

ISSN: 2181-3523

Scientific Journal



Scientific Journal Impact Factor: 5.938

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2023/21

VOLUME 2, ISSUE 21

OPENIDEA.UZ

ISSN 2181-3523
VOLUME 2, ISSUE 21
NOVEMBER 2023



<http://openidea.uz/>

INNOVATIVE DEVELOPMENT IN EDUCATIONAL ACTIVITIES
VOLUME 2, ISSUE 21, NOVEMBER, 2023

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TEXNIKA OLIY TA'LIM MUASSALARIDA FANLARNING AMALIY KO'NIKMALARNI OSHIRISHNING QIYOSIY TAHLILLARI

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***Annotatsiya:** Ta'lim sohasini isloh qilishni, avvalambor, boshlang'ich ta'limdan boshlash zarur. Vaholanki, bolaning dunyoqarashi, didi, salohiyati shakllanadigan boshlang'ich sinflarda eng yetuk, eng tajribali murabbiylar biriktirib qo'yilishi lozim. Shuning uchun, maktab ta'limini, o'rta maxsus ta'lim tizimini, shu bilan birga oliy ta'limni ham tubdan isloh qilish rejalashtirilgan. Bu orqali ularni yetuk mutaxasis qilib tayyorlash maqsadimiz.*

***Kalit so'zlar:** funkciona, kompetentlik, motivasiyali, sinonim, metapredmetli, texnologik, integral, komponent.*

СРАВНИТЕЛЬНЫЙ АНАЛИЗ СОВЕРШЕНСТВОВАНИЯ ПРАКТИЧЕСКИХ НАВЫКОВ ПРЕДМЕТОВ В ТЕХНИЧЕСКИХ ВУЗАХ

***Аннотация** Реформирование сферы образования необходимо начинать, прежде всего, с начального образования. Однако к начальным классам, где формируются мировоззрение, вкус и потенциал ребенка, должны быть прикреплены наиболее зрелые и опытные учителя. Поэтому планируется радикально реформировать школьное образование, систему среднего специального образования, а также высшего образования.*

***Ключевые слова:** функция, компетентность, мотивационный, синоним, метапредмет, технологический, интегральный, компонент.*

COMPARATIVE ANALYSIS OF IMPROVING PRACTICAL SKILLS OF SUBJECTS IN TECHNICAL HIGHER EDUCATION INSTITUTIONS

Abstract: *It is necessary to start reforming the education sector, first of all, from primary education. However, the most mature and experienced teachers should be attached to the primary classes, where the child's outlook, taste, and potential are formed. Therefore, it is planned to radically reform school education, the system of secondary special education, as well as higher education.*

Key words: *function, competence, motivational, synonym, metasubject, technological, integral, component.*

Respublikamizda fan-texnikaning jadal taraqqiy etishi natijasida axborot oqimining oshib borayotganligi sababli ularni saralab ta'lim oluvchilarga zarur axborotlarni yetkazish, ta'lim jarayonida nazariy bilim, amaliy ko'nikma va malakalarni shakllantirishda o'quv materiallarining turli ko'rinishlarda qabul qilinishi ta'lim samaradorligini oshirishda muhim omillardan sanaladi.

Ta'lim va fan sohasini rivojlantirish davlat siyosati ma'no-mazmunidan va uning dolzarbligidan kelib chiqib, uni quyidagicha izohlash mumkin: birinchidan, yangi ta'lim tizimi, barkamol avlod kadrlarni tayyorlashdagi o'zgarishlar va yangicha yondashuvlar, zamonaviy kasb sohasining paydo bo'lgani hamda uning mamlakatimiz sharoiti bilan bog'liqligidir; ikkinchidan, ta'lim tushunchasi ijtimoiy-iqtisodiy taraqqiyot natijasida muayyan davrdan boshlab inson faoliyatining alohida mustaqil sohasiga aylanib, jamiyatning ijtimoiy tajribasini keyingi bosqichga uzatadi; uchinchidan, ta'lim inson shaxsining intellektual-ma'naviy qirralarini shakllantirish, uning jamiyat ishlab chiqarish va ijtimoiy, siyosiy, madaniy, ma'rifiy hayotida faol va muvaffaqiyatli ishtirokini ta'minlashga qaratilgan harakatlar yig'indisi bo'lib, ma'rifat hamda bilim berishni anglatadi; to'rtinchidan, fan jamiyatining ijtimoiy institutlaridan biri bo'lib, tabiat va jamiyat hayotini aks ettiruvchi ijtimoiy ong shaklidir. U katta ilmiy salohiyatni, ijodiy kuch-quvvatni birlashtirib, ma'naviy barkamol insonni tarbiyalashga, mamlakatda qudratli ilmiy salohiyatni yaratishga xizmat qiladi.

O'zbekiston Respublikasi Prezidentining 2017-yil 7-fevraldagi "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida"gi PF-4947 sonli Farmoni, 2017-yil 20-apreldagi "Oliy ta'lim tizimini yanada rivojlantirish chora-tadbirlari to'g'risida"gi PQ- 2909 sonli, 2018-yil 5-iyundagi "Oliy ta'lim muassasalarida ta'lim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng qamrovli islohotlarda faol ishtirokini ta'minlash bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi PQ-3775-sonli va 2018-yil 14-avgustdagi

“Yoshlarni ma’naviy-axloqiy va jismoniy barkamol etib tarbiyalash, ularga ta’lim-tarbiya berish tizimini sifat jihatdan yangi bosqichga ko’tarish chora-tadbirlari to’g’risida”gi PQ-3907-son Qarorlari, shuningdek, mazkur faoliyatga tegishli boshqa me’yoriy-xuquqiy hujjatlarda belgilangan vazifalarni amalga oshirishga ushbu dissertatsiya muayyan darajada xizmat qiladi.

O‘zbekiston Respublikasi Prezidentining 2017-yil 22-dekabrda Oliy majlisga murojaatnomasida 2018-yil “Faol tadbirkorlik, innovatsion g‘oyalar va texnologiyalarni qo‘llab-quvvatlash yili” deb nomlanishi, Harakatlar strategiyasini amalga oshirish bilan bevosita bog‘liq bir qator chora-tadbirlar o‘tkazish rejalashtirildi. Ular jumlasiga, jismoniy va ma’naviy sog‘lom, uyg‘un kamol topgan o‘sib kelayotgan avlodni professional, zamonaviy darajada tayyorlangan kadrlarni tarbiyalash borasida olib borilayotgan ishlarning samaradorligini har tomonlama oshirish, ta’lim saviyasini yanada takomillashtirish va sifatini yuksaltirish, ta’lim muassasalarining moddiy-texnik bazasini mustahkamlash kiritilgan.

O‘zbekiston Respublikasini rivojlantirishning beshta ustuvor yo‘nalishi bo‘yicha Harakatlar strategiyasida “ilmiy-tadqiqot va innovatsiya faoliyatini rag‘batlantirish, ilmiy va innovatsiya amaliyotga joriy etishning samarali mexanizmlarini yaratish, oliy o‘quv yurtlari va ilmiy-tadqiqot institutlari huzurida ixtisoslashtirilgan ilmiy-eksperimental laboratoriyalar, yuqori texnologiya markazlari va texnoparklarni tashkil etish” muhim vazifalar qatorida qayd etilgan.

Prezidentimiz Sh.M.Mirziyoyev yosh avlodni tarbiyalashni bog‘chadan boshlash kerakligini ta’kidlab, boshlang‘ich ta’lim vazirligini tashkil qildi, bu ishni barcha respublika bo‘yicha sifatli tarzda amalga oshirish vazifasini qo‘ydi.

Ta’lim sohasini isloh qilishni, avvalambor, boshlang‘ich ta’limdan boshlash zarur. Vaholanki, bolaning dunyoqarashi, didi, salohiyati shakllanadigan boshlang‘ich sinflarda eng yetuk, eng tajribali murabbiylar biriktirib qo‘yilishi lozim. Shuning uchun, maktab ta’limini, o‘rta maxsus ta’lim tizimini, shu bilan birga oliy ta’limni ham tubdan isloh qilish rejalashtirilgan.

Ta’limning mazmunini yangilash, ilmiylik darajasini oshirish, o‘qitish metodlarini uzluksiz takomillashtirish, bo‘lajak fizika o‘qituvchilarining bilimi sifatiga bo‘lgan talablarning oshib borishi o‘qituvchidan o‘z bilimi va metodik mahoratini uzluksiz ravishda to‘ldirib va yangilab borishni talab qilmoqda.

Prezident Sh.M.Mirziyoyev mamlakatimizni 2016-yilda ijtimoiy-iqtisodiy rivojlantirishning asosiy yakunlari va 2017-yilga mo‘ljallangan iqtisodiy dasturning eng muhim ustuvor yo‘nalishlariga bag‘ishlangan Vazirlar Mahkamasining

kengaytirilgan majlisidagi ma’ruzasida¹ tajribali pedagog va mutaxassislarni jalb etgan holda, o‘quv reja va dasturlarni tubdan qayta ko‘rib chiqish zarur. Oldimizda yoshlarga tarbiya berish, psixologiya va boshqa turli sohalarda kadrlarni tayyorlash va qayta tayyorlash bo‘yicha murakkab vazifalar turibdi” – deb ta’kidlab o‘tdilar. Bo‘lajak fizika o‘qituvchilarining zamonaviy bilimlarni egallashi, innovatsion pedagogik va axborot-kommunikatsiya texnologiyalardan foydalana olish ko‘nikma va malakalariga ega bo‘lishi, ularning kelajakda o‘z yo‘lini to‘g‘ri tanlay olishga e’tibor qaratish har bir pedagog oldida turgan dolzarb vazifalardan hisoblanadi.

Bugungi kunda Respublikamizda ta’lim tubdan o‘zgaradi, ya’ni boshqa mazmun, boshqa yondashuvlar, boshqa munosabat, boshqa xulq, yuqori darajadagi pedagogik jarayonlar, boshqa pedagogik mentalitet tavsiya etilmoqda:

- ta’lim mazmuni yangi takomillashgan ko‘nikma va malakalar, axborotlar ustida amallar bajarish, qobiliyatni rivojlantirish, fan muammolarini ijodiy hal qilish va ta’lim dasturlarida innovatsion texnologik jihozlar asosidagi amaliyotlar bilan boyitilmoqda;
- axborotlarning an’anaviy metodlari–og‘zaki va yozma nutq o‘z o‘rinlarini o‘qitishning kompyuter vositalariga, ulkan telekommunikatsiya tarmog‘idan foydalanishga imkoniyat berilmoqda;
- pedagogik jarayonning muhim tashkil etuvchisi o‘qituvchining bo‘lajak o‘qituvchilar bilan aloqasi shaxsga yo‘naltirilgan bo‘lishiga qaratilmoqda;
- shaxsning ma’naviy tarbiyasiga, odamning axloqiy qiyofasiga alohida ahamiyat berilmoqda;
- innovatsion pedagogik va axborot texnologiyalarini yaratishda fanning ahamiyati kuchaymoqda

Shuning bilan bir qatorda, bo‘lajak fizika o‘qituvchilarini tayyorlashda ularning pedagogik kompetentligini va kreativligini shakllantirishga innovatsion yondashish ustuvor bo‘lmoqda. Biz olib borgan tadqiqotning maqsadi ham O‘zbekistonda bo‘lajak fizika o‘qituvchilarining metodik tayyorgarligini takomillashtirish mazmuni, shakl va metodlarini aniqlash hamda tajriba-sinov ishlari orqali ularni amaliyotga keng tatbiq etishdan iboratdir.

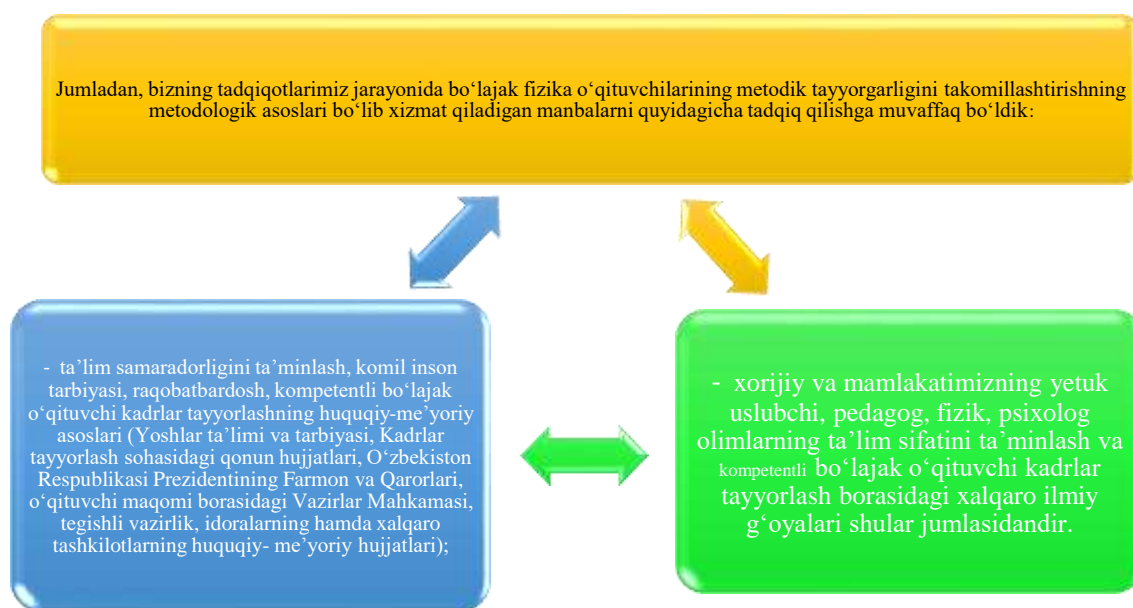
Hozirgi vaqtda bo‘lajak fizika o‘qituvchilari metodik tayyorgarligini takomillashtirishda, o‘quv jarayoniga zamonaviy pedagogik va axborot-kommunikatsiya texnologiyalaridan o‘z o‘rnida foydalanish bilan chambarchas bog‘liq. Bu, ayniqsa, tabiiy fanlarni o‘qitish jarayonida innovatsion pedagogik

¹ O‘ZBEKISTON RESPUBLIKASI PREZIDENTINING FARMONI“O‘ZBEKISTON RESPUBLIKASINI YANADA RIVOJLANTIRISH BO‘YICHA HARAKATLAR STRATEGIYASI TO‘G‘RISIDA” *Lex.uz*

texnologiyalar bilan bir qatorda o'z o'rnida axborot-kommunikatsiya texnologiyalarga asoslangan o'qitishning yangi shakl, vositalaridan foydalanishda yaqqol namoyon bo'lmoqda. Bugungi kun bo'lajak fizika o'qituvchilariga faqatgina tayyor bilimlarni berib qolmay, ularga elektron-axborot resurslardan foydalanishni o'rgatish, ularning yangi ko'rinishlarini yaratish metodlari va vositalarini o'rgatish muhim masalalardan hisoblanadi.

Oliy ta'lim muassasalarida bo'lajak fizika o'qituvchilarini kasbga tayyorlashga mo'ljallangan bilim, malaka va ko'nikmalarni shakllantirishda ta'lim mazmuniga metodologik asosda yondashuvni talab etadi.

Oliy ta'lim muassasalarida tabiiy fanlar, umumkasbiy va ixtisoslik fanlarni o'qitishni takomillashtirish, uning samaradorligini oshirishda pedagogik va axborot-kommunikatsiya texnologiyalardan foydalanishga doir adabiyotlar, dissertatsiyalar, monografiyalar tahlil qilinib, zarur xulosalar qilindi.



Mazkur metodologik g'oyalar asosida hozirgi zamon o'qituvchisi kompetensiyasiga qo'yilgan malaka talablari qator xalqaro hamda Milliy huquqiy-me'yoriy hujjatlarda belgilab berilgan. Jumladan, O'zbekiston Respublikasi Prezidentining 2018-yil 5-iyundagi "Oliy ta'lim muassasalarida ta'lim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng qamrovli islohotlarda faol ishtirokini ta'minlash bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi PQ-3775-sonli Qarorida belgilab berilgan bo'lib, ular bo'lajak fizika o'qituvchilarining ilmiy-metodik tayyorgarligini takomillashtirish mezonlarini ham belgilashda asos bo'lib xizmat qiladi.

Jumladan ular:

- oliy ta'lim tizimini modernizatsiyalashning ustuvor yo'nalishlarini;
- boshqaruv kompetentligining tuzilishi va mazmunini bilish;
- o'qitishning innovatsion shakl, metod va vositalarining mohiyatini anglash va o'quv jarayonida qo'llanilishini tashkillashtirish hamda nazorat qilish;
- kommunikativ, psixologik, tashkilotchilik, kreativ, informatsion, innovatsion kompetentlik tushunchalarining mazmun-mohiyatini;
- ilg'or ta'lim texnologiyalarini ishlab chiqish va amaliyotga tatbiq etish yo'llarini belgilash;
- o'quv loyihalarini ishlab chiqish, portfoliolarni shakllantirish va amaliyotga tatbiq etish jarayonlarini boshqarish;
- elektron o'quv modullarining yaratilishi va sifatini nazorat qilish;
- bitiruv malakaviy ishlari va magistrlik dissertatsiyalarini amaliyot bilan bog'lashni tashkil etish;
- pedagogik amaliyot bazalarini yangilash va dasturlarini takomillashtirishni nazorat qilish;
- oliy ta'lim muassasalarida o'quv-uslubiy faoliyatni tashkil etish va rivojlantirish.

Oliy ta'lim tizimidagi islohotlar, jamiyatdagi globallashtirishning keskin o'sib borishi va bo'lajak fizika o'qituvchilarining metodik tayyorgarligini takomillashtirish tizimini amaliyotga faol tatbiq etishni talab etadi. Buning uchun esa, dunyo ilm-fanida o'qituvchi kompetensiyasini shakllantirish tizimini takomillashtirish bo'yicha pedagog va uslubchi olimlar tomonidan olg'a surilgan ilg'or nazariy qarashlarni ilmiy o'rganmoq zarur. Ilmiy izlanishlar shundan dalolat beradiki, mazkur muammo yuzasidan xalqaro miqyosda e'tirof etilgan qator ilmiy markazlar va oliy o'quv yurtlari tadqiqot ishlarini olib bormoqdalar.

Dj.Dyui o'z tadqiqotlarida "eski passiv" o'qitishni tanqid qilib, unda og'irlik markazi o'quvchidan tashqarida va ko'p jihatdan o'qituvchi va darslikka tayanadi, degan edi. U ta'lim berish o'quvchi faolligini ta'minlash shart-sharoitlarini yaratish kerak degan fikrni ilgari surdi.

G.V.Abramyanning ta'kidlashicha, "Bilimlarni egallash, ularni ta'lim oluvchiga uzatish, teskari aloqa asosida ta'lim oluvchilarni nazorat qilish nuqtai nazaridan qaraganda pedagogning kasbiy faoliyatini axborot jarayoni sifatida qarash mumkin. Bu jarayonda axborot vositalari va texnologiyalarning jadal rivojlanishi bilan bo'lajak o'qituvchiga axborot muhitida ko'rsatilayotgan uslubiy yordamning sezilarli darajada orqada qolishi kuzatilmoqda. Ilmiy asoslangan psixologik, pedagogik va maxsus bilim, ko'nikma va malakalarning shakllanmaganligi sababli axborot-kommunikatsiya

texnologiyalariga asoslangan innovatsion faoliyatni samarali olib borishga amaliyotchi-pedagoglarning hozirgi kundagi malaka darajasi yetarli emas”.

N.N.Gomulina ishlarida astronomiya bo'yicha “Ochiq astronomiya” nomli multimediali kurs, astronomiya bo'yicha masofali olimpiada va elektro-dinamika, optika bo'yicha kompyuterda o'tkaziladigan virtual laboratoriya ishlari, “Fizika bo'yicha On-line laboratoriyalar” kabi pedagogik-dasturiy va telekommunikatsiya vositalari majmuisi ishlab chiqilgan.

M.Djorayev, B.Sattarovalar tadqiqotlarida fizikani o'qitishning o'ziga xos xususiyatlari, individuallashtirish tamoyillari, ta'limga oid ehtiyojlar, talabning shaxsiy xususiyatlarini hisobga olgan holda fizikani individual o'qitish metodikasi va tamoyillari ishlab chiqilgan.

S.D.Bazarovning “Oliy texnik ta'limda kasbiy yo'naltirilgan o'qitish texnologiyalarining tizimli asoslanishi” mavzusidagi tadqiqot ishida kasbiy yo'naltirilgan o'qitish texnologiyalarini loyihalash va konstruksiyalash qonuniyatlari ishlab chiqilgan va ularning didaktik samarasi tizimli asoslangan.

