos tarzda bo'ladi, ya'ni uni kontseptsiyalashning o'ziga xos usuli bor. Har bir muayyan tilning zamirida maxsus model yoki dunyoning tasviri mavjud bo'lib, so'zlovchi o'zi aytgan so'z (lar)ning mazmunini shu modelga muvofiq tartibga soladi" [5].

Frazeologizmlar, V.A.Maslovaning fikricha, dunyoning lingvistik ko'rinishining parchasidir; u dunyoni tasvirlash uchun emas, balki uni tushunish va baholash uchun xizmat qiladi. V.A.Maslova iboralar ona tilida so'zlashuvchilarning dastlabki bilimlari, shuningdek, ularning madaniy va tarixiy an'analari o'rtasida yaqin aloqa borligini taklif qiladi. "Frazeologizmlar insonning milliy-madaniy o'ziga xosligini aks ettiruvchi ko'zgudir" [8].

Milliy tafakkur namoyon bo'ladigan xususiyatlaridan biri tilning frazeologik vositalaridir. Iboralar, ular o'z ichiga olgan tasvirlar, ramzlar va stereotiplar bilan bir qatorda, insoniyat tajribasining katta qismini qamrab oladi va millatning til madaniyati qonunlarini o'z ichiga oladi. Ularda milliy madaniyatning muhim jihatlari bo'lgan ko'p asrlik tarix, diniy e'tiqod, xalq donishmandligi, axloqiy g'oyalar o'z ifodasini topgan. V.N.Teliyaning fikricha, iboralar "... madaniy va milliy me'yorlar, stereotiplar, afsonalar va boshqalar bilan bog'liq bo'lib, ular nutqda qo'llanganda ma'lum bir til madaniyati jamoasiga xos bo'lgan fikrlashni aks ettiradi" [7].

S. G. Ter-Minasova iboralar til va madaniyatni shakllantirishda muhim rol o'ynaydi, deb hisoblaydi: "tilning iboratik qatlami, ya'ni har bir millat uchun o'ziga xos bo'lgan qatlamda qadriyatlarni, jamoat axloqini, dunyoga, odamlarga, boshqa xalqlarga munosabatini saqlaydi. Iboralar, maqollar va matallar millatning turmush tarzini, shuningdek geografik joylashuvini, bir madaniyat bilan birlashtirilgan jamiyat tarixi va an'alarini aks ettiradi" [9].

V.A.Maslovaning fikricha, milliy-madaniy xususiyatlarni aniqlashda iboralar salmoqli vazifani bajaradi. Ular har bir milliy tilning ruhidir; ular xalqning o'ziga xosligi bilan birga til xarakterini ham ifodalaydi. Iboralar atrofimizdagi olamga bo'lgan sub'ektiv munosabatimizni tushunish, baholash va ifodalash uchun emas, balki uni tasvirlash uchun ham chaqiriladi [6]. Iboralar shaxs va jamiyat dunyoqarashining shakllanishida muhim rol o'ynaydi.

Iboralarning semantik tuzilishi, birinchi navbatda, ekstralingvistik omillar bilan belgilanadi va iboralar ma'lum bir xalqning hayoti va turmush sharoitining turli tomonlarini, ularning jamoaviy ongi va og'zaki nutq shaklida saqlanib qolgan ko'p asrlik tajribasini to'liq va aniq aks ettiradi. "Tilni inson, uning ongi, tafakkuri, ma'naviy va amaliy faoliyati bilan chambarchas bog'liq holda" o'rganishga qaratilgan antropologik paradigmaning rivojlanishi tufayli til frazeologik tizimning milliy-

madaniy o'ziga xosligi masalasi bo'lib, hozirda ko'plab tilshunos olimlarning tadqiqot mavzusi sifatida o'rganiladi. Bu borada iboralar eng madaniyatga xos va milliy ahamiyatga ega lingvistik birliklar. Iboralar va madaniy belgilar o'rtasidagi munosabatlarni o'rganish, etalonlar, qoliplar, belgilar ko'rinishidagi qadriyatlar tizimini, iboralarning milliy madaniy o'ziga xosligini o'rganish tilshunoslik frazeologiyasining bir qismidir. Frazeologik komponentlar eng "madaniyatga tegishli" deb tan olingan, chunki ular xalq madaniyati, g'oyalari, urf-odatlarini, qadimiy urf-odatlarini va an'analarini, xatti-harakatlarini aks ettiradi.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Ko'pgina tadqiqotchilarning fikricha, iboralarning madaniy o'ziga xos xususiyatlari har qanday tilda mavjud bo'lgan ekvivalent bo'lmagan yoki lakunar iboralar bilan bog'liq. Lingvistik materiallarni tahlil qilish natijalari Z.V.Korzyukova [2] (Kunin tasnifiga e'tibor qaratgan holda) bizga ingliz va o'zbek iboralarni tasniflash va madaniy ma'lumotlarni aks ettiruvchi bir nechta guruhlarni aniqlash imkonini berdi:

1. Ingliz va o'zbek xalqining urf-odat va an'analarini aks ettiruvchi iboralar

Ingliz tilida "an unlicked cub" iborasi mavjud. Inglizlarning o'rta asr an'analariga ko'ra, ayiq bolasi noto'g'ri shaklga ega bo'lib, to'g'on uni yalab turmaguncha nomukammal bo'ladi. "Baker's dozen" - ingliz tili an'analarini aks ettiruvchi iboraning yana bir misoli. Qadimgi ingliz odatiga ko'ra, savdogarlar novvoylardan o'n uchinchi nonni olishgan, o'n ikki o'rniga 13-novvoychining hisobidan edi. O'zbek tilida "teng-tengi bilan tezak qopi bilan" frazeologik birligi o'zbek an'analarini tasvirlaydi. Bu iboratik ibora har bir kishi ijtimoiy darajasi bir xil bo'lgan qizga uylanishi kerakligini anglatadi. Bu iborani ingliz tilidagi "Every Jack has its Jill" maqolining ma'nosi bilan almashtirish mumkin. Keyingi misol o'zbek tilida "Chiqqan qiz chig'iridan tashqari" bo'lib, turmushga chiqqan qiz ota-onasi bilan birga yashash mumkin emasligini bildiradi. O'zbek madaniyatiga ko'ra, turmushga chiqqan qiz hayotning qandaydir past-balandliklariga e'tibor bermay, umrbod er-xotin bo'lib yashashi kerak.

2. Ingliz va o'zbek realiyasi bilan bog'langan iboralar

Realia madaniy jihatdan o'ziga xos so'z yoki ibora sifatida ta'riflanadi, uni ko'pincha, iloji bo'lsa, maqsadli tilga tarjima qilish qiyin. "Carry coals to Newcastle" realiya tarkibiga kiruvchi frazeologizmlardan biri bo'lib, o'sha joyda ortiqcha narsalarni olib yurishni bildiradi. Chunki Nyukasl ko'mir qazib olish markazi hisoblanadi. Bu ibora o'zbek tilidagi "O'rmonga o'tin bilan borish" iborasiga mos keladi. Inglizlar orasida ingliz frazeologizmlarida qo'llaniladigan realiyali leksemalarning ko'p qismi pul birliklari va o'lchov birliklari (vazn, hajm, uzunlik)

nomlaridir. Masalan, “penny wise and pound foolish” (kichik ishlarda ehtiyotkor, lekin muhimroq masalalarda ehtiyotsizlik), “in for a penny in for a pound” (biror narsani tugatish niyatini bildirish uchun ishlatiladi), “ive them an inch and they will take a mile” (kichik yon bersangiz, ular sizdan foydalanadilar), “look a million dollars” (juda jozibali va yaxshi kiyingan ko‘rinish uchun). Bundan farqli o‘laroq, o‘zbek tilida “chuchvarani xom sanamoq” (kimdir yoki biror narsa haqida xato qilish), “oshga tushgan xira pashshaday” (keraksiz odam), “yosh kelsa ishga, qari kelsa oshga” (yoshlar mehnat, kattalar dam olish uchun) kabi milliy taomlarning realiyasi bilan bog‘liq va kiyim-kechak, jumladan “astar- avrasini ag‘darmoq” (biror narsani chuqurroq ko‘rib chiqish), “bir-ikki yaktakni ortiqroq yirtgan” (yanada tajribali), “do‘ppisini osmonga otmoq” (omad va baxtga erishmoq), “kavushini to‘g‘irlab qo‘ymoq” (jazolash), “gapga to‘n kiydirmoq” (birovni aldamoq) va hokazo kabi frazeologizmlarga boy.