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УЧЕТ ОГРАНИЧЕНИЙ ПРИ ОПТИМИЗАЦИИ РЕЖИМОВ ЭНЕРГОСИСТЕМ ГЕНЕТИЧЕСКИМИ АЛГОРИТМАМИ

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АННОТАЦИЯ

В статье рассмотрены вопросы учета различных ограничений при оптимизации режимов энергосистем генетическими алгоритмами. Предложен алгоритм оптимизации с учетом функциональных ограничений в виде равенств и неравенств различными штрафными функциями. Приведены результаты исследования эффективности предложенного алгоритма на примере оптимизации режима 8 узловой энергосистемы с четырьмя ТЭС и тремя линиями с контролируемыми перетоками мощности.

Ключевые слова: Оптимизация, энергосистема, электрическая станция, целевая функция, ограничение, генетический алгоритм, штрафная функция, весовой коэффициент.

In this article the problems of taking into account of different constraints at optimization of modes of power system's using genetic algorithms are considered. The algorithm of optimization with taking into account of functional constraints in forms of equality and non-equality through different penal functions is offered. The results of research of offered algorithm's efficiency in example of optimization of mode of 8 bus power system with four thermal power plants and tree transmission lines with controlled power flow are presented.

ВВЕДЕНИЕ:

Оптимизация режимов современных энергосистем по активной мощности представляет собой сложную задачу нелинейного математического программирования с множеством простых и функциональных ограничений в виде равенств и неравенств. Поэтому эффективности алгоритмов её решения

определяется, в частности, возможностью эффективного учета таких ограничений.

Основными ограничениями, учитываемыми при решении задачи оптимизации режима энергосистемы для некоторого момента времени являются:

- простые ограничения в виде неравенства по минимально и максимально возможным нагрузкам станций

$$P_i^{\min} \leq P_i \leq P_i^{\max}, \quad i = 1, 2, \dots, n; \quad (1)$$

- условия баланса активной мощности в энергосистеме (функциональное ограничение в виде равенства)

$$\sum_{i=1}^n P_i = P_H, \quad (2)$$

где n - число расчетных станций; P_i - мощность i - й расчетной станции; P_H - суммарная нагрузка энергосистемы;

- ограничения на потокам мощностей по некоторым контролируемым линиям электропередачи (функциональные ограничения в виде неравенства)

$$P_l^{\min} \leq P_l \leq P_l^{\max}, \quad l = 1, 2, \dots, L, \quad (3)$$

где L - число линий, в которых потоки активной мощности ограничены; P_l - поток активной мощности по l - й контролируемой линии.

ЛИТЕРАТУРА И МЕТОДОЛОГИЯ:

В настоящее время методы учета таких ограничений при оптимизации режимов энергосистем традиционными алгоритмами являются достаточно совершенными [1-3]. Однако, вопросы учета таких ограничений при решении задач оптимизации нетрадиционными алгоритмами, в частности, генетическими алгоритмами [4-6] требует дополнительных исследований.

Генетические алгоритмы предлагают новый и мощный подход к решению задач оптимизации. Их применение стало возможным благодаря расширению возможностей вычислительных средств при относительно низких затратах. Последнее время эти алгоритмы находят применение в решении глобальных проблем поисковой оптимизации, когда традиционные алгоритмы оптимизации не могут быть использованы. Они используют параллельные и глобальные поисковые методы, имитирующие природные генетические операторы. Вероятность сходимости генетического алгоритма к глобальному решению задачи наиболее высокая, так как она, одновременно, оценивает множество точек в пространстве параметров. Эти алгоритмы также не требуют дифференцируемости и непрерывности пространство поиска [4, 7]. Вместе с тем вопросы учета функциональных ограничений в виде равенств и неравенств при

оптимизации режимов энергосистем этими алгоритмами исследованы не достаточно.

Возможности использования генетических алгоритмов для оптимального распределения нагрузки энергосистемы между ТЭС были исследованы в работе [7]. Здесь на основе проведенных исследований предлагается алгоритм учета функциональных ограничений в виде равенств и неравенств при оптимизации режимов энергосистем генетическими алгоритмами. Согласно этому алгоритму задача условной минимизации функции, представляющей собой функцию суммарных топливных издержек или суммарного расхода условного топлива B в расчетных тепловых электростанциях энергосистемы, сводится к безусловной минимизации обобщенной функции, состоящей из суммы целевой функции исходной задачи и штрафных функций, учитывающих ограничений (2) и (3). Простые ограничения (1) учитываются автоматически в соответствии с процедурой генетического алгоритма.

РЕЗУЛЬТАТЫ:

Штрафные функции, учитывающие этих ограничений должны равняться нулю при их выполнении и увеличиться при нарушении пропорционально степени нарушения.

В соответствии с этим для учета ограничения в виде равенства (2) принята штрафная функция в виде

$$Ш_p = \frac{\alpha}{2} \left(\sum_{i=1}^n P_i - P_H \right)^2. \quad (4)$$

Ограничения (3) учитываются штрафной функцией в виде

$$Ш_l = \beta e^{\gamma(P_l - P_l^{\max})} \quad \text{или} \quad Ш_l = \beta e^{\gamma(-P_l + P_l^{\min})}, \quad (5)$$

где α , β , γ - весовые (штрафные) коэффициенты.

Таким образом, обобщенная целевая функция, при оптимизации генетическим алгоритмом с учетом ограничений описанными методами, представляется в следующем виде

$$F = B + Ш_p + \sum Ш_l$$

Эффективность описанного алгоритма исследуем на примере оптимизации режима восьми узлов энергосистемы с 13 линиями электропередач (рис.1). В четырёх узлах имеются ТЭС со следующими расходными характеристиками условного топлива т.у.т./ч:

$$\begin{aligned} B_0 &= 100 + 0,2P_0 + 0,002P_0^2, & B_1 &= 120 + 0,2P_1 + 0,0025P_1^2, \\ B_6 &= 60 + 0,15P_6 + 0,0015P_6^2, & B_7 &= 80 + 0,25P_7 + 0,001P_7^2. \end{aligned}$$

Ограничения по минимальным и максимальным нагрузкам ТЭС одинаковы и $P_{min} = 200$ МВт, $P_{max} = 700$ МВт.

Мощности нагрузочных узлов: $P_2 = 400$ МВт, $P_3 = 600$ МВт, $P_4 = 200$ МВт, $P_5 = 500$ МВт.

В трех линиях электропередачи (ЛЭП) ограничены перетоки активной мощности:

$$P_{6-3} \leq 450 \text{ МВт}, \quad P_{6-5} \leq 65 \text{ МВт}, \quad P_{0-3} \leq 95 \text{ МВт}.$$

Перетоки мощностей по этим контролируемым ЛЭП определяются по коэффициентам распределения, приведенными в таблице 1.

Таблица 1. Коэффициенты распределения мощностей узлов по контролируемым ЛЭП.

ЛЭП	Узлы						
	1	2	3	4	5	6	7
6-3	0,2536	-0,0713	-0,1720	0,4106	0,4890	0,6343	0,4986
6-5	-0,0701	0,02025	0,0484	-0,2810	-0,4223	0,1029	-0,2986
0-3	-0,1400	-0,1735	-0,2670	-0,1744	-0,1917	-0,2240	-0,1939

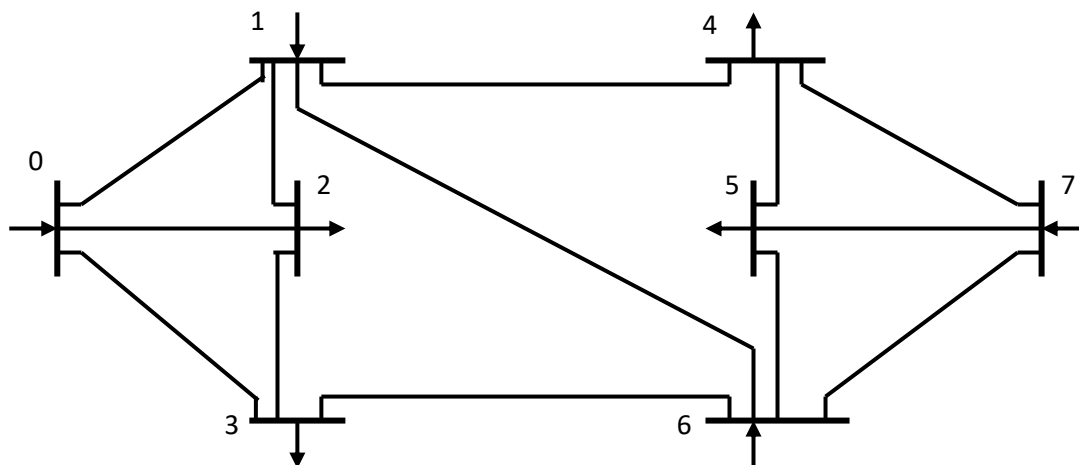


Рис.1. Схема энергосистемы.

Для сравнения результатов оптимизации предлагаемым алгоритмом приводим эталонный результат, полученный классическим градиентным методом.

ТЭС-1: $P_0=234,7$ МВт, $B_0=257.108$ т.у.т./ч.

ТЭС-2: $P_1=505,6$ МВт, $B_1=860.198$ т.у.т./ч.

ТЭС-3: $P_6=281,3$ МВт, $B_6=220.789$ т.у.т./ч.

ТЭС-4: $P_7=678,4$ МВт, $B_7=709.827$ т.у.т./ч.

Перетоки мощностей по ЛЭП: $P_{6-3}=450,0$ МВт, $P_{6-5}=21,2$ МВт, $P_{0-3}=95,0$ МВт.

Суммарный расход топлива: $B_{\Sigma}=2048,021$ т.у.т./ч.

ОБСУЖДЕНИЕ: Результаты оптимизации предложенным здесь алгоритмом при значениях весовых коэффициентов $\alpha=10$, $\beta=10$, $\gamma=2$ приведены ниже

ТЭС-1: $P_0=236,9$ МВт, $B_0=259.623$ т.у.т./ч.

ТЭС-2: $P_1=498,8$ МВт, $B_1=841.764$ т.у.т./ч.

ТЭС-3: $P_6=273,7$ МВт, $B_6=213.422$ т.у.т./ч.

ТЭС-4: $P_7=690,5$ МВт, $B_7=729.415$ т.у.т./ч.

Перетоки мощностей по ЛЭП: $P_{6-3}=449,5$ МВт, $P_{6-5}=17,2$ МВт, $P_{0-3}=95,3$ МВт.

Суммарный расход топлива: $B_{\Sigma}=2044,22$ т.у.т./ч.

Сравнивая полученный результат оптимизации с эталонным результатом убедимся в достаточно высокой точности предложенного алгоритма.

Таким образом, предложенный алгоритм учета функциональных ограничений в виде равенств и неравенств при оптимизации режимов энергосистем генетическими алгоритмами обладает высокой эффективностью. Он позволяет надежно определить оптимальный режим энергосистемы с учетом простых и функциональных ограничений в виде равенств и неравенств с высокой точностью.

ЗАКЛЮЧЕНИЕ:

1. Предложен эффективный алгоритм учета функциональных ограничений в виде равенств и неравенств при оптимизации режимов энергосистем градиентным алгоритмом.

2. Генетический алгоритм оптимизации режимов энергосистем с учетом функциональных ограничений предложенным алгоритмом обладает надежной сходимостью итеративного расчетного процесса. Он также не требует дифференцируемости и непрерывности пространства поиска.

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TALABALARNI FAVQULODDA VAZIYATLARDA TO‘G‘RI HARAKATLANISH KO‘NIKMALARINI RIVOJLANTIRISH JARAYONLARINI TASHKIL ETISH VA BOSHQARISH TEXNOLOGIYASI

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***Annotatsiya:** Mamlakatimizda yildan-yilga favqulodda vaziyatlar soni ortib borayotganligi tahlillar ko‘rsatmoqda. Keltirilgan holatlarda jabrlanganlar xattoki, vafot etganlar orasida talaba yoshlar bo‘lganligini ko‘rishimiz ham mumkindir. Yuqoridagilarni inobatga olib, talaba va yoshlar o‘rtasidagi bunday vaziyatlarni kamaytirish talbalarni favqulodda vaziyatlarda to‘g‘ri harakatlanish ko‘nikmalarini rivojlantirish, talabalarni favqulodda vaziyatlarda to‘g‘ri harakatlanishni boshqarish texnologiyasini takomillashtirishni tadqiq etish dolzarb masalalardan biriga aylanib borayotgani qayd etish mumkin. Demak, keltirilgan ma‘lumotlar asosida talabalarni favqulodda vaziyatlarda to‘g‘ri harakatlanish va boshqarishni taqazo etadi.*

***Kalit so‘zlar:** favqulodda vaziyatlar, pedagogik yondashuv, sel, to‘g‘ri harakat, motivatsiya, xavfsiz xulq-atvor.*

ORGANIZATION AND MANAGEMENT TECHNOLOGY OF THE DEVELOPMENT PROCESSES OF STUDENTS’ SKILLS FOR CORRECT ACTIONS IN EMERGENCY SITUATIONS

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***Annotation:** Analyzes show that the number of emergencies in our country is increasing every year. In the mentioned cases, we can even see that among the victims, among the dead were young students. Taking into account the above, it can be noted that one of the topical issues is the reduction of such situations among students and young people, the development of students’ skills in emergency situations, and the improvement of student control technology in emergency situations. So, on the basis of the information provided, students are instructed on how to properly move and manage in emergency situations.*

***Key words:** emergency situations, pedagogical approach, flooding, correct action, motivation, safe behavior.*

KIRISH

Jahonda ta'lim amaliyotida favqulodda vaziyatlarni oldini olish, yuzaga kelishi mumkin bo'lgan oqibatlarni minimallashtirish, xavfli vaziyatlarda tezkor harakat qilish yo'llarini aniq maqsadli va manzilli qo'llashga alohida e'tibor qaratib kelmoqda. Talabalarni tabiiy va texnogen xususiyatdagi favqulodda vaziyatlarda to'g'ri harakatlanish ko'nikmalarini rivojlantirish bugungi tahlikali zamonda ijtimoiy zarurat sifatida yondashilib kelinmoqda. Birlashgan Millatlar tashkilotining Tabiiy ofatlar xavfini kamaytirish (UN Office for Disaster Risk Reduction (UNDRR)) bo'yicha Global baholash hisobotining (Global Assessment Report (GAR)) 2022 yil hisobotida "dunyoda tabiiy ofatlarning ta'siri geografialar va sektorlar bo'ylab tobora kuchayib borayotgani koronavirus kasalligi (COVID-19) pandemiyasi, iqlimni o'zgarishi va hududlardagi kuchli suv toshqinlari bir-biriga bog'langanligini ta'kidlanadi. Tabiiy ofatlar iqtisodiy yo'qotishlar, qashshoqlik va kabi xavfni keltirib chiqaradigan zaifliklar ekotizimlar va biosferalar qulash xavfi ostida bo'lgani kabi ortib bormoqda.

O'zbekiston Respublikasi Prezidentining 2022 yil 28 yanvardagi "2022-2026-yillarga mo'ljallangan Yangi O'zbekistonning Taraqqiyot Strategiyasi to'g'risida"gi 60-sonli Farmoni, O'zbekiston Respublikasi Prezidentining 2017 yil 2 iyundagi "Aholi va hududlarni favqulodda vaziyatlardan muhofaza qilish sohasida mutaxassislar tayyorlash tizimini yanada takomillashtirish to'g'risida"gi 3030-sonli qarori [1], O'zbekiston Respublikasi Vazirlar Mahkamasining 2019 yil 9 sentyabrdagi 754-sonli qarori, O'zbekiston Respublikasi Vazirlar Mahkamasining 2020 yil 26 avgustdagi 515-sonli qarori hamda mazkur sohaga tegishli boshqa normativ-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishda ushbu tadqiqot ishi muayyan darajada xizmat qiladi.

ADABIYOTLAR TAHLILI:

Ilmiy tadqiqotlarda xavfli holatlarda to'g'ri harakatlanish va ularning oldini olishga oid ishlar keng o'rganilib, o'quv va faoliyat jarayonlardagi muammolarga to'xtalib o'tilgan.

Mamlakatimizda pedagog olimlaridan, S.I.Xusanova, X.M.Akramov., A.B.Nabiyev va boshqalarning ta'lim muassasalarini boshqarish, ta'lim jarayonlarini tashkil etish va boshqarish muammolari bo'yicha ilmiy tadqiqotlarni amalga oshirganlar [5. 6. 7].

Mustaqil davlatlar hamdo'stligi (MDH) mamlakatlari olimlaridan L.A.Sorokina, V.F.Kupetskova tadqiqot ishlarida favqulodda vaziyatlarda talabalarni harakat qilish ko'nimalari shakllantirish tatbiq etilgan [3. 4].

TADVIQOT METODOLOGIYASI.

Maqolada oliy ta'lim muassasalarida ta'lim sifatini baholash tizimi muhokama qilinadi. Uning asosiy tarkibiy omillari va qismlari tavsiflanadi. O'zbekistonda oliy ta'lim muassasalarini reytingini aniqlash mezonlari tahlili qilindi va rivojlangan davlatlar mezonlari bilan solishtirildi. Oliy ta'lim sifatini baholash bo'yicha yondashuvlar o'rganildi.

TAHLILLAR VA NATIJALAR

“Aholini va hududlarni tabiiy va texnogen xususiyatli favqulodda vaziyatlardan muhofaza qilish to'g'risida”gi [1] va “Fuqaro muhofazasi to'g'risida”gi [2], O'zbekiston Respublikasi Qonunlarida aholini favqulodda vaziyatlarda harakat qilishga tayyorlashni eng muhim vazifa sifatida belgilaydi. Shuningdek, O'zbekiston Respublikasi Prezidentining 2017 yil 1 iyundagi “Favqulodda vaziyatlarni oldini olish va ularni bartaraf etish tizimi samaradorligini tubdan oshirish chora-tadbirlar to'g'risida”gi 5066-sonli Farmonida favqulodda vaziyatlarni oldini olishdagi bir qator muammolarga to'xtalib o'tilgan [3]. Jumladan, “... aholi va hududlarni tabiiy ofatlar va texnogen avariya xavfidan muhofaza qilish bo'yicha muammolarni hal qilishda respublikaning ilmiy-tadqiqot salohiyatidan amalda to'liq foydalanilmayotgani” va “... aholi va hududlarni favqulodda vaziyatlardan muhofaza qilish sohasida mutaxassislar tayyorlash, qayta tayyorlash va ularning malakasini oshirish tizimi zamonaviy talablarga javob bermasligi”dagi muammolarni keltirilgan [2].

Xorijiy tadqiqotchilar tomonidan favqulodda vaziyatlarda to'g'ri harakatlanish ko'nikmalarini rivojlantirishda bir qator tahlillar o'tkazgan. Jumladan, V.F.Kupetskova o'zining tadqiqotida umumta'lim muassasalarida kichik yoshdagi maktab o'quvchilariga xavfsiz xulq-atvor ko'nikmalarini rivojlantirishga e'tibor qaratgan. Kichik yoshdagi maktab o'quvchilarini maktabdan tashqari mashg'ulotlarda xavfsiz xulq-atvorni shakllantirishni 3 bosqichda amalga oshirishni tadqiq qilgan va modelini ishlab chiqqan:

1-bosqich-axborot, ya'ni kichik yoshdagi o'quvchilarni xavf-xatarlar tushunchasi, ularni oldini olish va bartaraf etish bo'yicha bilimga ega bo'lishlari;

2-bosqichda-motivatsion, xavfsiz xulq-atvor ko'nikmalarini shakllantirish uchun motivatsiya beriladi;

3-bosqichda-trening, xavfsiz xulq-atvor ko'nikmalarini qo'llash bo'yicha mashqlarni o'z ichiga olishni nazarda tutadi[3].

L.A.Sorokina o'zining tadqiqotida xavfli holatda to'g'ri harakatlanish ko'nikmalarini rivojlantirishda quyidagilarni amalga oshirgan:

Xavfsizlik ko'nikmalarini rivojlantirishda kompleks diagnostik baholash yani motivatsion-qiymat, kognitiv, operativ-faoliyat, tartibga soluvchi va refleksiv komponentlarini e'tibor qaratgan[4].

Shuningdek mamlakatimiz olimlari S.I.Xusanova tomonidan esa uzluksiz ta'limda xavfsiz tizimini shakllantirishga alohida e'tibor qaratgan[5].

Talabalarni favqulodda vaziyatlarda to'g'ri harakat qilish ko'nikmalarini rivojlantirishda tinglovchilarni ta'lim jarayonida xavfsiz harakatlanishini tizimli rivojlantirish uchun ta'lim tizimini anglagan holda:

- talabalarni xavfsizligini ta'minlash ko'nikmalarini rivojlantirish tizimini aniqlash;
- talabalar xavfsizligini ta'minlash tizimini ta'lim maqsadlari mazmuni, vosita va metodlarni belgilab olish va rivojlantirish;
- talabalar favqulodda vaziyatlarda xavfsizligini ta'minlash ko'nikmasini rivojlantirish tizimini pedagogik shart-sharoitlarini o'rganish hamda takomillashtirish;
- OTM talabalarini xavfli vaziyatlarda xavfsizligini ta'minlash amaliyotini takomillashtirib borish uchun ilmiy asoslangan o'quv materiallar va qo'llanmalarni ishlab chiqish hamda pedagogik amaliyotga joriy etish dolzarb pedagogik muammo ekanligini ko'rishimiz kerak bo'ladi.