3. Ingliz va o‘zbek yozuvchilari, olimlari, siyosatchilari, xalqlari nomlari bilan bog‘langan iboralar

"Lady Bracknell" ingliz tilida o‘zini sevadigan aristokratik ayollarni anglatadi. Braknel Oskar Uayldning "Jiddiy bo‘lishning ahamiyati" spektaklidagi qahramon edi. U Uayldning eng kulgili satrlarini gapiradigan qattiqqo‘l, yuqori sinf ingliz ayolidir. Ushbu toifaga yana bir misol " According to Cocker " narsaning qoidalari yoki mezonlariga mukammal rioya qilish ma'nosida. Koker (1631-1675) –matematika va arifmetika olimi, 17-asrlarda mashhur arifmetika bo‘yicha kitob muallifi. “The Admirable Crichton”, “King Charlie’s head”, “Queen Ann is dead” ingliz yozuvchilarining iboratik iboralari uchun boshqa misollardir. O‘zbek tilidagi “Jonini Jabborga bermoq” iborasini misol qilib olish mumkin. Biror ishni ko‘p kuch bilan bajarish, mehnatsevarlik bilan bir ishni haddan tashqari oshirish demakdir. Jabbor o‘zbekcha erkak ismi bo‘lib, frazeologizmida “jon” so‘zi bilan alliteratsiya bo‘lib qoladi. Qolaversa, o‘zbek xalq og‘zaki ijodiga ko‘ra, u qat‘iy ish beruvchi bo‘lib, xodimlardan katta e’tibor talab qilgan. O‘zbek antroponimlarini aks ettiruvchi iboralar qatorida “Padarkush Abdullatif”ni ham sanab o‘tish mumkin. Ushbu iboraning ma'nosi otasiga shafqatsiz munosabatda bo‘lgan odamdir. Abdullatif Temuriylardan bo‘lgan Mirzo Ulug‘bekning o‘g‘li edi. U otasini haddan tashqari ichib o‘ldirgan yagona badjahl o‘g‘li edi.

4. Irim-sirimlar bilan bog‘liq iboralar

" A black sheep" iborasi ingliz tilida so‘zlashuvchi mamlakatlarning xurofotlari bilan bog‘liq. Qadimgi e’tiqodga ko‘ra, qora qo‘y shaytonning muhri bilan belgilanadi, bu ibora oilaga uyat ma'nosida qo‘llaniladi. Keyingi misol " to show the white feather" dir, bu qo‘rqoqlikni ko‘rsatishni anglatadi. Ingliz madaniyatida odamlar xo‘rozning

dumidagi oq tuklar yomon zotning belgisidir, deb ta'kidlaydilar. "Qirmich yegan qiz" o'zbek tilida ko'p qo'llaniladigan iboradir. O'zbeklar bu iborani to'y kunida yomg'ir yog'gan qizlar uchun ishlatadi. "Qirmich" komponenti qaynatilgan sutning qolgan qismidir. Uning kelib chiqishi o'zbek irim-sirimlariga tegishli bo'lib, bu mahsulot nima uchun yomg'irli to'y kunini tasvirlash uchun ishlatilishini hech kim tushuntira olmaydi. O'zbek tilidagi yana bir qiziq ibora "kovushiga sabzi solmoq"dir. So'z jumllariga ko'ra, yigitlar turmush qurish istagini bildirgani uchun otasining kovushiga sabzi solib qo'yishgan.

5. Astrologiyaga aloqador iboralar

"Over the moon" ingliz frazeologiyasidagi biror narsadan juda xursand ekanligingizni anglatadi. Bu ibora "oy" komponenti tufayli astrologiya-assotsiativ ibora hisoblanadi. Yana bir misol, "Once in a blue moon" biror narsa juda kamdan-kam sodir bo'lishini anglatadi. Ushbu iboraning kelib chiqishi biroz noaniq, ammo bitta tushuntirish quyidagicha: odatda yiliga 12 ta to'lin oy bor, har oyda bitta. Biroq, har uch yilda bir marta, bir oyda 2 ta to'lin oy ko'rinadi. Bu sodir bo'lganda, ko'k oy chiqadi. Keyingi misol sifatida tunda o'ta shoshqaloq va yashirin jo'nash degan ma'noni anglatuvchi "Do a moonlight flit" iborasini olish mumkin. "A touch of the sun" (yengil quyosh urishidan aziyat chekish), "to believe in one's star" (kimdirning taqdiriga ishonish) ingliz tilining madaniy qarashlarini saqlaydigan astrologiya bilan ham bog'liq. O'zbek tilida "yulduzni benarvon uradigan", "yulduzi-yulduziga to'g'ri kelmoq" (kelin-kuyovni bir-biriga mos deb bilish), "yettinchi osmunda yurmoq" - xursand), "fig'oni falak bo'lmoq" (haqiqatan ham asabiylashmoq), "ko'kka ko'tarmoq" kimgadir yuksak hurmat ko'rsatish) iboralari o'zbek xalqining o'z madaniyatini munajjimlik bilan qanday bog'lashini aks ettiradi.