Albatta, yuqoridagi omillar favqulodda vaziyatlarda talabalarni va aholini xavflardan muhofazalaydi. Demak, talabalarni favqulodda vaziyatlarda ko'nikmalarini rivojlantirish natijasida, biz xavfli holatlarni yuzaga kelishini va yuz bergan holda esa talafatlar miqdorini kamaytirish erishishimiz mumkin bo'ladi.

XULOSALAR

Xulosa o'rnida shuni ta'kidlash joizki, talabalarni favqulodda vaziyatlarda to'g'ri harakatlanish ko'nikmalarini rivojlantirishda pedagogik metodlarni o'zni beqiyos. Pedagogik vositalar yordamida dars mashg'ulotlari, darsdan tashqari mashg'ulotlarda bevosita foydalanib kelinadi.

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TRADITIONS AND INNOVATIONS OF INTERNATIONAL EXPERIENCE IN TOURISM MANAGEMENT

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Annotation: *The article offers ways to overcome the problems that arise in various tourism activities in Uzbekistan and recommendation for the future, ideas and recommendation Such as concretization of staff responsibilities, and study of new sources of income.*

Keywords: *Tourism, Pilgrimage Tourism, Infrastructure, Pilgrimage, Further development of tourism, Attention to tourism in our country.*

Tourism is one of the fastest growing and most profitable industries in the world economy is one of the leading industries. In recent years, tourism has become a global export has made a huge contribution to the world's gross domestic, product 15%. In particular, the achievements in Uzbekistan on the ground economy liberalization deepen the country modernization of all sector Sustainable development of tourism, one of the leading industries, is also underway. As the President of the Republic of Uzbekistan Sh.Mirziyoyev noted: "Uzbekistan convenient country for both travel and visiting. Because the whole of our motherland our world –famous ancestors are immortal. They are the rich spiritual and cultural heritage left by him is of great interest in the international area. To further develop the industry, first of all, it is necessary to improve the infrastructure condition.

In our country pays special attention to the further development of pilgrimage tourism and these noble goals are embodied. In the last 2 years in Uzbekistan tourists visiting the holy shrines are also religious from abroad and the number of pilgrims increased significantly. In 2022 the number of foreigners visiting the Republic of Uzbekistan compared to 2021 is 2/3 times.

Pilgrimage tourism is an integral part of modern tourism. There are more than one and a half billion Muslims in the world. That's it half of the Muslims have collected authentic hadiths, making them the second most trusted religion in Islam to visit the khokims of Imam Bukhari, the creator of the source We all know that it will have a positive impact on our economy. In our country the infrastructure to receive so many

visitors has not yet been formed. Religious, historical and cultural monuments visit a particular region or city important to order.

In France it was under state protection about 60 percent of the monuments are also tourist religious sites. The development of general interest in religious tourism in Uzbekistan go back to ancient history. I am proud to say that the world to civilization, to science, to humanity in general, both spiritual and material the history of our ancestors, who made an invaluable contribution to its development, is generous to us bestowed: every inch of our land is sacred, every inch of our land is a shrine. Great our ancestors shared the dreams and aspirations of our people, their strength and scope of thinking. reflects the spiritual world, taste, attitude and culture, depending on their intellect and intellect, the world reckons with us, evaluates us will give.

First of all, it should be noted that the Republic of Uzbekistan not enough attention was paid to tourism until indence. Objective information and advertising about the tourist potential of the republic not at all. Tourism, service and entertainment infrastructure underdeveloped, low level of tourist services, the world there were almost no contacts with leading tourism enterprises. Conclusion Instead, tourism is one of the most lucrative industries today recognized as one. In this regard, tourism is considered by many countries A number of development programs are being developed.

In the field of tourism, our esteemed president is also paying very attention, in order to accelerate the work on the organization of pilgrimage tourism on November 21 this year, representatives of the Committee on Religious Affairs, the Office of Muslims of Uzbekistan, the Center for Islamic Civilization, Tashkent Islamic University and the leading tourism companies in the country held a working meeting.

Chairman of the Committee for Religious Affairs O.Yusupov opened the meeting and said that during his visit to Samarkand region on November 9-10 this year, President Sh. stressed that assignments had been given to the authorities. He also noted that work has begun to develop an action plan to attract foreign tourists to visit Samarkand and Bukhara regions, including the formation of working groups to work with Turkey, Malaysia, Indonesia and other Islamic countries. In his speech, O. Yusupov explained in detail the importance of developing a program to promote the tourism potential of Samarkand and Bukhara regions abroad, including the visit of Imam Bukhari in Samarkand region, Bahauddin Naqshband in Bukhara region. Akmal Kasimov, a specialist of the Asia Tour travel agency, spoke at the meeting. to organize seminars and conferences with the participation of foreign religious leaders, to develop cooperation between Islamic institutions, to participate in grand competitions of influential Islamic organizations.

The speakers also spoke about the Committee on Religious Affairs, the Office of Muslims of Uzbekistan, Tashkent Islamic University, the Center for Islamic Civilization, the Charitable Foundation for the Preservation and Improvement of Holy Places and Uzbektourism. offered to sign a memorandum of cooperation. In addition, the preparation of handouts, booklets, banners, reference books and slides for the organization of promotional activities to attract tourists in the field of pilgrimage to the holy sites of the Republic of Uzbekistan, close cooperation with religious scholars in the field of pilgrimage tourism In order to do so, opinions were expressed on the involvement of local scribes with experience in this field, and on measures to be taken as soon as possible to obtain exit and entry visas.

Our country the tourism sector also has great potential to increase its economic potential. Mainly the work being done to develop international tourism will become one of the leading industries in our country.

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In 2017, about 2.7 million tourists visited Uzbekistan. Most of them are probably coming for purposes such as seeing relatives, treatment, study or business.

In order to increase the number of tourists visiting our country today, to acquaint them with the attractiveness of our republic, region and city in general, it is expedient for each of us to serve the development of the industry, first of all.

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EXPLORING THE KEY FEATURES OF FOUR LEARNING STYLES: A GUIDE TO PERSONALIZED EDUCATION

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ABSTRACT

In the field of education, understanding diverse learning styles has become essential for creating effective learning environments. People have unique preferences, strengths, and ways of processing information. By recognizing and accommodating these differences, educators can maximize student engagement and learning outcomes. This article delves into the distinct features of four prominent learning styles: visual, auditory, reading/writing, and kinesthetic. Understanding these styles helps educators tailor their teaching strategies to meet the diverse needs of learners.

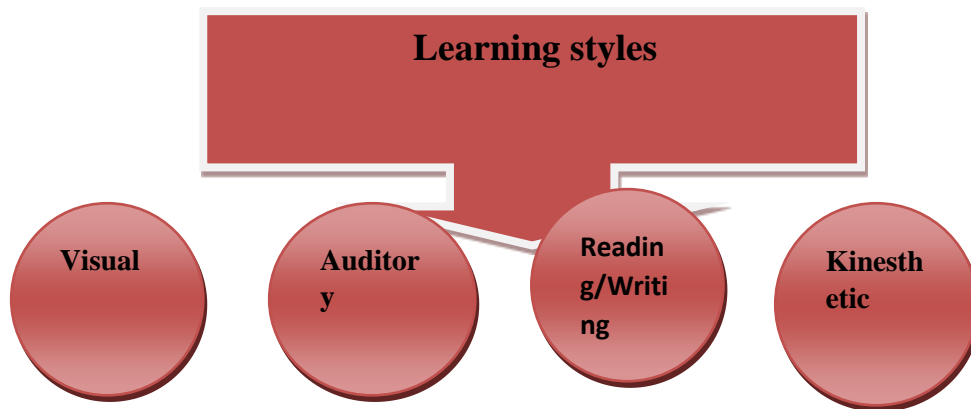
Key words: learning styles, visual, auditory, reading/writing, and kinesthetic, visualization, mnemonic devices, gestures.

ANNOTATSIYA

Ta'lim sohasida turli xil ta'lim uslublarini tushunish samarali ta'lim muhitini yaratish uchun zarur bo'ldi. Odamlarning o'ziga xos afzalliklari, kuchli tomonlari va axborotni qayta ishlash usullari mavjud. Ushbu farqlarni tan olish va ularga moslashish orqali o'qituvchilar o'quvchilarning faolligini va ta'lim natijalarini maksimal darajada oshirishlari mumkin. Ushbu maqola to'rtta mashhur o'rganish uslubining o'ziga xos xususiyatlarini o'rganadi: ko'rib o'rganuvchilar, eshitish, o'qish / yozish va kinestetik. Ushbu uslublarni tushunish o'qituvchilarga o'quvchilarning turli ehtiyojlarini qondirish uchun o'qitish strategiyalarini moslashtirishga yordam beradi.

Students and teachers need a starting place for thinking about, and understanding, how they learn. Self knowledge is a good start. How to get that self knowledge? Inventories can be useful. Initially, it doesn't much matter which inventory we use. Why not? Because a learning style is not a set of scores on some inventory, or a set of alphabetic symbols, or paragraphs of descriptors with labels. A learning style is, rather, a description of a process, or of preferences. Any inventory that encourages a learner to think about the way that he or she learns is a useful step towards understanding, and hence improving, learning [1, 2].

Learning style is a component of the wider concept of personality. McAdams and Pals (2006) offer a five-principle model of the whole person that encompasses evolutionary design for human nature, dispositional traits, characteristic adaptations, self-defining life narratives, and culture/social contexts. Learning style falls into the categories of dispositional traits and characteristic adaptations where there are differences across individual humans but there are groupings of humans who have common or similar learning style characteristics [3, 3].



1. Visual Learning Style:

Visual learners thrive when presented with visual aids and spatial representations. We can teach this types of learners with visual materials because it will be useful for them to understand and remember easily. Key features of this learning style include:

- Preference for visual presentations, such as images, diagrams, or videos.
- Ability to grasp concepts through charts, graphs, and visual organization systems.
- Strong visual memory, remembering information presented in a visual format.
- Visualization and mental imagery as strategies for understanding and recall.
- Appreciation for visual arts, creativity, and aesthetics in the learning process.

2. Auditory Learning Style:

Auditory learners excel when information is presented through sound and oral instruction. For this types of learning styles, we should use audio materials to learn the topic quickly. The primary characteristics of the auditory learning style are:

- Preference for lectures, discussions, and verbal explanations.
- Strong ability to retain information heard through active listening.
- Skill in understanding tone, pitch, and rhythm to interpret meaning.
- Utilization of mnemonic devices and verbal repetition to enhance memory.
- Fondness for music, sound-based activities, and group discussions.

3. Reading/Writing Learning Style:

Reading/writing learners thrive by taking in information through written language. They have special memory on their eyes and they can remember with their eyes. The key features of this learning style include:

- Preference for reading and writing tasks, including textbooks, written instructions, and note-taking.
- Strong analytical skills, comprehending complex written material.
- Effective expression of thoughts and ideas through writing.
- Enthusiasm for written assignments, research projects, and written assessments.
- Utilization of outlining, lists, and summaries to consolidate information.

4. Kinesthetic Learning Style:

Kinesthetic learners excel when actively engaged in physical activities and hands-on experiences. We can use TPR method for this learners. The essential characteristics of the kinesthetic learning style include:

- Preference for hands-on experiments, demonstrations, and real-life applications.
- Strong ability to learn through movement, touch, and physical engagement.
- Learning best when involved in practical, experiential tasks.
- Utilization of gestures, role-playing, and interactive learning techniques.
- Appreciation for physical education, sports, and performing arts.

Conclusion:

Recognizing and accommodating different learning styles is crucial for promoting personalized education. Students have diverse strengths, preferences, and ways of engaging with information. By understanding the key features of visual, auditory, reading/writing, and kinesthetic learning styles, educators can design inclusive and engaging lessons that cater to individual needs. Implementing a variety of teaching strategies and resources ensures that a wider range of students can access and absorb knowledge effectively. By incorporating visual aids, providing oral explanations, offering written materials, and incorporating hands-on activities, educators create a supportive learning environment that encourages success for all learners. Remember, while these learning styles provide valuable insights, individuals often have a mix of preferences and may exhibit different learning styles in different contexts. By adopting a flexible approach and offering multiple modalities for instruction, educators can empower students to maximize their learning potential and achieve academic success.

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ТАРИХ ВА БАДИЙ АДАБИЁТ ФАНЛАРИНИ ИНТЕГРАТИВ ЁНДАШУВ АСОСИДА ЎҚИТИШ

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***Аннотация:** мақолада тарих фанини бадий адабиёт фанига интеграция қилган ҳолда ўқитиш орқали талабаларнинг илмий хабардорлик компетенцияларини ривожлантириш, уларда тарихий фактлар ва бадий тўқима, ёки уйдирма маълумотларни фарқлаш кўникмаси ҳосил қилинади. Бўлажак тарих фани ўқиувчиларини мустақил, мантиқий фикрлашга, тарихий фактлар билан ишлаш ва бу жараёнда мавзуга доир тарихий бадий асарлардан фойдаланишга ўргатиш усуллари ҳақида фикр юритилган.*

***Калим сўзлар:** интеграция, тарихий факт, бадий тўқима, уйдирма маълумот, солиштириш, қиёслаш, умумлаштириш, аслини аниқлаш, ажратиш.*

TEACHING THE SUBJECTS OF HISTORY AND ART LITERATURE ON THE BASIS OF AN INTEGRATIVE APPROACH

***Abstract:** in the article, through the integration of the history science with the science of fiction, the development of scientific awareness competences of students, the ability to distinguish between historical facts and artistic fabric, or fictional information is formed. Methods of teaching future history students to think independently, logically, work with historical facts and use historical works of art related to the topic in this process are considered.*

***Keywords:** integration, historical fact, fiction, fiction, compare, contrast, generalize, identify, differentiate.*

Интеграция – ахборот, билим, фанлар ўртасидаги алоқаларни ўрнатишнинг умумий ва кўп қиррали жараёни ҳамда уларнинг яхлитлигини таъминлаш ва диалектик бирликдаги барча таркибий қисмларни қамраб олган ягона тузилма. Умумий илмий ҳодиса сифатида интеграция тушунчасининг мазмуни ҳақида батафсилроқ тўхталамиз. Француз тилида “интеграция” – қўшилиш, иштирок этиш; интеграция – тиклаш, тўлдириш, каби маъноларни англатади. Ж. Бернулли (1654-1705) математикага “integral” атамаси ва кейинчалик “интеграция”

тушунчаси киритган. У бир қатор гуманитар фанлар: фалсафа, социология, психология, педагогика ва бошқаларда фойдаланиб келинади. Шунинг учун интеграцияни қуйида тарих фанини ўқитишдаги илмий-методик тушунча сифатида кўриб чиқамиз.

Интегратив ёндашувнинг асоси бўлган таълимнинг интеграцияси таълим мазмунининг турли таркибий қисмлари, таълим соҳалари ва муассасалари, шунингдек субъектларнинг бирлашиши ва бирлашиши жараёни сифатида намоён бўлади. Педагогик интеграциянинг таълим жараёнининг умумий назарий хусусиятлари, В. С. Безрукова асарларида очиқ берилган¹, шунингдек, А. С. Белкина², М. Н. Берулава³, Е. О. Галицкий⁴, О. М. Косянова⁵ ва бошқаларнинг илмий изланишларида ҳам интеграцион ёндашувга доир тавсиялар мавжуд.

Турли хил нуқтаи назарларни умумлаштириб, “интеграция” дан хулоса қилишимиз мумкин фалсафий нуқтаи назар билан боғлиқ бўлган ривожланиш жараёни сифатида тушунилади. Тўхтайдиган турли хил элементлар ва қисмларнинг бир бутунига бирлашиш мустақил равишда мавжуд бўлиш; социологик нуқтаи назардан, бу томонлардан бири илгари қисмларга бирлаштириш билан боғлиқ ривожланиш жараёнининг ёки аллақачон ўрнатилган тизим ичида мавжуд бўлиши мумкин бўлган элементлар – бундай ҳолда, унинг яхлитлиги ва ташкил этилиши даражаси ошади ёки бу илгари боғлиқ бўлмаган янги тизим пайдо бўлганда шаклланади.

Замонавий олий таълим тизимида тарих ўқитишнинг асосий мақсади талабаларда фаол фуқаролик позициясини шакллантириш, илмий хабардаорлик компетенцияни ривожлантиришдир, шунинг учун олий ўқув юртларида профилга йўналтирилган ўқитиш курси ўтказилди. Талабалар қайси касбга йўналтирилишидан қатъи назар ўз тарихини билиши у билан тфахрлана олиши керак. Бу борада айрим муаммолар юзага келиши табиий. Талабаларни дарсга қизиқтириш, уларга мавзу бўйича зарур билимларни тақдим қилиш ва энг мухими, қандай шаклда бериш, нима билан бирга тақдим қилиш, тарих фанини

¹ Безрукова, В. С. Интеграционные процессы в педагогической теории и практике / В.С. Безрукова. – Екатеринбург, 1994. – 152 с.

² Белкин, А.С. Компетентность. Профессионализм. Мастерство / А.С. Белкин. – Екатеринбург, 2004. – 188с.

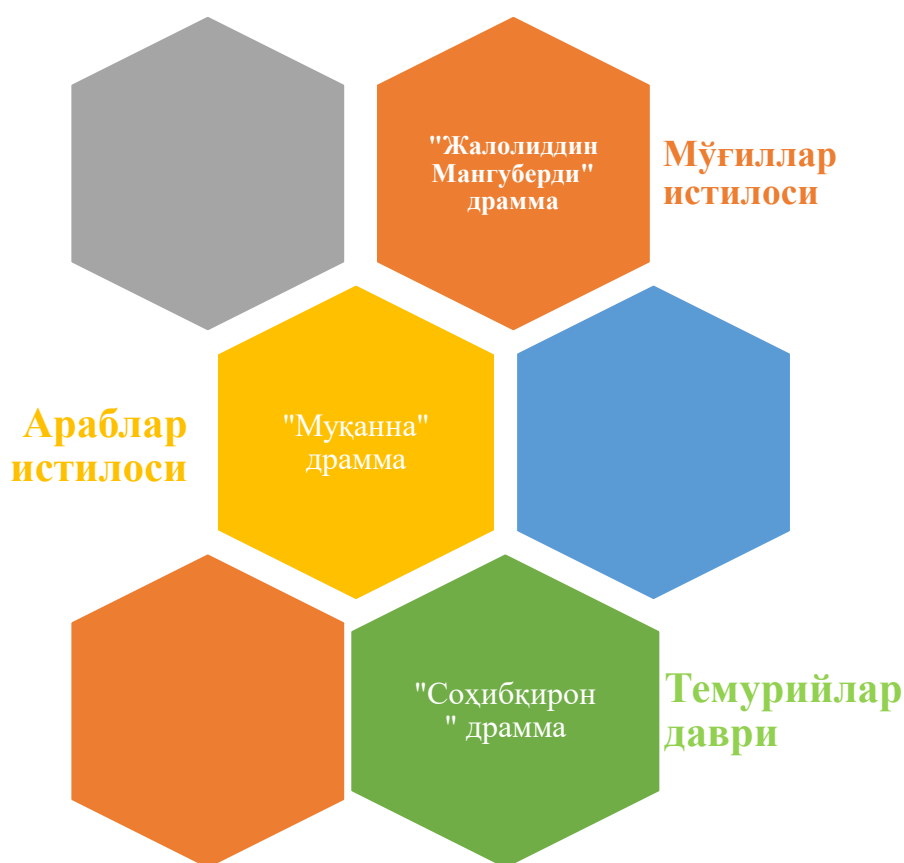
³ Берулава, М.Н. Теоретические основы интеграции образования / М.Н. Берулава. – М.: Изд-во Совершенство, 1998. – 192 с. 28. Беспалько, В.П. Педагогика и прогрессивные технологии обучения / В.П. Беспалько; Ин-т развития проф. образования. – М.: Изд-во Ин-та проф. образования М-ва образования России, 1995. – 336 с.

⁴ Галицкий, Е.О. Интегративный подход как теоретическая основа профессионально-личностного становления будущего педагога в университете: дис.... д-ра пед. наук: 13.00.08 / Елена Олеговна Галицких. – Санкт-Петербург, 2002.–387 с.

⁵ Косянова, О.М. Интегративный подход к формированию профессиональной коммуникативной компетентности студентов правовых специальностей: автореф. дис. ... док. пед. наук. / О.М. Косянова. – Москва, 2008. – 46 с. 126.

қайси фанлар билан интеграция қилиш масалалари турибди. Албатта, мазкур муаммолар интегратив ёндаув асосида қулай ечим топади.

Тарих фани рақамлар орқали математикага, шунингдек, жой, макон нуқтаи назаридан география ва бошқа фанларга бевосита алоқадор. Шу ўрнида тарих ўқитишни адабиёт билан интеграция қилиш мақсадга мувофиқ бўлишини таъкидламоқчимиз. Тарихимизнинг деярли барча босқичларига доир тарихий асарлар мавжуд. Уларни адабиёт дарсларида ўрганиши мумкинлигини инобатга олиб, Урхун-энасой ёдгорликлари, араблар истилоси (Муқанна), хоразимшоҳлар (Жалолiddин Мангуберди), қорахонийлар, Амир Темури (Соҳибқирон), Бобур (Юлдузли тунлар), Шайбонийхон (Шайбонийнома), (Улуғбек хазинаси), (Алишер Навоий) каби асарлар ўз даврининг муҳим тарихий маълумотларини ҳам ўзида акс эттиришини инобатга олиб бундай бадиий асарларни тарих дарсларига боғлаш ва талабаларни мустақил мушоҳада қилишга ўргатиш яхши самара беради.



Бундай ёндашув натижасида талабалар тарихий ҳақиқатни уйдирма ёки бадиий тўқимадан ажратиб олишни ўрганади. Бу уларнинг келажакда яхши тарихчи бўлишига ёрдам беради ва таълим жараёнини қизиқарли, ҳар томонлама фойдали бўлишини таъминлайди. таълимнинг касбий йўналишини ҳисобга олган ҳолда ўқув жараёнини ташкил этишга имкон берадиган, шунингдек

талабанинг шахсияти, қизиқишлари, мойиллиги ва қобилиятига эътибор қаратадиган таълим технологияларидан фойдаланишдан иборат¹.

Баркамол шахсни шакллантириш ва ривожлантириш шартларидан бири тарих ўқитишда комплекс ёндашувни қўллаш деб аташ мумкин. “Интеграция” атамаси алоҳида фарқланган қисмларни бир бутунга бирлаштиришни англатади. Улар моддий дунё ёки ижтимоий ҳаётнинг муайян ҳодисалари, томонлари, хусусиятлари тўғрисида илмий ғояларнинг кенг қамровли, мураккаб, диалектик ўзаро боғлиқ тизимини шакллантириш учун турли хил ўқув фанлари мазмунининг ўзаро таъсири, ўзаро боғлиқлиги ва ўзаро боғлиқлиги сифатида қабул қилинади.

Тарихни ўрганишга комплекс ёндашувни қўллаш нафақат турли фанларни, шу жумладан чет тилини ўрганишда мотивацияни кучайишига олиб келади, балки ҳаётнинг иқтисодий, ижтимоий ва сиёсий соҳаларидаги интеграция жараёнлари шароитида касбий фаолиятга тайёргарликни шакллантиришга ёрдам беради. Алоқа воситаси сифатида тарих ўқитишда интеграл ёндашув бадиий асар материалларининг сифат жиҳатидан янги танлови асосида ўқув ва когнитив, ўқув ва ишлаб чиқариш ва таълим функцияларини бирлаштиришни ўз ичига олади.

Тарихни ўқитиш жараёнида интеграциялашган таълим технологиясидан фойдаланиш орқали талабаларнинг тизимли фикрлаши ва ижодий фаолиятини ривожлантириш учун шароит яратиш. Ўқув фаолиятини ташкил этиш шакллари, фанлараро кўникма ва кўникмаларни ривожлантириш усуллари ва усулларини бирлаштириш. Жамиятга интеграциялашув шароитида ҳаётини муаммоларни ҳал қилишга ва атрофдаги дунёни еркин бошқаришга қодир бўлган интеллектуал ривожланган, ижтимоий фаол шахсни тарбиялаш.

Талабалар фаолиятини бирлаштириш, улар ўзлари бир хил ҳодисалар, ҳодисалар ҳақидаги фактларни, ҳукмларни таққослашни бошлаганларида, улар ўртасида алоқалар ва нақшларни ўрнатганда, биргаликда ишлаб чиқилган ўқув кўникмаларини (интеграциянинг энг чуқур даражаси) қўллайдилар.

Хулоса сифатида шунини айтиш мумкинки, тарих фани география билан қанчалик яқин бўлса, у шунчалик бадиий адабиётдан ҳам ўз аксини топиб келган, шу маънода тарих машғулотларида фақат тарихий фактлар билан эмас, уларнинг ёнида бадиий тўқималари билан бирга тақдим қилинса, аввало, талабада фарқлаб олиш кўникмаси, мантиқий ўйлаш малакаси ривожланади, қолаверса, адабиётга ҳам қизиқиши ортади, маълумотларнинг ишончли ёки ишончсиз эканини ажрата олишни ўрганади. Демак, тарих ва бадиий адабиётни интеграция қилган ҳолда ўқитиш дарс самарадорлигини оширади.

¹ Клёнова А.В. Интегрированный урок. Волгоград : Учитель, 2009, С 16-17.

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УДК 631.152.3

ҚИШЛОҚ ХЎЖАЛИК МАҲСУЛОТЛАРИ БОЗОРИДА РАҚОБАТБАРДОШЛИКНИ ОШИРИШ ЙЎЛЛАРИ

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***Аннотация.** Ушбу мақолада қишлоқ хўжалиги маҳсулотлари бозорида рақобат муносабатлари ва уларга таъсир этувчи омиллар ўрганилган. Рақобатнинг бозордаги ўрни, аҳамияти таҳлил қилинган. Қишлоқ хўжалиги маҳсулотлари бозорида рақобат муносабатлари ва ишлаб чиқариш самарадорлигига таъсир кўрсатувчи жихатлари очиқ берилган.*

***Калим сўзлар.** Рақобат, рақобат муносабатлари, қишлоқ хўжалиги, қишлоқ хўжалиги маҳсулотлари бозори, ишлаб чиқариш.*

WAYS TO INCREASE COMPETITIVENESS IN THE MARKET OF AGRICULTURAL PRODUCTS

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***Abstract.** This article examines competitive relations and factors affecting them in the market of agricultural products. The role and importance of competition in the market is analyzed. Competitive relations in the market of agricultural products and aspects affecting production efficiency are disclosed.*

***Keywords.** Competition, competitive relations, agriculture, market of agricultural products, production.*

ПУТИ ПОВЫШЕНИЯ КОНКУРЕНТОСПОСОБНОСТИ НА РЫНКЕ СЕЛЬСКОХОЗЯЙСТВЕННОЙ ПРОДУКЦИИ

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***Аннотация.** В данной статье рассматриваются конкурентные отношения и влияющие на них факторы на рынке сельскохозяйственной продукции. Анализируется роль и значение конкуренции на рынке. Раскрыты конкурентные отношения на рынке сельскохозяйственной продукции и аспекты, влияющие на эффективность производства.*

***Ключевые слова.** Конкуренция, конкурентные отношения, сельское хозяйство, рынок сельскохозяйственной продукции, производство.*

Қишлоқ хўжалиги маҳсулотларини ишлаб чиқариш боғлиқ бўлган асосий муаммолардан бири ишлаб чиқарилаётган маҳсулотларнинг рақобатбардошлик даражасини оширишдир. Бу кўрсаткич корхоналарнинг бозордаги муваффақиятли рақобатининг асосий шартидир. Бир томондан, рақобат бозор иқтисодиётини табиий тартибга солиш ва бозор шароитида фаолият юрита оладиган молиявий барқарор корхоналарни танлашнинг самарали механизми бўлиб кўринади. Бошқа томондан, рақобат юқори даромад олиш мақсадида маҳсулот сотиш бозорлари учун бир ҳил маҳсулот ишлаб чиқарувчи мустақил хўжалик юритувчи субъектларнинг иқтисодий курашини амалга оширилган шаклидир.¹

Қишлоқ хўжалиги маҳсулотлари бозорида рақобат муносабатларини такомиллаштириш учун қуйидаги омилларни келтиришимиз мумкин:

- қишлоқ хўжалиги маҳсулотлари нархининг эгилувчанлиги ва унга нисбатан талабнинг ўзгариши;
- инвестиция фаоллигининг пастлиги, натижада моддий-техника базаси янгиланишининг орқада қолиши;
- инфратузилма объектларини модернизация қилишга сарфланаётган молиявий ресурсларнинг етарли емаслиги;
- жаҳон амалиётидаги техник ва иқтисодий тенденцияларни етарлича ўзлаштиролмаслик.²

Шунингдек, қишлоқ хўжалиги маҳсулотлари бозорида рақобатбардошликни таъминлаш учун қуйидаги кўрсаткичлар ахамиятли хисобланади: малакали ишчи кучи, ресурслар ҳажми ва сифати, инфратузилма ва логистика салоҳияти, бозор талабининг ўзгарувчанлиги ва сегментацияси, замонавий технологияларни жорий қилиш имконияти, ташкилий технологиялар самарадорлиги, корпоратив бошқарувнинг ҳолати, рақобат муносабатларининг кескинлиги.

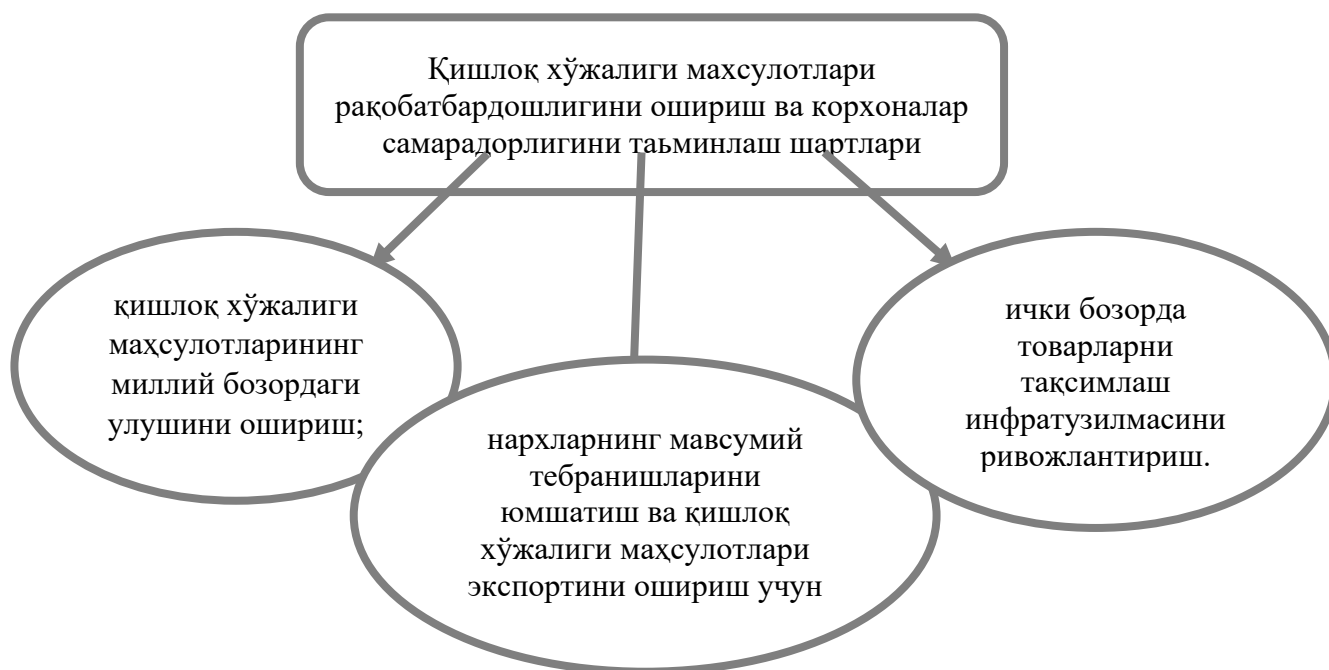
Қишлоқ хўжалиги маҳсулотлари бозорида рақобат муносабатларини шакллантириш, уларнинг рақобатбардошлигини ошириш ва маҳаллий қишлоқ хўжалиги ишлаб чиқарувчиларининг самарадорлигини таъминлаш мақсадида амалга оширилади. *(1-чизма)*

Бундан ташқари қишлоқ хўжалиги маҳсулотлари бозорининг яроқсиз инфратузилмасини, нафақат қишлоқ хўжалиги маҳсулотлари ривожини тўхтатувчи омил, балки импорт қилинадиган маҳсулотларнинг рақобатдош

¹ Калининчева Е.Ю. Формирование рынка сельскохозяйственной продукции// Ж. Развитие АПК – М.: № 31 (166), 2010. – С. 37-43.

² Коваленко Н.Я., Агирбов Ю.И., Серова Н.А.и др. Экономика сельского хозяйства: Учебник для студентов высших учебных К56 заведений / - М.: ЮРКНИГА, 2004.-384 с.

устунликларини оширишга хизмат қилувчи омил сифатида ҳам кўриш мумкин. Қишлоқ хўжалиги маҳсулотлари бозорида рақобатбардошликни таъминлашга нархларни эркинлаштириш ва ташқи савдода юзага келган, қишлоқ хўжалигида ишлатиладиган хомашё нархларининг ўзгариши таъсир кўрсатади. Худуддаги табиий-иқлим ва ресурс салоҳияти бўйича бир қатор қиёсий устунликлар, қишлоқ хўжалиги маҳсулотлари бозорида рақобатлашиш учун етарли эмас¹.



***1-chizma.* Қишлоқ хўжалиги маҳсулотлари бозорида рақобатбардошликни ошириш шартлари²**

Бундан ташқари қишлоқ хўжалиги маҳсулотлари бозорининг яроқсиз инфратузилмасини, нафақат қишлоқ хўжалиги маҳсулотлари ривожини тўхтатувчи омил, балки импорт қилинадиган маҳсулотларнинг рақобатдош устунликларини оширишга хизмат қилувчи омил сифатида ҳам кўриш мумкин. Қишлоқ хўжалиги маҳсулотлари бозорида рақобатбардошликни таъминлашга нархларни эркинлаштириш ва ташқи савдода юзага келган, қишлоқ хўжалигида ишлатиладиган хомашё нархларининг ўзгариши таъсир кўрсатади. Худуддаги табиий-иқлим ва ресурс салоҳияти бўйича бир қатор қиёсий устунликлар, қишлоқ хўжалиги маҳсулотлари бозорида рақобатлашиш учун етарли эмас³.

¹ Трухачев В. И., Кусакина О. Н. Конкурентоспособность продовольственного подкомплекса //АПК: Экономика, управление. – 2011. – №. 4. – С. 21-24.

² Муаллиф томонидан ишлаб чиқилган

³ Трухачев В. И., Кусакина О. Н. Конкурентоспособность продовольственного подкомплекса //АПК: Экономика, управление. – 2011. – №. 4. – С. 21-24.

Шу билан бир қаторда қишлоқ хўжалиги маҳсулотларини ишлаб чиқариш бозор талабини қондириш учун четдан импорт қилинадиган хомашё ва ресурслардан фойдаланиши зарур. Қишлоқ хўжалиги маҳсулотлари бозорининг рақобатбардошлиги ва барқарорлиги ҳудудий ижтимоий-иқтисодий тизимларнинг, озик-овқат хавфсизлигини таъминлашнинг асоси бўлиб, унинг фаолият кўрсатиш самарадорлиги давлат томонидан тартибга солишнинг тегишли механизмлари, маҳаллий ишлаб чиқарувчиларни ташқи аралашувлардан ҳимоя қилиш билан белгиланади. Зарур инфратузилма ва бошқа бир қатор омиллар ҳам жуда муҳим ҳисобланади.¹

Умуман олганда қишлоқ хўжалиги маҳсулотлари бозоридаги томонларнинг хатти-ҳаракатлари ва уларнинг рақобатбардошлиги, кўп жиҳатдан бозор шароитларига боғлиқ. Қишлоқ хўжалиги маҳсулотлари бозорининг деярли барча сегментларида рақобатнинг кучайиши корхоналарнинг стратегик хатти-ҳаракатларига таъсир қилувчи асосий омил ҳисобланади. Шу билан бирга, ташқи иқтисодий салоҳиятни рўёбга чиқариш корхоналарнинг модернизация қилинган стратегик хатти-ҳаракатлари учун асосдир.² Юқоридаги қарашлар, йўналишлар ва омилларнинг барчаси, бу соҳадаги молиялаштириш манбаларига узвий боғлиқдир. (1-жадвал)

1-жадвал. 2022 йилда қишлоқ хўжалиги соҳаларида амалга оширилган инвестиция лойиҳалари тармоқлар кесимида³

№	Тармоқлар номи	Лойиҳалар сони	Лойиҳа қиймати (млрд сўм)	Молиялаштириш манбалари				Яратилган иш ўринлари
				Ўз маблағлари (млрд сўм)	Банк кредити (млрд сўм)	Хорижий кредит линия (минг доллар)	Хорижий инвестиция (минг доллар)	
1	Мева-сабзавотчилик йўналиши	574	1 765	993	275	36 701	7 025	5 102
2	Озик-овқат йўналиши	337	2 099	1 159	513	47 634	5 000	5 222
3	Чорвачилик йўналиши	783	2 584	1 620	730	20 217	610	7 739
4	Бошқа қишлоқ хўжалиги соҳалари	162	790	589	235	1 651	1 569	4 858
Жами:		1 856	7 237	4 291	1 752	106 203	14 204	22 921

¹ Сечачева В. М. Риски, возникающие при реализации региональных целевых программ развития сельского хозяйства и регулирования агропродовольственных рынков, и способы управления ими // Сибирская финансовая школа. – 2014. – №. 3. – С. 27-34.

² Идигова Л. М., Энкашева З. И. Роль человеческих ресурсов в обеспечении конкурентоспособности организации // Современное инновационное общество: от стагнации к развитию: экономические, социальные, философские, политические, правовые, общенаучные закономерности. – 2017. – С. 50-52.

³ <https://www.agro.uz/> сайт маълумотларидан фойдаланилган

Ушбу жадвалда 2022 йилда қишлоқ хўжалигида амалга оширилган инвестиция лойиҳаларининг молиялаштириш манбалари тармоқлар бўйича тақсимланган, бунда 2022-йилда жами 1,9 мингта лойиҳа амалга оширилган бўлиб, умумий қиймати 7 237 млрд сўмни ташкил этади.

Лойиҳалар қийматининг 60% яъни, 4 291 млрд сўм миқдорини корхоналар ўз маблағлари ҳисобига, 24%, 1 752 млрд сўм миқдорини банк кредити ҳисобига ва қолган 16%, 120,4 млн доллар миқдорини хорижий кредит линиялари ҳамда хорижий инвестициялар ҳисобига амалга оширилган. Бу лойиҳаларнинг катта улуши корхоналарнинг ўз маблағлари ҳисобига амалга оширилганини исботлайди.

Биламизки, қишлоқ хўжалиги табиий иқлим шароитларига боғлиқ соҳа ҳисобланади. Бу эса ўз навбатида қишлоқ хўжалиги соҳаларига киритилган инвестициялар таваккалчилигини кескин оширади. Шу нуқтаи назардан ташқи кредит линиялари ва инвестицияларига қулай имкониятлар яратиш, имтиёзли банк кредитлари йўналишларини ва ҳажмини кенгайтириш, қишлоқ хўжалиги маҳсулотлари бозорида рақобат муносабатларини оширишнинг асосий йўналишларидан бири бўлиб қолмоқда.

Маҳсулотлар рақобатбардошлигини ошириш доирасида давлат томонидан қўллаб-қувватлашнинг қуйидаги концептуал чора-тадбирларини белгилаш мақсадга мувофиқ:

- ҳудудий қишлоқ хўжалиги маҳсулотлари фондларини яратиш бўйича давлат буюртмасини кенгайтириш;
- ёрдамчи ишлаб чиқариш воситаларини мустаҳкамлаш;
- қишлоқ хўжалиги маҳсулотлари ва қишлоқ хўжалиги хомашёси ташқи савдосини давлат томонидан қўллаб-қувватлаш;
- тўғридан-тўғри ташқи ва ички инвестициялар ҳажмини ошириш;
- кредит ресурсларига бўлган эҳтиёжга мослаштирилган молия институтлари тизимини яратиш;
- ишлаб чиқаришнинг инновацион усулларини жорий этиш билан биргаликда бозор инфратузилмаларини ҳам такомиллаштириш.

Қишлоқ хўжалиги маҳсулотларини ишлаб чиқарувчи корхоналарни қўллаб-қувватлашнинг устувор йўналишлари сифатида қуйидагиларни белгилаш мақсадга мувофиқ: имтиёзли кредитлаш, лизинг механизминини такомиллаштириш, соҳада монополияга қарши сиёсат, ахборот ва консалтинг хизматларини ривожлантириш, шунингдек, бизнеснинг умумий тизимини такомиллаштириш лозим.