6. Xalq ertaklari va ertaklaridan olingan iboralar

Ingliz tilidagi "Fortunatus's purse" bu guruhning yorqin misolidir. Bu ibora ertakdagi Fortunatus qahramonidan olingan bo'lib, bitmas-tuganmas hamyonni bildiradi. "In borrowed plumes" iborasi "o'ziniki bo'lmagan narsa bilan maqtanish" ma'nosini anglatadi va In Borrowed Plumes, Amerika dramasidan kelib chiqqan. "A dog in the manger" - hech qanday ehtiyoj yoki foydalanish qobiliyatiga ega bo'lmagan odamdan kelib chiqqan, boshqalar uchun foydali yoki qimmatli bo'ladigan, lekin boshqalarga ega bo'lishiga to'sqinlik qiladigan egalik, 16-asr oxirida ho'kiz va otning pichanni yeyishiga yo'l qo'ymaslik uchun oxurda yotgan it haqidagi ertakdan kelib chiqqan. O'zbek tilida "Jasadidan eshak hurkadi" iborasi dastlab "Otamdan qolgan dalalar" asarida atoqli o'zbek yozuvchisi Tog'ay Murod tomonidan qo'llangan. Bu ibora yomon odamning qiyofasini yaratadi, chunki u o'zining pastliklariga nisbatan beadab so'zlarni ishlatadi. Cho'lpon o'zining "Kecha va Kunduz" asarida qo'llangan

“Biri besh bo‘ldi” (to‘satdan boyib ketmoq) buning yana bir misoli. Aynan ibora biror narsaning yorqin farovonligiga ega bo‘lganlar uchun ishlatiladi. Keyingisi “Laylini ko‘rish uchun Majnunning ko‘zi kerak”. Layli va Majnun Alisher Navoiy g‘azalidagi qahramonlardir. Ma'lumki, Layli chiroyli qiz edi. Uni ko‘rgan odam uning go‘zalligini ko‘ra olmadi. Shuning uchun bu maqolda bu nomlar qalb go‘zalligini his qilish maqsadida ramziy ma’noda qo‘llangan

7. Rivoyatlarga bog‘langan iboralar

"To cut the Gordian knot " ingliz tilida qiyin muammoni kuchli, sodda va samarali tarzda hal qilishni anglatadi. Keyingi o‘rinda " Halcyon days " sokin, osoyishta kunlar, sokin vaqt degan ma'noni anglatadi. Qadimgi an'anaviy rivoyatlarga ko‘ra, halcyon - Kingfisher, qishki kun davomida dengizda suzuvchi tovuqlarni uyaga olib keladi va bu vaqtda, taxminan ikki hafta, dengiz juda sokin bo‘lgan. " A Trojan horse " zararli yoki zararli narsalarni kiritish uchun yashirin vosita uchun ishlatiladi. O‘zbek tilida “Ayamajuz olti kun, qahri kelsa qattiq kun” frazeologik birligi keng tarqalgan. Ayamajuz — xalq miflarida qahramon nomi. Afsonalarga ko‘ra, tabiatdagi fasllarning almashinish hodisasi xalqning ibtidoiy tafakkurida ana shu obraz orqali ifodalangan. Ayamajuzning to‘qson o‘g‘li bor edi va ularning har biri qishning harbir kunini sovuq qilish uchun tayinlangan. Qish oylarida issiq bo‘lsa, Ayamajuz Navro‘zdan bir hafta oldin “sovuqlarini” yuborib, o‘g‘illariga: “Bir kun kelib mening oldimga kelishing shart emas”, deydi. O‘zbek rivoyatlarida aytilishicha, kimnidir qasddan niyat qilib yoki hech qanday sababsiz yoqtirmaslik mumkin. Bu yerda ular bu holat uchun "Jini suymaydi" dan foydalanadilar. Ularning fikriga ko‘ra, har bir inson o‘zining ichki xulq-atvoriga qarshi turishi mumkin bo‘lgan o‘zining ikkinchi tomoniga ega.

8. Tarixiy faktlarni aks ettiruvchi iboralar

“Saint Bartholomew's Day Massacre” ingliz tilidan tarjima qilinganda shafqatsiz qotillik kunini anglatadi. Tarixga ko‘ra, u onasi Ketrin de' Medichining ta'siri ostida harakat qilgan Karl IX buyrug‘i bilan 1572-yil 24-avgustda boshlangan Parijda Gugenotlarning o‘ldirilishidan kelib chiqqan. " The curse of Scotland " to‘qqizta olmos degan ma'noni anglatadi. Tarixan, o‘yin kartasi graf Dilprim Steynerning timsoliga o‘xshaydi, u o‘zining Britaniyaparast siyosati tufayli Shotlandiyada nafrat uyg‘otdi. Yana bir misol, “Hobson's choice” bu tanlov yo‘q degan ma'noni anglatadi. Bu Kembrijdagi (XVI asr) livari Xobsonning tarixiy haqiqatidan kelib chiqqan bo‘lib, o‘z mijozlaridan faqat chiqish eshigiga eng yaqin bo‘lgan otni sotib olishlarini talab qilgan. O‘zbek tili uchun “Bo‘ji keldi, Bo‘ji keldi, Chingiz bilan Jo‘ji keldi” [1]. Idioma tarixiy haqiqatni aks ettiradi. Bu maqolda uchta tarixiy nom bor: Bo‘ji, Chingiz, Jo‘ji. Bular mo‘g‘ul bosqinchilari, Chingizxon o‘g‘illarining ismlari. Bu maqolda bu nomlarni tilga