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PSIXOLINGVISTIKA FANINING TARIXIY RIVOJLANISH BOSQICHLARI (1-qism)

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Abstract. Mazkur maqolada psixolingvistika fani rivojlanish tarixining eng qadimgi bosqichidan boshlab XX asrning ikkinchi yarmigacha bo'lgan davrda til, uning tabiati va xususiyatlari haqidagi dastlabki tasavvurlar qisqacha ko'rib chiqiladi. Bunda jumladan zamonaviy psixolingvistika fanining rivojlanish tarixini bir necha tarixiy davrlarga bo'linib, dastlab qadimgi Misr va yunon faylasuflarining qarashlari, keyinchalik o'rta asrlarda amalga oshirilgan ba'zi tajribalar, undan so'ng XIX asrning kognitiv neyropsixologiyasi va tilshunosligi rivoji masalalari qisqacha ko'rib chiqiladi. Mazkur maqolamiz zamonaviy psixolingvistika fanining paydo bo'lguniga qadar qanday bosqichlardan o'tganligi va qay tarzda rivojlanganligini o'rganishga bag'ishlangan ilmiy tadqiqotlarimizning dastlabki natijasi hisoblanadi.

Kalit so'zlar: psixolingvistika, til va miya, Platon, "G'or allegoriyasi", tafakkur hosilalari (mental reprezentatsiya), tilni o'zlashtirish, tabiiy til, kognitiv neyropsixologiya, F.Gall, frenologiya, Broka, Vernike, Lixthaym, afaziya, Broka-Vernike-Lixthaym modeli.

KIRISH

Ma'lumki, psixolingvistik tadqiqotlarning asosiy maqsadi tilni o'zlashtirish, ishlab chiqarish va tushunish bilan bog'liq bo'lgan psixik jarayonlarni tushuntirishdan iborat. Psixologiya xulq-atvorni nazorat qilishni o'rganganidek, psixolingvistika ham lingvistik xatti-harakatlarni nazorat qilish jarayonlarini o'rganadi. Aslida, til haqidagi qarashlar asrlar davomida olimlarni qiziqtirib kelgan. Shunga qaramay, ko'pgina darsliklarda psixolingvistika 1950-yillarning oxiri va 1960-yillarda paydo bo'lgan deb taxmin qilinadi va bundan oldin uning rivojlanishiga hech qanday e'tibor berilmagan deb hisoblanadi. Ba'zi jihatlardan bu to'g'ri, chunki psixolingvistika psixologiya adabiyotida aniqlanishi mumkin bo'lgan fan sifatida rivojlana boshladi. Lekin psixolingvistikaning oldingi tarixida (XIX asrgacha) falsafiy taxminlar hukmronlik qilgan. Chunki ushbu davr mobaynida ong va til, yoki to'g'ridan to'g'ri aytganda miya va til o'rtasidagi munosabatlarni muntazam va doimiy ravishda so'roq qilish yo'q edi

- savol beradigan tadqiqotchilar jamoasi yo‘q edi. Ammo zamonaviy psixolingvistikani o‘rganishda falsafa, ya’ni abstraksiya emas, balki reaksiya vaqtlarini o‘lchaydigan, ko‘z harakatlarini kuzatuvchi, chaqaloqlarning qichqiriqlarini qayd etuvchi va boshqa eksperimental tadqiqotlar ustunlik qiladi. Oldingi davrda esa bunday tajribalar mavjud emas edi.

ADABIYOTLAR TAHLILI

Psixolingvistikaning fan sifatida e’tirof etilishi. “Psixolingvistika” atamasi 1936-yilda Jako Robert Kantor tomonidan o‘zining “Grammatikaning obyektiv psixologiyasi” kitobida birinchi marta keltirib o‘tilgan va keyinchalik bu atama Indiana universitetidagi jamoadoshlari orasida qo‘llanila boshlangan. Biroq uning shogirdi amerikalik psixolog Nikolay Genri Pronkoning 1946-yilda yozilgan “Til va psixolingvistika: sharh” nomli maqolasi tufayli bu atama ilmiy muomalaga kiritilgan va keng qo‘llanila boshlangan. (Levelt, 2013) “Psixolingvistika” psixologiya va lingvistika kesishgan nuqtadagi metafan, ya’ni psixologiya va lingvistika fanlarining sintezi asosida yuzaga kelgan fan tarmog‘i hisoblanadi. 1953-yilda AQShning Blumington shahridagi Indiana universiteti huzuridagi Lingvistika va psixologiya qo‘mitasi tomonidan tashkil etilgan universitetlararo seminarida psixolingvistika mustaqil fan sifatida e’lon qilindi. Mazkur seminar mashhur amerikalik psixologlar Charlz Osgud, Djon Kerroll hamda tilshunos, etnograf va adabiyotshunos olim Tomas Sibeoklarning tashabbusi bilan tashkil qilingan edi. 1954-yilda nashr qilingan “Psixolingvistika. Nazariya va tadqiqot muammolari ocherki” kitobida seminar jarayonida qabul qilingan psixolingvistikaning asosiy nazariy masalalari, eksperimental tadqiqotlarning asosiy yo‘nalishlari belgilandi va u qator fanlararo psixolingvistik tadqiqotlarni amalga oshirishda muhim rol o‘ynadi. (Osgood, 1954) Lekin psixolingvistik fanining mustaqil fan sifatida yuzaga kelishini aynan shu voqea bilan bog‘lash maqsadga muvofiq bo‘lmaydi, negaki uning rivojlanish tarixi uzoq o‘tmishga borib taqaladi.

NATIJALAR VA MUHOKAMA

Eng qadimgi empirik tadqiqotlar. Til va miya faoliyatini eng birinchi tadqiq etgan insonlar qadimgi misrliklar hisoblanadi – sababi, aynan ular birinchi bo‘lib hayotning barcha sohasi to‘g‘risida asarlar yozishgan. Miloddan avvalgi 1700-yillarda yozilgan Edvin Smit jarrohlik papirusida bosh jarohati ta’sirining (va tananing pastki qismidagi jarohatlarning ham) katalogi mavjud. (Breasted, 1930) Mazkur qo‘lyozmada afaziyaning birinchi qayd etilgan hodisasi - miya travmasidan keyin nutqning buzilishi haqida aytib o‘tilgan. Biroq, misrliklar tananing boshqa a’zolaridan farqli o‘laroq, mumiyalash paytida tashlab yuborilgan miyaga unchalik ahamiyat bermaganlar, va shu sababli ular bu ishni miyani burundan qirib tashlash orqali amalga oshirishgan). (Sofia,

2023) Buning o‘rniga ular yurak ruhning o‘rni va xotira ombori ekanligiga ishonishgan.

Platonning “G‘or allegoriyasi”. O‘z navbatida Platon, eng birinchilardan bo‘lib, til haqida batafsil fikr yuritgan faylasuf hisoblanadi. Albatta, uning asarlari til falsafasi va “So‘z nimani anglatadi?” degan savolga juda kuchli ta’sir ko‘rsatgan. Jumladan, Platon so‘zlarning ma’nosini o‘zining “Davlat” asarida “Zindon allegoriyasi”da o‘ziga xos tarzda talqin etdi. (Ferrari, 2000) Unga ko‘ra bir guruh kishilar butun umrlari davomida g‘orda zanjirband holatda yashab kelishar edi. Ularning yuzi g‘or devorlariga qaratib qo‘yilgan, shu tufayli ular faqatgina g‘or devorlaridagi soylarnigina ko‘ra olishar edi. Ushbu allegoriyada bir guruh mahbuslar butun hayoti davomida g‘orda zanjirband qilingan bo‘lib, ular faqat olov alangasi bilan devorga tashlangan narsalarning soylarini ko‘rishadi. Butun umr faqat soylarni ko‘rganligi sababli, ularning tilida asosan o‘sha soylar o‘z aksini

(Rasm 1)

topadi. Platonning ta’kidlashicha, mahbuslar so‘zlardan nafaqat o‘sha zindondagi soylarga, balki tashqi dunyodagi o‘zlari ham anglamagan narsalarga ishora qilish uchun foydalanishgan, Shuning uchun, Platon va boshqa ko‘plab zamonaviy



faylasuflar so‘zning haqiqiy ma’nosini, o‘sha so‘zni ishlatib, unga ma’no bergan shaxsga tegishli bo‘lmagan, uning bilim doirasidan tashqaridagi hodisa, deb hisoblaydilar. Qiziqarli tomoni shundaki, Platon akademiyasi miyani aql-zakovat maskani deb hisoblagan bo‘lishiga qaramasdan, mazkur akademiyaning talabasi, buyuk yunon faylasufi Arastu ham mazkur yurak to‘g‘risidagi e’tiqodni keng miqyosda ilgari surgan. (Modrak, 2001)

Platon bu allegoriya orqali atrofimizda sodir bo‘layotgan voqeliklarga nisbatan bizdagi bilimlarni tasvirlash uchun foydalanadi. Ya’ni bu uydurma orqali biz ham xuddi g‘or kishilari singari soylar va illyuziyalar dunyosida yashayotganimiz yo‘qmi degan nozik masalani o‘rtaga tashlaydi. U “zanjirlangan kimsalar g‘or devorlaridagi soylarning haqiqat ekaniga so‘zsiz ishonuvchi va bundan o‘zga har qanday haqiqatni qabul qilishga qodir bo‘lmagan qaysidir ma’noda ojiz, qaysidir ma’noda johil kishilar”

deb o'z fikrlarini xulosalaydi. Faylasuf, haqiqiy bilim va tushunchaga ega bo'lgan shaxs xuddiki zanjirlardan ozod bo'lib, soyalarni emas, balki soya solayotgan haqiqatlarni ko'ra olishga qodir ekaniga urg'u beradi. Zanjirlardan ozod bo'lib, g'ordan qutulib chiqish uchun kishi avval o'zi zanjirband ekanini anglashi, ana undan so'ng zanjirlardan qutulishi va qaddini tik tutishga urinishi mumkin. Ya'ni bu kishi kamol topib borar ekan, u avval bilimlar bilan fazilatlanishi va keyinchalik bu bilimlarni ezgu manfaatlar yo'lida qo'llay olishni anglatadi. Ushbu allegoriya orqali Platon voqelik tabiati va tushunchalarimizning chegaralari haqida kishini mushohadaga chorlovchi murakkab savollari tafakkur qilishga undaydi. Bundan bir narsani anglash mumkinki, biz haqiqat deb qabul qiladigan tushunchalar ba'zida shunchaki uning soyasi yoki haqiqiy voqelikka nisbatan taqlid bo'lib chiqish ehtimoli mavjud.

Garchi Platon hikoyadagi mahbuslar hissiy sezgilari (soyaning tasvirini ko'rish) orqali tashqi olamni tasavvur etishini to'g'ri aytgan bo'lsa-da, mahbuslarning tildan foydalanishi bilan bog'liq bo'lgan aqliy jarayonlar faqat o'sha sezgi a'zolari ifodalangan tasvirning tafakkur hosilalariga bog'liq bo'lib qolaveradi. Ya'ni, agar inson hayoti faqat g'or ichida hayot kechirish bilan chegaralangan bo'lsa, tashqi olamdagi narsalarning ma'lum xususiyatlari (rang, tuzilish va zichlik kabi) zindondagi soyalar orqali aks ettirilmaganligi tufayli aynan shu xususiyatlarga tegishli bo'lgan sezuvchanlik va aqliy jarayonlar hech qachon rivojlanmay qolishi mumkin. Ammo soyalar, aytaylik, tennis to'pi va apelsin o'rtasidagi farqni aniqlashga imkon bermasada, mazkur ikki obyekt bilan bog'liq tajribamiz yoki ularning nomlarini bilishimiz ham ularni farqlashga imkon beradi, lekin bunda bizning tafakkurimiz faqatgina sezgi a'zolarimizga asoslanmaydi, qo'shimcha aqliy dalillarga ham tayana boshlaymiz. Mazkur haqiqiy olam va bizning mana shu olam haqidagi tasavvurlarimiz o'rtasidagi farqlar, shuningdek, biror so'z va ushbu so'z bilan bog'liq vaziyat o'rtasidagi bu tafovutlar boshqa faylasuflarni, ayniqsa Vitgenshteynni so'zning ma'nosini ta'riflashga undadi. "Falsafiy tadqiqotlar" asarida yozishicha, so'zning ma'nosi - bu uning tilda qo'llanilishini, ya'ni bu so'zni qo'llash o'rinli bo'lgan holatlarni bilish demakdir. (Wittgenstein, 1958) Aytish mumkinki, bu kabi vaziyatlarni bilish esa faqatgina tajriba orqali shakllanadi.

Shundan so'ng asrlar davomida inson nutqining tabiatini aniqlashga, uning til xususiyatlarini tushunishga qaratilgan bir qancha tadqiqotlar o'tkazilgan, biroq ularning barchasi yetarli ilmiy dalillar bo'lmaganligi uchun muvaffaqiyatsizlikka uchragan. To'g'ri, zamonaviy davrda bo'lganida inson bardosh bera olmaydigan alohida tajribalar o'tkazilgan. Misol uchun, eng ko'p takrorlangan tadqiqotlardan biri tarixchilarga ko'ra eramizdan avvalgi VII asr va milodiy XVI asrlar orasida kamida uchta va ehtimol to'rtta mustaqil holatda o'tkazilgan tadqiqotlardan iborat bo'lgan.

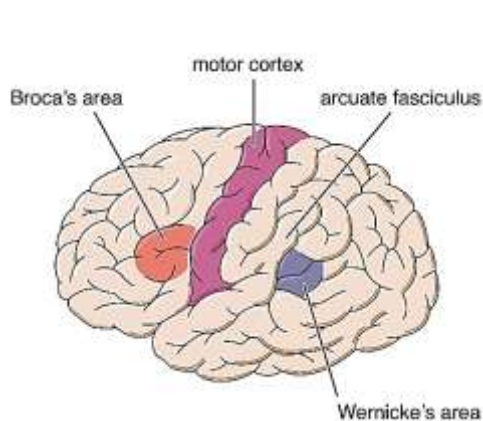
Bunda bolalar alohida yolg'izlikda tarbiyalangan va faqatgina soqov yoki gapirmaslik buyurilgan tarbiyachilar ular bilan birga bo'lgan. Ushbu eksperimentlarning maqsadi bolalar qaysi tilda gaplashishini aniqlash bo'lib, yakunda natijalar har xil bo'lib chiqqan. Bunday tajribalar sirasiga quyidagilarni kiritish mumkin: tarixchi Gerodot manbasiga ko'ra, Misr fir'avni Psamtik (mill.avv. VII asr) tomonidan o'tkazilgan tadqiqotda chaqaloqlarning frigiylar tilida gaplashishini aniqlagan. (Herodotus, 1890) Rim imperatori va Germaniya qiroli Fridrix II (milodiy 1194-1250) ham xuddi shunday tadqiqot o'tkazgan, ammo barcha chaqaloqlar vafot etgan. Shunga o'xshash, Toj Mahalni qurgan Shoh Jahonning bobosi Akbarshoh (1542–1605) ham xuddi shunday insonning “tabiiy tili”ni aniqlashda muvaffaqiyatsizlikka uchragan. (Campbell & Grieve, 1999) Shunga qaramay, ba'zi manbalarda yuqoridagi kabi tajribalar davomida chaqaloqlar tarbiya beruvchilarning ishora tillarini qisman o'zlashtirgan bo'lishi mumkinligi haqida takliflar ilgari surilgan.

XIX asr: kognitiv neyropsixologiyaning paydo bo'lishi

Til va miya o'rtasidagi munosabatlarning birinchi tizimli tadqiqotlari XIX asrda o'tkazilgan. Psixolingvistika tarixida aynan shu davrni ilmiy tadqiqotlarning rivojlanishini kuzatish mumkin bo'lgan eng dastlabki bosqich sifatida belgilashimiz mumkin. Negaki, garchi o'sha davrda ularning hech biri “psixolingvist” sifatida ta'riflanmagan bo'lsalar-da, asosiy tadqiqotlarni amalga oshirgan F.Gall, J.Bulyar, E.Obertin, P.Broka, K.Vernike va L.Lixtxaym kabi yetakchi olimlar o'zlarining ishlari orqali miya va til o'rtasidagi munosabatlar haqida ma'lumot berishgan hamda psixolingvistika sohasining rivojiga o'zlarining qarashlari, ba'zan tubdan farqli nuqtai nazarlari orqali sezilarli ta'sir ko'rsatishgan.

Yuqoridagi olimlar orasida Frans Gall frenologiya (miya sohalarining xaritasini yaratish ustida ish olib boradigan fan sohasi) bo'yicha amalga oshirgan ishlari uchun ko'proq tanilgan bo'lib, u til mexanizmlari miyaning oldingi qismlarida joylashganiga ishongan. (Finger & Eling, 2019) Keyinchalik uning shogirdi Jan Bulyar ustozining nazariyasini tasdiqlovchi klinik dalillarni to'plagan va o'z navbatida, Bulyarning shogirdi Ernest Obertin ham xuddi shu ishni davom ettirgan. (Stookey, 1963) 1861-yil aprel oyida bo'lib o'tgan yig'ilishda Obertin o'z qarashlarini aniq bayon etadi: agar miyaning frontal sohasiga bog'liq bo'lmagan boshqa biror nutq yo'qotilishi holati aniqlansa, u o'zi va ustozlari tomonidan ilgari surilgan til mexanizmlarining old miya sohasida joylashuvi haqidagi qarashlaridan voz kechishini bildiradi. O'sha yig'ilishda tomoshabinlar orasida Pol Broka ham qatnashayotgan edi va u Obertinning empirik tajribalari xulosalaridan hayratga tushadi, lekin *kraniologiya fakti* (ya'ni ustoz qarashlarining o'z shogirdlariga o'tishini ifodalovchi atama) nutqning yo'qotilishi va miya joylashuvi o'rtasidagi bog'liqlikni tushuntirish uchun yetarli dalil

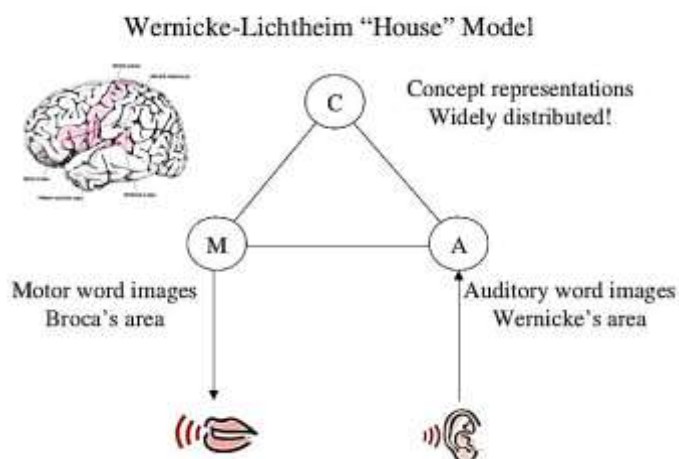
bo‘la olmasligini, buni isbotlash faqatgina miyani anatomik tekshirish orqali amalga oshirilishi mumkinligini to‘liq anglab yetadi. (LaPointe, 2013) Shu voqeadan biroz vaqt o‘tib, unga nutq yo‘qolishi bilan og‘rigan bemorni taqdim etishadi. Muolajalarga qaramay, bemor bir necha kundan so‘ng vafot etadi. Shundan so‘ng, olim tomonidan ushbu bemor miyasining hozirda Broka sohasi deb ataladigan qismidagi jarohatning o‘limdan keyingi tahlili o‘tkaziladi. Mazkur tajribadan biroz vaqt oldinroq boshqa bir olim Mark Daks tomonidan miyaning o‘ng yarimshari falajlanishi va nutqning yo‘qotilishi o‘rtasidagi bog‘liqlikni aniqlash maqsadida kuzatuvlar o‘tkazilgan edi. (Manning & Thomas-Antérion, 2011) Mazkur olimlarning tadqiqot natijalari bir-biridan bexabar holda bir vaqtda e‘lon qilinadi va ushbu tahlillar natijalari yuqorida aytib o‘tilgan tilning miyada joylashuvi to‘g‘risidagi farazlarni anatomik jihatdan asoslab beradi. Taxminan 10 yil o‘tgach 1874-yilda Karl Vernike o‘zining “sezgi afaziyasi”, ya’ni tilni tushunishdagi nuqsonlar haqidagi asarini nashr etadi. (Wernicke, 1874/1969) Bu ish Vernikening shogirdi Lyudvig Lixtxaym tomonidan sezilarli darajada rivojlantiriladi, va u 1885-yilda miyadagi uchta o‘zaro bog‘langan markaz afaziyaga qanday ta’sir qilishining sxemasini taklif etadi: Broka sohasi (“eshitish tasvirlari markazi”), Vernike sohasi (“motor tasvirlar markazi”) va tarqoq joylashgan “konsepsiya markazi”. (Lichtheim, 1885) Ushbu sohalarning har birida yoki ular orasidagi bog‘lanishlarda turli xil afaziyalar paydo bo‘ladi. Eng qizig‘i, mazkur sxemasi unga hali tasvirlanmagan buzilishlarni bashorat qilish imkonini berdi.