olishdan maqsad uzoq tariximizda mo'g'ullar bosqinini ko'rsatishdir. Xalq ularning kelishidan qo'rqib, halok bo'lishini his qildi. Shu munosabat bilan bu nomlar xalq maqollari tarkibida bo'lib, bilvosita ma'noda qo'llangan. O'zbek xalqining urf-odatiga ko'ra, bu maqol bola ota-onasiga bo'ysunmasa, bolani qo'rqitish uchun ishlatilgan [2]. Yana bir o'zbekcha misol "Tuyani ko'rib, Turanni ko'zla". Bu misolda Turon so'zi O'zbekistonning tarixiy nomini ko'rsatadi.

XULOSA

Xulosa qilib aytganda, biz ushbu maqolada ingliz va o'zbek iboralarining milliy-madaniy xususiyatlariga ko'ra tasnifini ochib berishga harakat qildik. Biroq tasniflashning boshqa kichik guruhlar ham borki, ular orasida Biblicisms, Shekspirizmlar, ingliz tilidagi etimologiyaga asoslangan frazeologik birliklar, payg'ambarlar ismlari bilan kelgan frazeologik birliklar, o'zbek tilidagi muqaddas joy nomlari bilan ifodalangan frazeologik birliklar ham o'rganishga arziydi. Tarixiy faktlar, ijtimoiy-siyosiy jihatlar, urf-odatlar va madaniy qadriyatlarning barchasini frazeologizmlarda uchratish mumkin va ularning barchasi tillarda o'xshash mavzuli sohalarni hosil qiladi: atrof-muhit, iqtisodiy va ijtimoiy hayot, his-tuyg'ular, shaxsiy xususiyatlar, axloq va boshqalar. Frazeologik birliklar o'ziga xos va universal bo'lgan psixologik va lingvistik elementlarga asoslanadi, chunki ular madaniyatlarning haqiqiy madaniy piktogrammalariga aylangan. Demak, iboralar ham madaniyatga, ham millatga tegishli til vositalari ekanligini yodda tutish kerak.

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MODERN METHODS AND TEACHING TECHNOLOGIES OF FOREIGN LANGUAGES

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ABSTRACT

The article substantiates the importance of teaching foreign students the Russian language using the case study method. Now it is said that it is necessary to strengthen the communication component when teaching English as a foreign language. This goal can be facilitated by the use of cases in classes with foreigners. Classic case promotes the development of skills for making independent decisions, the goal working with a case in a classroom with foreigners, another – communicative workshop The article lists topics on which foreigners can offer cases, and the development of one of the cases is presented as a sample the concept we propose.

Key words: case study, English as a foreign language, communication, interactive teaching methods.

The case study method is a method of active analysis of a problem situation, based on learning by solving specific situational problems. The essence of the case study method: students, divided into groups, must analyze the situation and develop a practical solution; end of the process - evaluation of the proposed algorithms and discussion of them within general discussion in the context of the problem posed. We offer case studies in the classical sense, where in the case presents a life problem situation that students need to decide based on existing knowledge, practical experience and intuition.

Since any situation has several possible solutions, there is a discussion of all possible solutions. The use of case studies is limited in lessons of English as a native language, since the features of the material (spelling and punctuation, grammar and phonetics) suggest when solving a problem situation, usually there is one correct answer. But when teaching English as a foreign language, case studies can be used quite widely. When solving a problematic case problem, listening skills develop, take into account an alternative point of view and express your own, navigate and adapt to a new language environment for foreigners, remain face to face with real situations.

With this method you quickly adaptable foreign students have the opportunity be ready to work in a team, find the most rational solution to the task. Analytical and communication skills, research activities are carried out. It is natural to use situational analysis both for teaching professional and everyday communication. When choosing a topic, an individual approach and what is relevant is important for this group of students. It is necessary to focus on the characteristics of a given team: age, country, nationality. Information is selected that is relevant and acceptable for this specific group of students, taking into account national traditions and mentality. It is important to determine the nature of the relationship between the participants. How often do they communicate with each other? What emotional climate formed between them?

To improve the quality of education in our country, a teacher must, first of all, create and try to maintain a favorable classroom climate. Rules such as creating a favorable climate, taking into account psychological characteristics of each child in the class, as well as a clear demonstration of learning goals, are fundamental to the educational process. This style helps to achieve excellence in teaching and learning, however, by constantly maintaining discipline.

A pedagogical requirement is very often expressed with a threat, through an unfriendly tone. Here on discipline, more thorough is done emphasis than on student learning. Moreover, this style is also requires a certain professionalism from the teacher. The disadvantages of the authoritarian style are that its excessive use can harm the student, especially the younger student, as children develop frustration, distrust of adults, as well as peers, often completely unsociability. The most effective teaching style is the democratic style. Basically, it is this style that is practiced in teaching, in present time. The emphasis here is on the motivation of the child, the effective and fruitful work of the entire team. Unlike authoritarian style, the psychological state of the child during training, here, not suffers. And in comparison with the liberal style, discipline does not collapse. The democratic style is the most often implemented, since by correctly implementing it, the teacher is able to achieve the most desired results. In this case, a combination of traditional and interactive methods can give good results both in the application of knowledge and practical skills, and in the formation of a scale of moral values among students, which is an important factor in raising a harmonious personality and improving interethnic relations. During testing on our intercultural communication was valuable - this is verbal and non-verbal communication between speakers of different languages and cultures. Important for this article will be a brief description of the psychological characteristics of children of middle school age.

In total, it is worth noting that the transition from the junior stage of education to the middle stage, that is, in the 5th grade, it is characterized by numerous changes, both

in the child's behavior in society and in his character. And this is not surprising, so as an approach to teaching in primary schools, is very different from approach in high school. The educational process can take place through the implementation of additional resources for learning.

Schoolchildren of this age period are also distinguished by the fact that it is difficult for them keep attention on one thing. Thus, it is advisable for the teacher to try in every possible way to diversify the educational process, use creative approaches and methods in teaching, even if the principle of clarity is implemented in textbooks. All those creative aspects of teaching will be welcomed schoolchildren, which will help the teacher find a common language with them and create a favorable atmosphere in the classroom for subsequent fruitful work. Currently, the role of active teaching methods is increasing in the process of preparing future managers for intercultural interaction, since passive teaching methods are ineffective in the development of sustainable knowledge, abilities, skills and professional competencies of students during the educational process. Memorizing lecture materials and textbook content does not provide a practical component, and thus, students acquire theoretical knowledge without being able to apply it in practice in real life. Unlike passive, active teaching methods promote independent knowledge of the world by students during activities in class and outside of class time. Thus, having worked through a number of problem situations and specific ways to solve them using active learning methods, in the future, future specialists learn to creatively approach the assigned tasks and independently search for non-standard solutions that are most effective in each specific case. All this is especially relevant in connection with constant growth of demands on managers as specialists capable of understanding and accepting the cultural diversity of the modern world. First, let's look at what active methods are. In recent years, in the process of teaching a foreign language.

A successful educational process in the field of a foreign language is well-organized independent work of students. Productive independent work of students becomes important when teaching a foreign language. The role of the teacher is to correctly direct the cognitive activity of students, which they perform independently. Analysis of scientific sources on content and organization the process of teaching a foreign language in universities confirms the axiomatic position that independent work is an invariant structural version of a single teaching foreign language complex. The main task of any university is to prepare specialists for independent practical activities.

Independent work is a type of educational activity performed by students in the classroom, both under the guidance of a teacher and without direct guidance from the teacher during self-study and participation in various extracurricular activities. In

recent years, independent work has become a mandatory part of the learning process, which is specially planned and primarily involves individual work by students in accordance with the instructions of the teacher or training program. In modern methodological literature, independent work of students is considered, on the one hand, as a type of educational activity that is carried out without direct participation of the teacher, but under his guidance, and with on the other hand, as a means of involving students in independent cognitive activity. Independent work of students is especially important during training foreign languages, since students are provided with educational materials that need to be memorized, analyzed, consolidated, and this becomes possible only in conditions of independent work. When teaching foreign languages, there are educational materials that can be learned in classroom lessons when working in pairs, in groups, or in the process of individual work of students. How effective independent work of students will be carried out in the classroom and outside it, in primarily depends on the organization of this work by the teacher.

The priority role of the student in independent work does not reduce the role of the teacher, but on the contrary makes his task more complex, increases requirements for him as the organizer of this process. Teacher's task is to correctly direct and organize the cognitive activity of students, which they perform independently. That there is a teacher who needs to create a development situation that provides the student with freedom and responsibility in choice and decision-making, independence of action in solving educational problems, combined with taking responsibility for the result. Based on the fact that linguistic students must master the English language to conduct professional activities, we use a deductive approach to explain new grammatical material.