(Rasm 2)

Xulosa

Xulosa qilib aytganda, biz hozirgacha muhokama qilgan XIX kognitiv neyropsixologiyasigacha bo‘lgan davrida zamonaviy psixolingvistikaning shakllanishi va yuzaga kelishiga, shuningdek biz qay tarzda til xatti-harakatlarini o‘rganishimizga



(Rasm 3)

muhim ta'sir ko'rsatgan barcha tendentsiyalarni bir maqolada hujjatlashtirishning iloji yo'q. Shu sababli, ushbu til hodisalarini va xatti-harakatlarini chuqur o'rganishimizda biz hali ham XX asr bixevioristik yondashuvlarini, shuningdek, o'tgan asrning 50-yillarida yuzaga zamonaviy tilshunoslik yo'nalishlari, xususan mentalistika, konneksionizm, statistik tahlil, kompyuter lingvistikasi, kognitivistika, va til neyrovrologiyasining zamonaviy sohalarini, ularning rivojlanish tendensiyasini ko'rib chiqishimiz kerak bo'ladi. Bular haqida keying maqolalarimizda so'z boradi. Shunga qaramay, bir narsani ishonch bilan ayta olamizki, tilga hamda kognitiv bilishga doir tadqiqotlar o'rtasidagi chegaralar tobora kichrayib bormoqda.

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Rasm 2. <https://cdn.britannica.com/51/4351-050-83D6C4C9/surface-hemisphere-brain.jpg>

Rasm 3. <https://image.slidesharecdn.com/brainandaphasia-091204140642-phapp01/95/brain-and-aphasia-20-728.jpg?cb=1346351598>

INGLIZ TILIDA MODAL SO‘ZLARNING KELIB CHIQISH TARIXI

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ANNOTATSIYA

Ushbu maqola tilshunoslikda modallik hodisasiga bag‘ishlangan bo‘lib, unda turli xil fikrlar uchraydi. Modallik gapni shakllantiruvchi kategoriya yoki gapga xos bo‘lgan tarkibiy qism ekanligi haqida qarashlar mavjud bo‘lib ularni o‘rganish davomida modal so‘zlarning qanday so‘zlardan kelib chiqqanligi ham bizni izlanishga chorladi. Shuningdek o‘quvchiga tushunarli bo‘lishi uchun misollar asosida izohlab ham o‘tilgan. Modallikning tilshunoslikda shakllanish jarayoni ham uning muloqotdagi ma‘noni yoritib berishga qay darajada ahamiyatli ekanligi ham izlanishlar davomida o‘rganilgan.

Kalit so‘zlar: modallik, kategoriya, muloqot, aspekt, perfekt, mustaqil fe‘l, asosiy fe‘l, qadimgi ingliz tili.

ANNOTATION

This article is devoted to the phenomenon of modality in linguistics, in which there are different opinions. There are opinions that modality is a category that forms a sentence or a component characteristic of a sentence, and during their study, we were also invited to research what words modal words come from. It is also explained on the basis of examples to make it understandable to the reader. The formation process of modality in linguistics and how important it is to illuminate the meaning in communication have been studied during research.

Key words: modality, category, communication, aspect, perfect, independent verb, main verb, Old English.

KIRISH: Tilshunoslikda modallik deganda, odatda, gap mazmunining obyektiv borliqqa munosabati va so‘zlovchining gap mazmuniga bo‘lgan munosabati tushuniladi. Modallik kategoriyasiga gap modalligini ta‘minlashga xizmat qiladigan xilma-xil vositalar kiritiladi. Bu esa xatto modallikning aloxida til kategoriyasi sifatida mavjudligini ham shubxa ostiga qo‘ydi. Turkiy tillar materiallari asosida, asosan, quyidagi modallik vositalari ko‘rsatiladi: mayl, zamon va shaxs son qo‘shimchalarining aloxida qurilmalari, yuklamalar, so‘z tartibi, intonatsiya, yuklama

vazifasidagi so‘roq olmoshlari, mundalmalar, kirish so‘z va gaplar, ko‘rinib turibdiki, bu kategoriya ostida xilma-xil vositalar: morfologik (mayl, zamon, shaxs affikslari), leksik (so‘zlarning turli guruxlari), sintaktik (aloxida gap qurilmalari so‘z tartibi, takror va fonetik vositalar ya’ni intonatsiyalar) kiritiladi.

ADABIYOTLAR TAHLILI.

Ilmiy adabiyotlarda modallik haqida turli fikrlar mavjud. Rasulovning izohicha ma’lum konstruksiyaning gap bo‘lib kelishi uchun shart bo‘lgan predikativlik gapda ifoda qilingan fikrning real borliqqa bo‘lgan munosabatini bildirib, turli konstruksiyadagi gaplarda turlicha ifoda qilinadi. G‘. Zikrillayev bu modallik doirasida o‘zaro zid bo‘lgan real va noreal modalliklarni ajatib o‘rganishni tavsiya etadi. Reallik modalligi gapda amalda mavjud bo‘lgan faktlar haqida fikr bayon qilinganligini ifodalaydi. Boshqacha aytganda reallik gap mazmunining voqelikka mos kelishini ko‘rsatishi haqida fikrlarni bergan. Shuningdek ushbu maqolani yozishda mavzuga aloqador bo‘lgan ilmiy maqolalardan ham foydalanildi.

NATIJALAR VA MUHOKAMA

Modallik ma’nosi til sistemasining turli sathlarida kuzatiladi. Uni ifoda etuvchi vositalar ham rang-barangdir.

1. Modal fellar asosan infinitiv formasidagi fe’llar bilan ishlatiladigan infinitiv har xil bo‘lishi mumkin.

a. Umumiy aspektdagi perfekt bo‘lmagan infinitive: I must go, Padre; the students will be waiting for me. [Kipling]

b. Umumiy aspektdagi perfekt infinitiv: You ought to have seen the til he had on.

c. Davomli aspektdagi perfekt infinitive : The look in his eyes might well have been disquieting to anyone left alone wish him on an island is the middle of a lake.

d. Davomli aspektdagi perfekt bo‘lmagan infinitiv: She oughtn’t to be thinking about spending her money on theatres already, do you think he nodded.

e. Passiv nisbatdagi infinitiv. All this must be changed. f. Passiv nisbatdagi perfekt infinitive. It might have been considered beautiful at one time.

1) Modal fe’llardan keyin kelgan mustaqil fe’l infinitiv formasida yuklamasisiz ishlatiladi. Leksik modal fe’li bungan mustasno.

2) Modal fe’llar bilan III shaxs birlikda shaxs qo‘shimchasi ishlatilmaydi.

3) Modal fellarning ayrimlari ikkita zamon formasida: can – could, may – might, shall – should, will – would boshqalari esa faqat bitta o‘zgarma shaklda keladi: must, ought, need kabilarni sanab o‘tishimiz mumkin. Bizga ma’lumki hozirgi ingliz tilida quyidagi kabi modal fe’l turlari mavjud: **can, may, must, need, dare, wish, should, would, desire, to try, to be** kabilarni aytib o‘tishimiz mumkin va bu modal fe’llar o‘zlari mustaqil holda ishlatilmaydi. Ular asosiy fe’lning infinitive bilan

ishlatiladi va asosiy fe'l ifodalagan ish – harakatning bajarilish imkoniyatini, qobiliyatini, ehtimolligini, zarurligini, mumkinligini bildiradi. Modal fellardan sozlashuv jarayobida foydalaniladi. Qadimgi ingliz tilida ularni muallif nutqida uchratishimiz mumkin. Faqatgina istisnolarni modal fellarning otgan zamon shakllari could, would, had, might, kabilar hikoya nutqida va sozlashuvda foydalanilmaganligida koramiz. Shunday qilib, siz zamonaviy ingliz tilida quyidagi modal fellar: ought to, must, shall, should, will, had, dare, to have va to be modal fel sifatida foydalaniladi. May modal feli kuchli ehtimollikni 97 % va 3% ruxsatni ifodalab keladi. Modallar qat'iy ruxsatni esa can 58%, may 16%, could 13% va might 13%, will 17%, ishlatiladi. Uch eng muhim takrorlanadigan modallar would 28 %, could 17% va will 17% hisoblabadi. Quyidagi kabi modal fe'llar o'z navbatida o'z ekvivalentlariga ham ega.

Modal fellarining quyidagilari izlanishlanimz davomida kelib chiqish tarixlarini izohlashga harakat qildik. **Can** va **could** modallari qadimgi ingliz tilidagi **can** va **cup** fe'llaridannolingani. **Cunnan** fe'lining hozirgi va o'tgan zamonlarda o'rin almashinishi mumkin. (Cunnan– to be able to) Shuningdek, **may** va **might** Qadimgi Ingliz tilidagi **m..d** va **meahte** dan kelib chiqqan, **magan** ning hozirgi va o'tgan zamon formalari bilan o'rin almashinishi mumkin. **Shal** va **should** esa **seal** va **seolde** shakllaridan olingan. Va **will** va **would**, **wille** va **would** dan olingan. Yuqorida aytib o'tilgan Qadimgi Ingliz tili fe'llari **cunnan**, **magan**, **sculan** va **willan** o'tgan - hozirgi zamon paradigmasida ifodalanadi. **Must** fe'li Qadimgi Ingliz tilida **moste** fe'lidan kelib chiqqan bo'lib, **motan** (to be able to, be obliged to) fe'lining bir qismi hisoblanadi. Bu o'tgan zamondagi **moste** fe'lining boshqa o'tgan – hozirgi zamon shakli edi. **Mot** ning hozirgi zamon shakli **mote** felining ilk Zamonaviy Ingliz tilida modal fe'l sifatida ishlatilishi ortdi. Lekin, **must** ning hozirda ajralmas ma'nosi yo'qolgan va **mote** shakliga o'tgan. Odatdagidek, **ought** asl o'tgan zamon shakli – **ahte** fe'lidan olingan, **agan** ning o'tgan zamon shakli (to own), boshqa Qadimgi Ingliz tili o'tgan – hozirgi zamon fe'li qaysikim, **ah** fe'lining hozirgi zamon shakli **owe** zamonaviy fe'li kirib keldi. (owe fe'lining o'tgan zamon shakli sifatida ought ishlatilgan) . **Dare** fe'li ham o'tgan – hozirgi zamon fe'lidan kelib chiqqan, **durran** (to dare), uning maxsus hozirgi zamon shakli **dare** (r), hamda uning Zamonaviy Ingliz tilida modalmas sifatida ishlatilishida u butunlay tuslanadi. Biroq, **need** fe'li odatiy Qadimgi Ingliz tilidagi **neodian** (ma'nosi **to be necessary** ga teng) fe'lidan kelib chiqqan muqobil III shaxs shakli **need** qaysikim modal vazifalarida me'yor bo'lgan va XVI asrda umumiy hisoblang.

XULOSA

Tadqiqot davomida ko‘rib chiqilgan mavzular ya‘ni modallikni o‘rganishdagi xozirgi kunga qadar davom etayotgan izlanishlardan va muammoli vaziyatlarning muhokamalaridan kelib chiqqan holda aytadigan bo‘lsak, bu mavzu yechimi topilmagan masalalar, yo‘nalishlar va qiyosiy tahlilga muhtoj yechimlar ko‘pligi ko‘zga tashlandi. Shu o‘rinda ularning kelib chiqishida bo‘lgan rivojlanishlar hamda ularning bugungi kundagi shaklga kelguncha bo‘lgan o‘zgarishlarni maqolamiz yoritib berishga harakat qildik.

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ON THE EFFECTIVENESS OF THE USE OF INNOVATIVE METHODS IN FOREIGN LANGUAGE CLASSES AT THE UNIVERSITY

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ANNOTATION

The article is devoted to solving the problems of methodological organization of the process of teaching English in higher education. In the article, by considering and studying the theoretical and methodological aspects of innovative teaching technologies, the most effective of them are substantiated in the context of solving the problem of choosing technologies and methods of teaching English in a modern university.

Keywords: *innovative pedagogical technologies, information and communication technologies, information learning tools, multimedia technologies, Internet, online learning, electronic educational resources, English language teaching system.*

Introduction

Modernization of higher professional education dictates the search for new methods, techniques and technologies that would contribute to the effective teaching of students, including foreign languages. Modern education in order to achieve high educational results should be characterized by constant information content of the content of education, activation of the pace of learning with the involvement of modern information technologies. In modern scientific and methodological literature, more and more attention is paid by the authors to the justification of the high educational potential and the effectiveness of the use of innovative learning technologies in the system of teaching English in higher education.

Many researchers, justifying the effectiveness of innovative technologies in the system of teaching foreign languages to future specialists, including teachers, insist on increasing the share of interactive learning, the dominance of technologies over traditional ones. However, in our opinion, it is worth taking the point of view of those researchers who, recognizing the impossibility of limiting only traditional reproductive forms and methods of teaching at the present stage of the development of the education

system and methods of teaching foreign languages, prefer an integrative approach, which consists in preserving objectively effective traditional educational methods and applying, along with them, a variety of innovative pedagogical technologies. This approach impresses us with the opportunity to preserve the academicism and universality of university education and to form the knowledge, skills and competencies necessary for a modern teacher through the use of new learning technologies. Innovative pedagogical.

Methodology

Having outlined its methodological position regarding traditional and innovative teaching methods and technologies, in this article it is advisable to analyze the theoretical aspects of innovative teaching technologies and turn to a direct consideration of the most effective technologies that can be used in higher education in the English language teaching system.

Presentation of the main material of the article. At the present stage of the development of higher professional education, there is a tendency to reduce the number of classroom hours and increase the hours allocated to independent work of students. In this regard, it can be stated that the role of the teacher in the educational process is being transformed today. Until recently, the teacher was perceived as the main source of information, but today his role can be characterized to a greater extent in the meaning of the organizer and manager, expert and consultant of educational and self-educational activities of future specialists.

Such transformations have become possible due to the emergence and widespread introduction of innovative and more effective technologies, forms and means of education into the educational process of higher education, allowing to optimize the process of professional training of future specialists as part of their studies at the university.

The high productivity and efficiency of innovative technologies in the context of training future specialists is justified by their multifunctional nature. Thus, innovative pedagogical technologies perform the following functions in the educational process: informative; formative; motivating; systematizing; controlling.

Innovative technologies and teaching methods allow us to achieve the following goals: accessibility of perception of educational material; systematization of knowledge; development of creative abilities of students; self-education; removal of psychological barrier (fear of communicating, making a mistake); comprehension of educational material, analysis of learned material [4].

Researchers most often refer interactive distance learning technologies (Skype, Viber, WhatsApp, e-mail, Internet chat, etc.), computer learning tools (electronic

manuals, textbooks, etc.) to effective innovative pedagogical technologies that can be used in the system of teaching English in higher education with a high level of effectiveness in achieving educational results. sources of virtual libraries, educational portals, etc.), multimedia learning resources, training and testing and other latest information technologies [1].

Tangible progress regarding the effectiveness of teaching English in both humanities and technical universities, according to researchers, has been achieved through the widespread use of electronic learning tools in the educational process of higher education. These tools are used both in the framework of classroom and extracurricular (distance) learning [4].

Discussion

The didactic potential of electronic learning tools in English classes lies in the fact that their use in the educational process contributes to:

Better assimilation of knowledge by students;

formation and development of various types of skills and abilities (listening skills based on adapted and authentic sound texts, the ability to reproduce monologue and dialogic speech, skills and skills of translation and abstracting texts, reading skills and skills with direct use of materials on the Internet and local networks;

To increase the informative saturation and visibility of the lesson;

Expansion of active and passive dictionaries of students, familiarization with the vocabulary of modern English, which reproduces the culture of a particular country, its political and social structure;

Formation of creativity, development of creative activity of future specialists;

Formation of motivation of cognitive activity of students, the need to use a foreign language in interactive communication;

Strengthening the motivation of independent work of students;

To increase the level of individualization and differentiation of students' activities;

Opportunities to choose the pace and volume of educational material, the level of its complexity, to implement control with feedback and diagnostics, to increase the level of its objectivity [3].

At the present stage, the leading information technology, the means of which are used in almost all spheres of human activity, is the Internet. Internet resources provide not only a number of additional means of interpersonal and international communication, but also provide new opportunities in the field of education [5]. Within the framework of this technology, the education system uses information sites and portals, educational programs on electronic media, the possibility of obtaining

information, implementing consulting and monitoring knowledge remotely via e-mail, holding online conferences and video sessions.

The advantages of the Internet as an innovative learning tool are due to the fact that it is an unlimited source of information, which allows both the teacher and students to save time searching for the necessary material (theoretical, textual, audio, visual information, etc.); provides great opportunities for creativity in terms of developing didactic material, forms and types of work, individual and group assignments, projects; it allows to increase the effectiveness of teaching a foreign language due to the possibility of full immersion in the language material and increasing the motivation of students to study [8].

Today, interactive online learning is gaining more and more popularity in the system of teaching and learning foreign languages due to its effectiveness. The effectiveness of this technology is explained by a number of advantages, among which researchers highlight accessibility, flexibility, lack of stress among students, high quality of training, the ability to conduct personal consultations, the choice of time and place for training, saving time, improving computer skills in the process of learning a foreign language [6].

In the system of teaching and learning English, multimedia teaching tools are opening up new horizons today primarily due to the combination of image, sound, graphics, animation. Researchers L.S. Dzhumanova, B.M. Toimbayeva, M.K. Tulegenova emphasize in this way:

"due to the optimal combination of the capabilities of a number of technical teaching tools (language lab, videos, television, radio, newspapers, magazines, books, bibliographic reference books, telephone) and having additional capabilities (interactivity, graphic capabilities, etc.), multimedia provides almost limitless opportunities for learning and self-study" [2, p. 523].

One of the examples of the effective use of modern multimedia tools in English classes in high school is working with an interactive whiteboard (Smart Board). This device allows you to significantly expand the possibilities of classes in comparison with traditional technical means of training. Using an interactive whiteboard, as well as special software (audio and video codec's, Microsoft tools), the teacher and students can work with texts or video and audio objects, as well as with materials from the Internet, organize teleconferences to communicate with native speakers, conduct binary classes, translate and implement linguistic analysis of fragments of films etc. [7].

Conclusions. Having considered the most popular innovative technologies and teaching tools that can be used in the English language teaching system in order to

improve educational results, let's summarize. The use of innovative information technologies and their means in the process of teaching foreign languages is not just a pedagogical innovation today, but the need to meet the challenges of the time. The use of these technologies in the process of teaching English in higher education, in our opinion, allows us to achieve qualitative changes in all components of the foreign language professional training of future specialists.

The use of innovative learning technologies in the system of teaching English at the university allows for a transition from the subject principle of building content to the creation of integrated training courses that reflect a holistic picture of professional activity, to change the nature of knowledge itself, which in the context of such interactive learning is transformed into the category of "knowledge – for activity". In other words, within the framework of such training, the knowledge of future specialists acts as functions and means of solving specific professional tasks.

Conclusion

The use of innovative teaching tools also brings changes in the organizational structure of the educational process: the requirements for methods and forms of organization of foreign language teaching are changing – active and interactive individual and group forms of work with educational material are becoming the leading ones.

In the context of building classes based on the use of innovative technologies and learning tools, the type of activity and the nature of the relationship between the teacher and students are changing. The role of the student turns into an active cognitive position, the teacher, in turn, acts as a coordinator, consultant, partner

Summarizing the above, we conclude that, along with the above advantages of the analyzed learning technologies, it is not necessary to neutralize the importance of academic forms of knowledge acquisition and the formation of students' competencies. The use of modern technologies in English classes should not be an end in itself. These technologies should be perceived in the meaning of effective didactic and technical means of teaching.

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INGLIZ VA O‘ZBEK TILIDAGI “BAXT” BOSH LEKSEMALI MAQOLLARDA SINONIMIK MUNOSABATNING IFODALANISHI

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ANNOTATSIYA

Ushbu maqolada ingliz va o‘zbek tillaridagi “baxt” bosh leksemali maqollarda sinonimik munosabatning ifodalanishi qiyosiy tahlil qilingan. Qiyosiy tahlil vositasida ingliz va o‘zbek xalq maqollari tarjima variantining o‘xshash va farqli jihatlari yoritilgan.

***Kalit so‘zlar:** tilshunoslik, maqollar, sinonimik munosabat, leksik-ma’naviy guruh, variantlar.*

Bugungi kunda maqollarni atroflicha kengroq va chuqurroq tahlil etish, ularning turli tillardagi milliy-ma’naviy hamda umumbashariy qadriyatlarini qiyoslash usulida o‘rganish zamonaviy tilshunosligimizning dolzarb muammosi bo‘lib kelmoqda. Zero, maqol va matallar xalq tilining barhayot sarchashmalari, ma’naviy boyligining qimmatbaho xazinasini sanaladi. Xalq asrlar davomida sayqal berib kelgan har bir maqol yetuk bir badiiy asar sifatida baholanadi. Badiiy asar so‘z san’ati namunasi hisoblanadi. Shunday ekan, maqollarni til boyligi, so‘z san’ati sirli-sehrli xazinasining durdonasi sifatida olib o‘rganishni maqsadga muvofiq deb hisoblaymiz. Da’vomizni “taqdir” leksik-semantik maydoniga mansub, uning tarkibiy qismi hisoblangan “baxt” bosh leksemali maqollar misolida isbotlashga harakat qilamiz:

1. Vatani borning -baxti bor.
2. Elning baxti-erning baxti.
3. Ahdi borning baxti bor.
4. Baxt-yalqovga begona.
5. Mehnat-baxt keltirar.
6. Tirishgan tog‘dan oshar, Ter to‘kkan baxtli yashar.
7. Tinchlik-baxt, sog‘lik-taxt.
8. Aqlli baxt topar, Baxt bilan taxt topar.
9. Bilim-baxt keltirar.