The use of this approach in teaching grammar involves analyzing the form of the grammatical phenomenon being studied and the ways of its use, and also requires knowledge of grammatical rules. In order to master the form of a grammatical phenomenon using the deductive method of explaining grammar, we use training, analytical exercise character, as well as tests and tasks testing knowledge of grammatical rules. Using interactive teaching of practical English grammar, we strive to organize the learning process in such a way that so that all students are involved in the process of learning English grammar and have the opportunity to reflect on what they are studying grammatical phenomenon. By organizing joint activities of students to master grammatical material, we strive to ensure opportunity for students to exchange knowledge, ideas, methods activities. When the groups have completed the assigned exercises, a frontal check is carried out. From each group one student is asked, usually a weak one. If students not only demonstrate correct completion of tasks, but

are also able to answer additional questions, the teacher evaluates the group's work, assigning one mark per the whole group. If students make mistakes when answering, the student the grammatical material is explained by the teacher again. The concept of information-cognitive competence is closely related with the concept of cognitive competence. Cognitive competence represents a set of knowledge and skills to carry out independent cognitive activity. Information and cognitive competence is the ability of students to search for necessary information and analyze it using information and communication technologies. Due to the development of information technology nowadays

The approach to organizing the process of teaching a foreign language in higher education has changed significantly. Visual aids based on multimedia technologies are widely used, making it possible to carry out the learning process at a qualitatively new level. One of the most popular today are multimedia presentations. Presentations can be used as support for listening, retelling texts, composing dialogues. Such the wide range of applications of multimedia presentations is explained by because presentations "bring variety, enliven the learning process, increase the emotional impact on students, create a comfortable learning environment, and help form a model of real communication". It is also important that the development of presentations increases the information culture of students, their motivation and self-esteem. With the help of the presentation, the student has the ability to structure your speech logically and coherently, express your thoughts sufficiently fully and correctly in linguistic terms.

When organizing a lesson using a presentation, educational material is presented clearly and more accessible than if it were in ordinary oral form. During his speech, the student has the opportunity to use keywords, diagrams, tables, pictures that he has prepared. This allows you to speak consistently, comprehensively, and confidently and expressively. Topic presentations can be used effectively as an assessment tool. Students are tasked with presenting a speech on an oral topic accompanied by a multimedia presentation. Having studied the lexical and grammatical material on the proposed topic, they must independently compose oral messages, select illustrative material, and present their messages to the audience.

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КАЧЕСТВО ПРОДУКЦИИ В ХОЗЯЙСТВУЮЩИХ СУБЪЕКТАХ

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***Аннотация:** В данной статье рассматриваются доход от производства напрямую связан со структурой и количеством производственных затрат, а также правильное управление, регулирование и учет производственных затрат как ключевые факторы, влияющие на получаемый доход и связанные с ним проблемы.*

***Ключевые слова:** хозяйствующие субъекты, качество продукции, производство, учет производственных затрат.*

PRODUCT QUALITY IN ECONOMIC ENTITIES

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***Abstract:** In this article, the income from production is directly related to the structure and amount of production costs, as well as proper management, regulation and accounting of production costs as key factors affecting the income received and related problems.*

***Keywords:** business entities, product quality, production, accounting of production costs.*

Затраты на производство продукции также являются видом затрат, учет которых организуется на основе общепринятых положений, процедур, методов и методик. К таким затратам относятся производственные затраты на приведение качества сырья к установленным нормам.

Принятие в 1995 году, а затем и пересмотренного постановлением Кабинета министров № 54 от 5 февраля 1999 года Положения “о структуре затрат на производство и реализацию продукции (работ, услуг) и порядке формирования финансовых результатов” привело к коренным изменениям в бухгалтерском учете нашей страны. Данное положение послужило основой для определения и

учета сущности доходов, прибыли предприятия в отчетном периоде при правильном распределении затрат .

Такие изменения обусловлены особенностями рыночных отношений, что значительно приближает систему бухгалтерского учета к “Директ-костинговой” системе учета, применяемой на международном уровне. Именно приближение учета затрат к этой системе приводит к совершенствованию бухгалтерского учета в условиях рыночных отношений.

Роль бухгалтерского учета и экономического анализа в решении задачи построения системы экономических показателей, оценки достигнутых успехов и неиспользованных возможностей, определения наиболее благоприятных способов ведения хозяйственной деятельности неопределима в повышении эффективности хозяйственной деятельности. Оценка результата хозяйственных отношений во многом зависит от sbkbybibuf, организующего бухгалтерскую сеть.

Одним из основных нормативных актов по доходам и учету хозяйствующих субъектов, действующих в нашей стране, является национальный стандарт бухгалтерского учета Республики Узбекистан № 2 "доходы от основной деятельности". Целью данного документа является раскрытие сущности доходов от основной хозяйственной деятельности на предприятиях и в организациях и определение порядка их учета.

При учете дохода решающее значение приобретает правильное определение момента его признания и критерии, которым он должен соответствовать. При этом общими условиями признания выручки в бухгалтерском учете являются признание ее хозяйствующему субъекту в случае возникновения возможности поступления в дальнейшем экономического ресурса и когда можно точно и достоверно измерить величину этого ресурса.

На предприятиях реального сектора экономики выручка формируется в основном за счет выручки от реализации продукции. Если еще несколько лет назад зарубежные эксперты считали, что расчет выручки от реализации продукции по "кассовому" методу приведет к уменьшению суммы этой выручки и прибыли, то сейчас прогнозируют превышение суммы этого показателя по принципу "начисления".

Внедрение технологии управления предприятиями-монополистами по центрам ответственности выводит процесс управления на качественно новый уровень, совершенно иной, в отличие от традиционного подхода к задачам управления. Центр финансовой ответственности-это подразделение, которое выполняет операции, конечной целью которых является получение прибыли,

способно напрямую влиять на прибыльность, а также несет ответственность перед руководством высшего звена в рамках установленных бюджетов.

Таким образом, важно отметить, что статус учета и составления отчетности по центрам ответственности сам по себе повышает дисциплину и ответственность менеджера. Но главное-информация во внутренней отчетности необходима для оценки деятельности центров ответственности руководителями высшего звена, принятия управленческих решений по вопросам выявления направлений развития центров ответственности, недостатков и положительных моментов в их деятельности. Необходимо отметить, что внутренняя отчетность является информационным обеспечением управленческих решений и оптимизации деятельности предприятия в целом.

Себестоимость-это показатели, отражающие все стороны финансово-хозяйственной деятельности предприятия.

Одним из важнейших показателей деятельности предприятий-монополистов и основным критерием, по которому они оценивают ее, является качество выпускаемой продукции. Фактором, влияющим на прибыль предприятий, является показатель качества на первом месте. Некачественный товар, безусловно, негативно сказывается на доходах предприятия. Состав фактических издержек и финансовый состав затрат в соответствии с Положением о порядке формирования результатов внесены изменения в состав входящих веществ.

При определении структуры затрат на улучшение качества продукции и включении их в себестоимость, считаем целесообразным сделать следующее:

- выполнение и динамика установленного плана снижения себестоимости контроль;
- выявление причин изменения стоимости и факторов, влияющих на нее то есть правильное определение влияния качества на количество;
- затраты на улучшение качества отдельных видов продукции анализ по веществам;
- поиск возможностей для улучшения качества продукции и снижения затрат;
- разработка научно обоснованных предложений, включаемых в себестоимость продукции, исходя из отраслевых особенностей в структуре затрат на улучшение качества продукции (работ и услуг), производства и реализации, а также в формировании финансовых результатов.

Таким образом, единообразие затрат на улучшение качества продукции в хозяйствующих субъектах целесообразно использовать методы, вытекающие из

каждого отраслевого признака, для снижения затрат на продукцию и организации ее аудита.

Улучшение качества продукции на практике, планирование затрат, учет для правильного управления затратами с целью ведения учета и калькулирования: содержание и назначение; степень зависимости от объема производства; способ включения затрат в себестоимость единицы продукции определенного вида; в производстве используется классификация по таким признакам, как последовательность формирования затрат.

При группировке затрат по экономическому содержанию не имеет значения, где и для каких целей используется тот или иной вид резервов, важно лишь, чтобы затраты были идентичны по экономическому содержанию. Принципы формирования себестоимости продукции регламентируются действующим Положением “о структуре затрат на производство продукции (работ, услуг) и порядке формирования финансовых результатов”.

Для данного документа характерно предельно конкретное определение перечня затрат, включаемых в себестоимость продукции. Составление статей себестоимости, соответствующих западным шаблонам, не только приблизит документы к общим нормам такого рода, но, возможно, и будет выгодно для предприятий нашей страны. К расходам, составляющим себестоимость продукции (работ, услуг), относятся: материальные затраты на производство; затраты на оплату труда по виду производства; отчисления на социальное страхование, относящиеся к производству; Амортизация основных средств и нематериальных активов производственного назначения; прочие расходы производственного назначения.

Затраты на улучшение качества выпускаемой продукции виды деятельности по организации бухгалтерского учета, отчетности и отчетности тип выпускаемой продукции, структура управления и размеры предприятия оказывают влияние.

Положением о структуре затрат на производство продукции (работ, услуг) и порядке формирования финансовых результатов установлена единая для всех предприятий и организаций номенклатура экономических элементов, образующих себестоимость продукции (работ, услуг). Кроме того, затраты, связанные с улучшением качества продукции, при планировании ее себестоимости могут быть сгруппированы по следующим статьям затрат: материалы, закупаемые товары других предприятий по типу производства, полуфабрикаты и услуги; заработная плата производственных рабочих; отчисления на общественные нужды; общепроизводственные расходы; потери из-за бракованного продукта; прочие производственные расходы; коммерческие

расходы.

Некоторые авторы предлагают классифицировать издержки производства по общеэкономическим и планомерно-расчетным признакам. Классификация затрат позволяет отразить, что они различаются по отношению к выпускаемой продукции, и установить их виды. Метод классификации зависит от цели использования информации и специфики хозяйствующего субъекта.

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