10. Yaxshi husn-yarim baxt.
11. Husn goh baxt keltirar, goh-kulfat.
12. Avvalgi baxtim-gul baxtim, Keyingi baxtim-suvga otdim.
13. Baxt-kulgu bor uyga kirar.
14. Xotin baxti erda bo‘lar, Yetim baxti-yerda.
15. Xon taxtidan qo‘rqar, Qiz-baxtidan.
16. Rosrgo‘ylik-baxt, Yolg‘onchi-badbaxt.
17. Odob bilan baxt topilar, Sabr bilan-taxt.

Keltirilgan ro‘yxatdagi maqollarni ma‘naviy guruhlarga ajratganda quyidagicha manzara hosil bo‘ladi: “Baxt” deganda “Vatan”, “el”, “ahd”, “mehnat va mehnatsevarlik”, “tinchlik”, “sog‘lik”, “aql”, “bilim”, “husn”, “hayot yo‘ldoshi”, “shodlik”, “rostgo‘ylik”, “odob” va b. Albatta, bu gurulanish shartli ravishda bo‘lib, maqolda ko‘chma ma‘no ifodasini ham unutmash lozim. Tadqiqot obyekti sifatida olingan ushbu maqollar bilan sinonimik munosabatga kirishuvchi variantlar sifatida quyidagi misollarni keltirish mumkin: Chunonchi, “Vatani borning -baxti bor” maqoli bilan sinonimik munosabat hosil qiluvchi – Ayrilganni ayiq yer, bo‘linganni – bo‘ri; “Ayrilmagin elingdan, quvvat ketar belingdan”; “Ayrilgan ozar, birlashgan o‘zap”; “Yordan ayrilsang ham, eldan ayrilma”; “Yo‘ldan chiqsang ham, eldan chiqma”; “To‘dadan ajralgan to‘rga tushar”; “To‘dadan ayrilgan qo‘yni buri yutar”; “To‘pidan ayrilganni qaroqchi sanchar”; “Yurtdan ayrilganni yov chopadi”; “To‘pidan ayrilgan g‘oz tup qarg‘aga yem bo‘lur”; “To‘pdan chiqsang ham, ko‘pdan chiqma”; “Ochdan qolsang qol, ko‘pdan qolma”; “Qatordan qolding – xatarda qolding” (tuya karvonini ham “qator” deydilar. Agar qatordan, ya‘ni karvondan ajrasang, yakka o‘zing cho‘l-biyobonlarda katta xavf- xatarga duchor bo‘lishing – talonchiga yo‘liqishing, yirtqichlarga em bo‘lishing mumkin, shuning uchun ko‘pchilikdan sira ajray ko‘rma, deyilmoqchi) kabi variantlar mavjud.

“Aqlli baxt topar, Baxt bilan taxt topar” maqoli bilan sinonimik munosabat hosil qiluvchi – “Aql – odamning oltin toji”; “Aqldan ortiq boylik yo‘q”; “Aql – dunyoning ko‘zi”; “Aql – odamning ko‘rki”; “Boqqa bulbul yarashar, odamga – aql”; “Aql – oltin sandiq, odamiga qarab ochiladi”; “Odamning tizgini – aql”; “Til – tan qorovuli, Aql – jon qorovuli”; “Ko‘z bor – ko‘rmoq uchun, Aql bor – bilmoq uchun”; “Aql – ko‘rga ko‘z, soqovga til”; “Aql – suvdan tiniq, oynadan ravshan”; “Aql – rohatda emas, rohat – akdda”; “Odam aqli – olmos, kesmagani qolmas”; “Oy tunda kerak, Aql kunda kerak”; “Aql ko‘pga yetkazar, Hunar ko‘kka yetkazar”; “Dono – durdan a‘lo”; “Donolikning cheki yo‘q”; “Dono qarisa ham, donoligi qarimas”; “Bilimlidan aql chiqar, Aqlidan naql chiqar”; “Aqlli bor uyda ahillik bor”;

“Chiroylikka qarash yaxshi, aqlli bilan yashash yaxshi”; “Odam moli bilan odam emas, kamoli bilan odam”; “Aqcha topguncha aql top”; “Aql bilan mol to‘plasa bo‘ladi, Mol bilan aql to‘plab bo‘lmaydi”; “Mol bilan boy bo‘lma, Aql bilan boy bo‘l”; “Aqlsiz boy bo‘lguncha, Aqlli gadoy bo‘l”; “Kishi aqli bilan boy bo‘lguncha, o‘z aqling bilan gadoy bo‘l”; Aqlning bozori yo‘q, farosatning – tarozisi”; “Aqlning bozori yo‘q, Hayvonning - mozori”; “Hayf sumbat, aql - qimmat” (hayf soxta - sumbatingga, aqling bo‘lmaganidan keyin, demoqchi); “Yuzta ahmoqdan bitta aqlli zo‘r”; “Tuyaday bo‘ying bo‘lguncha, tugmaday o‘ying bo‘lsin”; “Chinordek bo‘y berguncha, tumordek o‘y bersin”; “Aql aqldan quvvat oladi”; “Aql boshdan chiqadi, Asl toshdan chiqadi”; “Aql yoshda emas boshda”; “Ulug‘lik yoshda emas, boshda”; “Aql - yoshdan, odob boshdan”; “Totli suv toshdan chiqar, Yaxshi aql yoshdan chiqar”; “Aql bo‘y bilan o‘lchanmas”; “Bo‘y yetmagan yerga o‘y yetadi”; “Birovning bo‘yi kalta, Birovning o‘yi kalta”; “Aqli ozning azobi ko‘p”; “Esi pastning - ishi past”; “Fikrli odam bosh bo‘lur, Fikrsiz odam tosh bo‘lur”; “Aqlsiz kallaning xom qovoqdan farqi yo‘q”; “Bosh bo‘lmasa, gavda - losh” (losh - murda, jasad); “Boshi yo‘qning oshi yo‘q”; “Aqlsiz og‘zidagin oldirar”; “Aqli sayoz pand eydi, Aqli teran qand eydi”; “Aqlining oti horimas, to‘ni to‘zmas”; “Aqlining yoqqan chirog‘in ahmoq urib o‘chirolmas”; “Aqlli ishlab ishini bitiradi, Aqlsiz ishlab umrini bitiradi”; “Aqlli maqtansa, ishini tindirar, Aqlsiz maqtansa, oyog‘in sindirar”; “Aqlining ishidan ko‘ngling suyunar, Aqlsizning ishidan fahming koyinar”; “Aqlli er - el bolasi, Aqlsiz er - el balosi”; “Adabsiz uyga kirib bo‘lmas, Aqlsiz yurtda turib bo‘lmas” singari variantlar mavjud.

“Mehnat-baxt keltirar” maqoli bilan sinonimik munosabat hosil qiluvchi – “Baxt - tilakda emas, bilakda”; “Kishining baxti - bel, bilagi”; “Baxt yo‘lda emas - ko‘lda”; “Baxt qayda? O‘z qo‘lingda!”; “Baxtni mehnatdan izla”; “Baxt qushini ushlamoq uchun Baxt oviga chiqmoq kerak”; “Baxtli odamni izlama, Baxt yo‘lini izla”; “Baxtiyor bo‘lsa zamon , noshukur bo‘lma – yomon”; “Baxtiyor bo‘lsa zamon, Noshukurlik ko‘p yomon”; “Noshukurda shukur bo‘lmas, Nonko‘rda - uzr”; “Birovning bergani - ko‘rgulik, mehnatning bergani - to‘ygulik”; “Birovniki - bir kunlik, O‘zingniki - ming kunlik”; “Birov bir kun to‘yg‘azar, ikki kun to‘yg‘azar, tokay to‘yg‘azar?!”; “Birni birov beradi, Ko‘pni - mehnat”; “Birov so‘z berar, bo‘z bermas”; “Birovning mis qozonidan o‘zingning qora qozoning yaxshi”; “Birovning to‘rt oyoklik otidan o‘zingning ikki oyog‘ing yaxshi”; “Birovning yog‘liq nonidan o‘zingning zog‘orang yaxshi”; “Birovga ishongan - och qolar”, “Tilab olgan - qorin to‘ydirmas”; “Kishi bergan kishiga oziq bo‘lmas”; “Birovning luqmasi bilan kishi to‘ymaydi”; “Birovnikida egan ovqating ostonasida tushib qoladi”; “Qo‘ldan berganga kush to‘ymas”; “Tishi chiqqan bolaga chaynab bergan - osh bo‘lmas”

(qadimda chaqaloq bolaga to tishi chiqib, o‘zi chaynab eydigan bo‘lgunicha yegulik narsalarni avval o‘zlari chaynab, keyin yedirganlar, hozir tibbiy nuqtayi nazardan buni yoqlamaydilar); “Tilab olgan to‘n tizzaga chiqmas”; “Kishining moli kishiga sud qilmas (sud - foyda, naf); “Beruvchining qo‘li baland, oluvchining qo‘li tuban” (odatda birovga bir nima berayotgan kishining qo‘li olayotgan kishining qo‘lidan balandroq turadi); “Tilab olgan izzat - o‘limdan qagtiq”; “Termulganing-tilanganing emasmu?!”; Tilangandan-tilingan yaxshi”; “Egilmagan boshdan bo‘rk tushmas”; “Birovning ishi - ko‘ngilning xushi”; “ Birovning ishiga birovning qo‘li saratonda sovqotibdi”; “Birovning g‘ami erta kirsar, kech chiqar”; “Birovga qolgan kun - tong otmagan kun” va h.k. Ko‘rinib turibdiki, ushbu ro‘yxatni yana davom ettirish mumkin.

Xulosa qilinadigan bo‘lsa, ma‘naviy go‘zal insonni voyaga yetkazishda donishmand va mehnatkash xalqimiz yaratgan va bebaho bisotimizga aylangan ushbu madaniy meros durdonalari alohida o‘rin tutadi. Ularda inson go‘zal va sharafli ishlarni bunyod etish uchun yaratilganligi, mehnatni sevishi, mehnatkash elini hurmat qilishi, mustahkam e‘tiqodli va irodali bo‘lishi, Vatanni chin sadoqat bilan sevishi va unga qo‘lidan kelgancha xizmat qilishi kabi chaqiriq va da‘vatlar yotadi, hayot gulshanida sayqal topgan, tajribadan o‘tgan durdona fikrlar bayon qilinadi.

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EDUCATIONAL PLATFORMS AS OPTIMAL TOOLS FOR FOSTERING STUDENTS' KNOWLEDGE ACQUISITION

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ABSTRACT

In the contemporary era, technology has assumed a pivotal role in societal functioning, thereby necessitating its integration within the realm of education. Wide range of educational platforms both synchronous and asynchronous have emerged as an essential instrument in facilitating the learning process, offering novel avenues for student development and knowledge acquisition. This article seeks to examine the primary facets of educational platforms utilization in educational contexts, alongside an exploration of their associated benefits and drawbacks.

Key words: *educational platforms, benefits, accessibility, interactivity, visibility, mobility, assessment, social interaction, lack of social interaction, security.*

INTRODUCTION.

Information and Communications Technology (ICT) can impact student learning when teachers are digitally literate and understand how to integrate it into curriculum. Educational institutions utilize immense amount of ICT tools to communicate, create, disseminate, store, and manage information. There is no doubt that ICT has already become integral to the teacher-student interaction, through such approaches as replacing chalkboards with interactive digital whiteboards, using students' own smartphones or other devices for learning during class time, and the "flipped classroom" model where students watch lectures at home on the computer and use classroom time for more interactive exercises. When teachers are digitally literate and trained to use ICT, these approaches can lead to higher order thinking skills, provide creative and individualized options for students to express their understandings, and leave students better prepared to deal with ongoing technological change in society and the workplace ICT issues planners must include: considering the total cost-benefit equation, supplying and maintaining the requisite infrastructure, and ensuring investments are matched with teacher support and other policies aimed at effective ICT use.

METHODS.

The impact of computer technologies and digital culture has changed the way people live, work, and learn, affecting the creation and dissemination of knowledge and power globally. Those who are not well-versed in digital culture are at a disadvantage in the economy. Therefore, digital literacy, which includes skills like searching for and evaluating information, as well as using new media critically for full participation in society, has become an important aspect of curriculum frameworks. Many countries are integrating information and communication technology (ICT) into schools to build digital literacy. [1]

Impact of ICT and its potential for the education field is manifold. It positively affects all the stakeholders of the education field. The current papers discuss the same along with the various challenges posed by ICT. The challenges include economical issues, educational and technical factors. Appropriate content, Design and workability of ICT also play a crucial role in adoption of ICT in the education.[2] “The use of information technology in the language classroom boosts autonomous learning, maximizes targeted outcomes, motivates learners and helps them improve their performance in the EFL classroom. However, using ICT without careful planning and well-defined objectives will more likely be a waste of time and effort”, stated Nouredine Azmi in his article “The Benefits of Using ICT in the EFL Classroom: From Perceived Utility to Potential Challenges” [3]

LearnWorlds, Coursera, Skillshare, Udemy, Docebo, Edx, Moodle, Teachable, and Thinkific, ClassDojo, Khan Academy, Kahoot and others were shown as the best educational platforms in 2023.[4]

Learning platforms in education have become an essential tool for enhancing the teaching and learning process. These platforms provide students with access to a wide range of educational resources, including interactive multimedia content, online assessments, and collaborative learning tools. By utilizing these platforms, educators can create a more dynamic and engaging learning environment that caters to the diverse needs of their students.

Furthermore, learning platforms offer the flexibility of accessing educational materials anytime and anywhere, allowing students to learn at their own pace and convenience. This promotes self-directed learning and empowers students to take ownership of their education. Additionally, these platforms facilitate communication and collaboration among students and teachers, fostering a sense of community and support within the learning environment.

Moreover, learning platforms enable educators to track students' progress and performance, providing valuable insights into their strengths and areas for

improvement. This data-driven approach to education allows for personalized instruction and targeted interventions, ultimately leading to better academic outcomes. Here you can find wide range of educational platforms which are used not only for utilizing in classroom activities but also make you more literate and experience create and share your own materials with the community members. <https://www.learnworlds.com/online-learning-platforms/> . One can find description of each platform, their pros and cons, as well as be acquainted how to work with particular platform. [5]. Educational platforms emerge as a crucial tool in modern education, offering myriad advantages. While acknowledging its merits, the authors underscore the imperative of integrating ICT judiciously with traditional teaching methods, considering the unique needs of students. This nuanced approach ensures an optimal educational experience, leveraging the strengths of both paradigms.

RESULTS

Learning platforms in education offer numerous advantages, enhancing the academic landscape through multifaceted benefits. Firstly, these platforms facilitate asynchronous learning, permitting students to engage with educational content at their own pace and convenience. Additionally, they foster collaborative learning, enabling students to participate in virtual discussions and collaborative projects, thereby promoting a dynamic and interactive educational environment.

Furthermore, learning platforms provide access to a plethora of resources, ranging from multimedia materials to scholarly articles, thereby enriching the educational experience. The integration of diverse learning modalities, such as video lectures, interactive quizzes, and discussion forums, caters to varied learning preferences, accommodating a broad spectrum of students.[6]

Moreover, the adaptive nature of some learning platforms tailors content delivery to individual learner needs, ensuring a personalized and optimized learning journey. This adaptability is instrumental in addressing diverse skill levels within a cohort, thereby promoting inclusivity in education. Additionally, the incorporation of analytics and data-driven insights in learning platforms facilitates educators in monitoring student progress and identifying areas that require additional attention or intervention. The utilization of learning platforms in education can yield increased student engagement, personalized learning experiences, enhanced flexibility and accessibility, improved communication and collaboration, data-driven instruction, and better preparation for future workforce demands.

1. Improved student engagement: Learning platforms provide interactive and multimedia content that can enhance students' interest and motivation in learning.

2. Personalized learning experiences: With the ability to track students' progress and performance, educators can tailor instruction to meet individual student needs, leading to better academic outcomes.

3. Flexibility and accessibility: Learning platforms allow students to access educational materials anytime and anywhere, promoting self-directed learning and accommodating diverse learning styles.

4. Enhanced communication and collaboration: These platforms facilitate interaction between students and teachers, creating a sense of community and support within the learning environment.

5. Data-driven instruction: Educators can use data from learning platforms to make informed decisions about instructional strategies and interventions, leading to improved student learning outcomes.

6. Future readiness: By integrating technology into education, students are better prepared for the digital world and the skills needed in the workforce.

Overall, the use of learning platforms in education. [7]

The use of educational platforms as effective resources in the pedagogical process of imparting knowledge and fostering learning yields significant results, lead to a more dynamic and engaging learning environment, personalized instruction, and improved academic outcomes for students. Firstly, these platforms provide access to a wide range of educational materials and resources, allowing for a more comprehensive and diverse learning experience. Students are able to engage with interactive content, such as videos, quizzes, and simulations, which enhances their understanding and retention of knowledge. Additionally, educational platforms offer opportunities for personalized and self-paced learning, allowing students to learn at their own speed and cater to individual learning styles. This promotes a sense of autonomy and responsibility in the learning process. Collaborative features on these platforms facilitate peer interaction and group work, promoting communication, critical thinking, and collaboration skills. By providing instant feedback and assessment tools, educational platforms allow for continuous monitoring of student progress and performance, enabling educators to quickly identify areas for improvement and provide targeted support. Finally, the use of educational platforms encourages active engagement and participation, leading to increased motivation and enjoyment in the learning process. Overall, the integration of educational platforms as effective resources in pedagogy positively impacts student learning outcomes and provides an enriching and dynamic learning experience.

DISCUSSION

Specific examples of new trends in the use of learning platforms for creating interactive educational materials, such as the EdTech company "Khan Academy", which offers more than 2,000 video lessons and assignments on various subjects. Another example is the use of data analytics to optimize the learning process, such as through the "ClassDojo" platform, which collects data on student behavior in the classroom and provides teachers with information to improve learning. Social media such as Facebook and Twitter are used to create networked communities of faculty and students where they can exchange ideas, resources, and support. For example, on the Twitter platform, there are specialized accounts for teachers, such as "#EduTwitter" and "#EdChat", where they can communicate and get advice from their colleagues. Kahoot is a popular educational platform that allows one to create quizzes, polls, and other interactive tasks. One of the advantages of using Kahoot is that it allows the teacher to quickly and easily create an interactive assignment that can be completed in real-time. In addition, Kahoot provides the teacher with detailed statistics on the results of assignments, which allows them to analyze the effectiveness of learning and determine which topics need additional study. ClassDojo is a platform for collecting and analyzing student behavior data in the classroom. It allows teachers to get information about how students participate in lessons, how they interact with classmates, and what teaching methods are most effective. To work with ClassDojo, one needs to register on the site and create an account for each student. After that, the teacher can create classes, add students, and set settings for data analysis. ClassDojo provides a variety of reports, such as the Student Activity Report, the Student Engagement Report, and the Most Popular Resources Report. The teacher can use this information to optimize the learning process and improve the quality of learning. For example, you can identify students who need extra support or determine which teaching methods are most interesting to students. EdTech is an educational technology that is used to improve the learning process. It includes a variety of tools and resources, such as platforms for creating instructional materials, analyzing learning data, and social media for communication between educators and students. Working with EdTech starts with choosing a platform or tool that suits your needs and goals. Then, you need to register on the chosen platform and create your account. After that, you can start using EdTech tools to create learning materials, conduct data analysis, and communicate with other educators and students. Facebook and Twitter can be used to create online communities of educators and students. You can create an account on these platforms and start chatting with other members of the community. You can exchange ideas, resources, and support with other teachers and students. Quiz Bot is

an educational bot that helps teachers create quizzes and polls for students. It offers different types of questions, such as choosing the right answer, filling in the blanks, and writing short answers. A teacher can customize Quiz Bot for their class, choose a quiz topic, and choose the number of questions. Once the quiz is created, the teacher can send it to the students, who will answer the questions in the chat. Quiz Bot collects quiz results and provides the teacher with statistics for each student and the class as a whole. Students praise the use of ClassDojo, EdTech, #EduTwitter, and #EdChat when used in classwork activities. Kahoot and Quiz Bot are also mentioned as useful tools for creating Torins and surveys.

Students discuss the use of social media, such as #EduTwitter and #EdChat, to build networked communities of faculty and students and share ideas, resources, and support. The study at TUIT examines the potential impact of educational bots, such as Kahoot and Quiz Bot, on enhancing student engagement and effectiveness in the educational process. These bots are highlighted as tools that can assist teachers in creating quizzes and polls for students, ultimately contributing to a more productive learning environment. The benefits of educational platforms can be summarized as follows:

Firstly, they enhance accessibility by ensuring that educational resources are available to individuals irrespective of their geographical location or financial status. Secondly, they promote interactivity by enabling educators to create engaging learning materials that actively involve students in the educational process. Thirdly, they enhance the visibility of complex concepts, making it easier for students to grasp and comprehend the subject matter. Additionally, educational platforms enable students to study anytime and anywhere, especially advantageous for those with busy schedules or limited access to traditional classroom settings. Furthermore, they streamline the assessment process by providing efficient and transparent methods for evaluating student progress. However, it is important to note that the use of educational technology may lead to reduced social interaction between students and teachers. Lastly, concerns over internet security must be addressed due to the potential risks associated with uncontrolled access, such as cyberbullying and the dissemination of inappropriate content. The study at TUIT utilizes qualitative research methods, such as participant observation and in-depth interviews, to investigate the impact of educational platforms on the quality of the educational process. The research focuses on using educational platforms in teacher-student interaction and students outcomes. Data is collected through these methods and analyzed using both qualitative and quantitative techniques. The study also provides recommendations for improving and developing the platform integrated to LMS of the university. Participant observation

involves researchers directly observing research subjects using their own sensory organs and auxiliary means in accordance with specific research objectives and an observation schedule. We observed the behaviors and expressions of students and teachers in class and after class, noting subtle actions, taking instant records, summarizing, and analyzing data upon observation. The data collectors were students who could directly obtain reliable internal observation data without needing to fit in with the respondents over a long period of time, providing favorable advantages for participant observation. Additionally, the dormitories of TUIT gather students of different grades, making it easier to access diverse observation data.

Furthermore, the observations are not limited to classroom and campus life, but also include various emerging online virtual communities. Conducting in-depth interviews is an essential component of the research process, with the goal of examining the impact of the educational platform on students' learning outcomes. To ensure the collection of accurate and reliable data, the interview questions were carefully crafted and approved by the credit department administration.

The utilization of a questionnaire survey involves conducting a large-scale sampling survey and collecting data through the use of a comprehensive and clearly-structured questionnaire completed by students. This research approach intentionally gathers relevant and realistic conditions regarding research subjects and is capable of effectively obtaining a large quantity of authentic data in a planned and systematic approach. A targeted questionnaire is designed based on acquired information, references, and observations, which covers student attitudes toward the learning platform. The research subjects for this study were first-year students of TUIT, and the questionnaire included student information such as gender, school, place of origin, and financial condition, making it an effective tool for gathering data.

CONCLUSION

In conclusion, learning platforms in education offer numerous benefits, including increased accessibility to educational resources, enhanced student engagement, and personalized learning experiences. As educational paradigms continue to shift, the role of these platforms becomes increasingly pivotal in cultivating a holistic and effective learning environment. ICT is an important tool in the modern educational process. They offer many benefits such as accessibility, interactivity, visibility, and portability. However, the use of learning platforms can also have its drawbacks, including a lack of social interaction and security concerns. In order to make the most of ICTs, it is necessary to combine them with traditional teaching methods, taking into account the individual characteristics and needs of students.

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ПЕДАГОГИЧЕСКИЕ ИННОВАЦИИ В ОБРАЗОВАТЕЛЬНОЙ ПРАКТИКЕ XXI ВЕКА

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***Аннотация:** В современном образовательном контексте педагогические инновации становятся ключевым элементом эффективного обучения. Настоящая статья посвящена исследованию инновационных подходов в образовательной практике XXI века. Рассмотрены такие аспекты, как интеграция технологий, индивидуализированное обучение, активные методы обучения и инновационные стратегии оценивания. В статье анализируются вызовы и перспективы данных подходов, а также выявляются ключевые направления для дальнейших исследований и развития образовательной сферы.*

***Ключевые слова:** Педагогические инновации, образовательная практика, технологические трансформации, индивидуализированное обучение, активные методы обучения.*

ВВЕДЕНИЕ:

В эпоху стремительных технологических преобразований и общественных перемен XXI века образовательные учреждения оказываются на переднем крае преобразований, преследуя цель обеспечения студентов всеми необходимыми инструментами для успешной адаптации к динамичному миру. В этом контексте педагогические инновации становятся ключевым фактором, определяющим эффективность образовательной практики и способствующим развитию личности каждого обучающегося.

Настоящая статья посвящена обсуждению современных педагогических инноваций, направленных на обогащение образовательного процесса в соответствии с требованиями переменчивого мира. [1. 45-60] В фокусе внимания — ключевые аспекты, отражающие технологические трансформации, индивидуализированные методы обучения, активные формы взаимодействия и перспективные стратегии оценивания.

Разглаживая путь к образовательному будущему, статья предоставляет уникальный обзор современных тенденций и практические рекомендации для преподавателей и образовательных лидеров, стремящихся не только

соответствовать ожиданиям современного обучающегося, но и вдохнуть новый импульс в процесс формирования знаний и компетенций в XXI веке.

ЛИТЕРАТУРА И МЕТОДОЛОГИЯ

Анализ научных статей, книг, исследований и отчетов предоставил фундаментальное понимание текущего состояния области и определил основные направления, требующие дальнейшего исследования. Для получения более конкретных данных о внедрении педагогических инноваций в образовательной практике было проведено эмпирическое исследование. Опросы, структурированные интервью и анализ образовательных практик были использованы для сбора качественной и количественной информации. В контексте технологических инноваций был проведен анализ современных образовательных технологий. [2. 112-125] Это включало в себя изучение эффективности интерактивных досок, виртуальных классов, образовательных приложений и других средств, направленных на оптимизацию обучения и взаимодействия в виртуальной и физической образовательной среде. Данные, полученные в результате эмпирического исследования, были подвергнуты статистическому анализу с использованием соответствующих методов. Это включало в себя вычисление средних значений, стандартных отклонений и проведение корреляционного анализа для выявления связей между различными переменными. Помимо статистического анализа, был проведен качественный анализ собранных данных. Это включало в себя тщательное кодирование и интерпретацию ответов на открытые вопросы в опросах и интервью, с целью выделения общих тем и тенденций. [3. 78-92] Полученные данные и аналитические выводы были систематизированы с целью выделения ключевых результатов и выводов, которые затрагивают основные аспекты педагогических инноваций в образовательной практике XXI века. Этот методологический подход позволяет создать комплексное представление о современных педагогических инновациях, объединяя теоретические основы с практическим опытом и аналитическими данными.

РЕЗУЛЬТАТЫ

Из анализа литературы и данных эмпирического исследования становится очевидным, что технологические средства в образовательной среде XXI века приносят значительные преимущества. Интерактивные доски, онлайн-платформы и образовательные приложения активно используются для улучшения взаимодействия преподавателей и студентов, обогащения учебного материала и повышения интереса к обучению. Эмпирическое исследование выявило, что подходы к индивидуализированному обучению, такие как

дифференцированные задания и адаптивные программы, становятся все более популярными в образовательных учреждениях. Студенты оценивают возможность настройки учебного процесса под свои индивидуальные потребности, что способствует повышению мотивации и качества обучения. [4.56-72] Результаты исследования подчеркивают значимость активных методов обучения, таких как проблемно-ориентированный подход и коллективные проекты. Преподаватели отмечают улучшение вовлеченности студентов и развитие их критического мышления в результате использования этих методов. Анализ данных показывает, что традиционные методы оценивания постепенно уступают место инновационным подходам. Формативное оценивание, портфолио и практические проекты воспринимаются как более объективные и стимулирующие для развития у студентов. Несмотря на положительные тенденции, выявленные в исследовании, были выделены вызовы, такие как необходимость обучения преподавателей, новым технологиям и адаптация к изменяющимся образовательным стандартам. Перспективы включают в себя дальнейшее развитие интеграции технологий, расширение индивидуализированных методов обучения и постоянное совершенствование стратегий оценивания. В целом, результаты исследования подтверждают неотложную необходимость интеграции педагогических инноваций в образовательный процесс XXI века, а также предоставляют конкретные данные и рекомендации для развития эффективных образовательных стратегий.

АНАЛИЗ ЛИТЕРАТУРЫ

Современная литература по теме педагогических инноваций в образовательной практике XXI века представляет богатый и разнообразный ландшафт взглядов и исследований. Рассмотрим основные направления и выводы, выделенные в ходе анализа. Большинство исследований подчеркивает решающую роль технологий в современном образовании. Внедрение интерактивных досок, виртуальных сред и онлайн-платформ создает новые возможности для обучения и взаимодействия, поддерживая адаптивность и эффективность учебного процесса. [5. 120-135] Литературные источники подчеркивают важность перехода к индивидуализированным методам обучения. Это включает в себя создание учебных материалов, учитывающих индивидуальные особенности студентов, и применение адаптивных программ, способствующих более гибкому и эффективному обучению. Исследования выделяют позитивные эффекты применения активных методов обучения, таких как проблемно-ориентированный подход и коллективные проекты. Эти методы

способствуют развитию критического мышления, творческих навыков и обучают студентов работе в команде.

Литературный обзор также обращает внимание на изменения в стратегиях оценивания. Формативное оценивание и использование портфолио вместо традиционных методов выставления оценок признаются более адаптивными и поддерживающими более полное понимание уровня достижений студентов. Исследования также выявляют вызовы, с которыми сталкиваются образовательные учреждения при внедрении инноваций. Эти вызовы включают в себя необходимость постоянного обучения преподавателей, преодоление сопротивления к изменениям и создание условий для устойчивой интеграции инноваций в образовательную практику.

Обобщая литературный анализ, можно сделать вывод, что педагогические инновации в образовательной практике XXI века имеют четкую направленность на интеграцию технологий, индивидуализированные методы обучения и изменения в системе оценивания для более эффективного и адаптивного обучения студентов. Это также подчеркивает важность подготовки преподавателей к новым вызовам и создание условий для постоянного развития образовательных практик.

ОБСУЖДЕНИЕ

В контексте интеграции технологий в образовательную среду XXI века, обсуждение фокусируется на ключевых аспектах, влияющих на учебный процесс. Введение современных технологий, таких как интерактивные доски, онлайн-платформы и образовательные приложения, отмечено рядом позитивных изменений и вызовов. Положительные аспекты включают в себя повышение доступности образовательных материалов, снижение пространственных и временных ограничений, а также создание интерактивной и привлекательной среды обучения. [6. 34-47] Современные технологии способствуют разнообразию методов преподавания, позволяя студентам учиться в собственном темпе и стимулируя их активное участие в процессе обучения. Однако с этими позитивными аспектами сопряжены и вызовы. Прежде всего, необходимость постоянного обновления технического оборудования и программного обеспечения требует значительных инвестиций и подготовки персонала. Также важно учесть, что не все студенты могут иметь равный доступ к высокотехнологичным средствам обучения, что может создать цифровое неравенство. В заключении, обсуждение интеграции технологий в образовательную среду подчеркивает важность баланса между новаторством и устойчивостью, а также подчеркивает необходимость подготовки

преподавателей к использованию современных образовательных технологий для достижения оптимальных результатов в обучении студентов.

Индивидуализированное Обучение

Обсуждение индивидуализированного обучения в контексте образовательных инноваций XXI века подчеркивает необходимость перехода от традиционных образовательных моделей к более гибким и персонализированным подходам. Этот подход к обучению сфокусирован на учете индивидуальных потребностей, способностей и темпа усвоения информации каждым студентом. Положительные аспекты индивидуализированного обучения включают в себя улучшение мотивации студентов, поддержку разнообразных стилей обучения и повышение качества образования. Студенты могут выбирать темп и порядок изучения материала, что способствует более глубокому пониманию и применению знаний.

Однако, при реализации индивидуализированных методов обучения возникают определенные вызовы. Необходимо разработать гибкие образовательные программы, способные адаптироваться к различным уровням подготовки студентов. Также важно обеспечить преподавателей соответствующими ресурсами и инструментами для эффективной поддержки индивидуализированного обучения. В заключение, обсуждение индивидуализированного обучения подчеркивает важность перехода от унифицированных подходов к образованию к более гибким и адаптивным методам, обеспечивая таким образом более эффективное усвоение знаний и развитие уникальных способностей каждого студента.

Активные Методы Обучения

Обсуждение активных методов обучения в рамках образовательных инноваций XXI века подчеркивает их важную роль в стимулировании активного участия студентов и развитии критического мышления. [7. 89-104] Эти методы, включая проблемно-ориентированный подход, коллективные проекты и другие формы взаимодействия, переосмысливают традиционные модели обучения. Положительные аспекты активных методов обучения включают в себя улучшение вовлеченности студентов в учебный процесс, развитие коммуникативных навыков и формирование навыков коллективной работы. Применение этих методов также способствует переходу от пассивного усвоения информации к более активному освоению материала, что повышает уровень понимания и его последующую применимость. Однако, внедрение активных методов обучения требует серьезных изменений в роли преподавателя и структуре учебного процесса. Преподавателям необходимо стать

фасилитаторами обучения, обеспечивая студентам поддержку и направление, а не просто передавая знания. Это также подразумевает необходимость пересмотра традиционных методов оценивания и выставления оценок. В заключение, обсуждение активных методов обучения подчеркивает, что они предоставляют студентам не только знания, но и опыт, который готовит их к вызовам современного общества. Тем не менее, для успешного внедрения этих методов важно обеспечить соответствующую подготовку преподавателей и инфраструктуру, поддерживающую интерактивные формы обучения.

Инновационные Стратегии Оценивания

Обсуждение инновационных стратегий оценивания в контексте образовательных инноваций XXI века отражает изменения в подходах к измерению успеха студентов и оценке их достижений. Эти стратегии направлены на более объективное и комплексное оценивание, учитывающее не только знания, но и разнообразные навыки и способности студентов. Одним из ключевых позитивных аспектов инновационных стратегий оценивания является их способность предоставлять более глубокое понимание уровня подготовки студентов. Формативное оценивание, например, позволяет преподавателям предоставлять обратную связь на протяжении всего учебного процесса, что помогает студентам лучше освоить материал. Также важно отметить, что использование портфолио и практических проектов как форм оценивания подчеркивает важность практического применения знаний и развития реальных навыков. Это соответствует требованиям современного рынка труда, где ценятся не только теоретические знания, но и их практическое применение.

Однако, внедрение инновационных стратегий оценивания требует внимательного планирования и подготовки. Преподаватели должны четко определить цели оценивания, разработать критерии и стандарты, а также обеспечить согласованность с образовательными целями программы. В заключение, обсуждение инновационных стратегий оценивания подчеркивает необходимость эволюции системы оценивания в соответствии с требованиями современного образования и рынка труда. Они способствуют развитию компетентностей студентов и обеспечивают более реалистичное измерение их успехов.

ЗАКЛЮЧЕНИЕ

Заключительное обсуждение позволяет выделить ключевые аспекты, подчеркнуть значимость педагогических инноваций в образовательной практике XXI века и выделить направления для будущих исследований и практического внедрения. В заключении можно подвести итог обсуждению педагогических

инноваций в образовательной практике XXI века. Рассмотрим основные выводы, которые можно сделать на основе представленных разделов. Современный образовательный пейзаж претерпевает значительные трансформации, обусловленные внедрением современных технологий, индивидуализированных методов обучения, активных форм взаимодействия и инновационных стратегий оценивания. Технологические инновации предоставляют студентам беспрецедентный доступ к знаниям, обогащают учебный процесс и поддерживают гибкость обучения. Однако, для максимальной эффективности, необходимо уделять внимание обучению преподавателей использованию этих технологий и обеспечивать равный доступ студентов к современным образовательным ресурсам.

В целом, обсуждение указывает на необходимость дальнейших исследований, инноваций и совместных усилий для формирования эффективной и адаптивной системы образования, способной соответствовать вызовам современного мира и обеспечивать студентов не только знаниями, но и критическим мышлением, творческими навыками и готовностью к постоянному обучению.

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LES CLASSEMENT DES FAITS FOLKLORIQUES FRANÇAIS

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ABSTRACT

The article describes the genre of folklore, its history and principles of development. It is based on the information about the origin, evolution, characteristics and structure of the folklore genre.

Key words: folklorist, folklore, character, tradition, historical, personaj, ethnography, patriot, scientist.

FRANSUZ FOLKLOR FAKTLARINING TASNIFI

ANNOTATSIYA

Maqolada folklorshunoslik janriy tarkibi va tizimi yoritilgan. Folklor janrining kelib chiqishi, turlari, evolyutsiyasi, xususiyati va tuzilishiga oid ma'lumotlar berilgan hamda xalq og'zaki ijodiva folklorshunoslik janrining taraqqiyoti haqida so'z yuritilgan.

Tayanch so'zlar: folklorshunos, xalq og'zaki ijodi, xarakter, urf-odat, tarixiy, etnografiya, milliylik, bolalar o'yini, qo'shiq, qishloq maydonlari, xiyobonlar,

КЛАССИФИКАЦИЯ ФАКТОВ ФРАНЦУЗСКОГО ФОЛЬКЛОРА

АННОТАЦИЯ

В статье описывается жанр фольклора, его история и принципы развития. В его основе лежат сведения о происхождении, эволюции, особенностях и структуре фольклорного жанра.

Ключевые слова: фольклорист, фольклор, персонаж, традиция, исторический, персонаж, этнография, патриот, учёный.

La catégorie des croyances est en somme logique et donne à l'ensemble de l'oeuvre un caractère architectural. Mais par là même se trouvent éliminés un grand nombre de faits folkloriques, par exemple toutes les cérémonies de la naissance à la mort. De plus

le caractère calendaire des fêtes est éliminé, or ce qui est important dans les fêtes, c'est leur périodicité, qu'elles soient comme on dit, païennes sous formes de bûchers de Carême ou de la Saint-Jean ; ou chrétiennes comme le culte de la Vierge et des saints avec les pratiques de dévotion et les pèlerinages qu'elles impliquent.

Les faits de détail sont ainsi sortis de leur milieu social et de leurs concomitantes psychologiques. Par exemple, il importe peu qu'un saint préside à une pierre, à une source ou à une chapelle, mais bien quelle est sa spécialité magico-religieuse et à quel moment tombe sa fête ou tombent ses pèlerinages ; s'il est ancien dans la localité ou d'importation récente ; quels sont les rites accomplis. Le système de Sébillot classe nécessairement ensemble des faits disparates par leur contexture interne ; et en sépare d'autres qui sont identiques par leurs bases psychiques. Même l'index, qui n'est d'ailleurs pas assez développé, surtout au point de vue des concepts et des mécanismes, n'arrive pas à éliminer cette difficulté.

la France était divisée administrativement en provinces constituées chacune par la réunion de plusieurs régions ou «pays» qui avaient conservé des caractères propres au travers des vicissitudes politiques et militaires. La diversité provinciale était considérable, par la langue, le costume, les mœurs et les coutumes. Cependant l'unité française était constituée et loin de la diminuer, la Convention la renforça. C'est même pour éliminer davantage encore les diversités locales, des restes d'autonomie, des tendances plus ou moins séparatistes qu'elle supprima les provinces et les découpa en départements, en se basant au moins théoriquement, sur les conditions naturelles, sans tenir compte des conditions traditionnelles. Mais les provinces de 1789 n'étaient pas toutes des unités folkloriques, c'est-à-dire populaires. Sans doute, la Bretagne administrative correspondait, sauf parfois pour certaines zones limites, à la Bretagne autrefois libre et autonome sans doute aussi la Flandre était essentiellement peuplée de Flamands mais en règle générale, il n'y avait pas coïncidence entre la circonscription de la province et son peuple essentiel. Ainsi la Bourgogne englobait la Bresse, mais les Bressans n'ont que peu de choses communes avec les vrais Bourguignons dans le Languedoc on avait inscrit le Vivarais qui se distingue nettement du Languedoc proprement dit ou région de Montpellier. D'autre part on avait constitué des provinces artificielles comme la Guyenne, qui n'a jamais constitué une unité populaire mais seulement une agrégation de plusieurs unités. Enfin, certaines unités ethniques avaient été au cours des siècles coupées en deux et sont de nos jours encore séparées par des frontières d'État : Flamands dans le Nord, Basques dans le Sud-Ouest, Savoyards et Dauphinois des Hautes-Alpes coupés de la vallée d'Aoste et des vallées vaudoises du Piémont.

En dernière analyse on constate que la France est constituée, au-dessus des circonscriptions administratives, par un très grand nombre d'unités locales appelées « pays », qui correspondent à peu près à nos cantons actuels et qui ont malgré l'uniformisation progressive, conservé leurs caractères anciens. Dans quelques cas mais pas dans tous, même reconnaître dans ces cantons la persistance d'anciennes tribus gauloises et, vers le sud-est, ligures vers le nord-est, germaniques. Cette persistance se marque dans le type (crâne rond ou allongé cheveux sombres ou clairs yeux bruns ou bleus, taille petite ou grande) le village (concentré ou éparpillé en fermes), la maison (avec ou sans cour centrale avec ou sans balcon ; avec ou sans corridor central avec communs adjacents ou séparés) le costume (au moins anciennement); le dialecte et d'une manière générale dans les moeurs et coutumes de tout ordre.

Ces éléments de notre vie sociale sont parmi les plus tenaces, rien ne les affecte, ni la forme de gouvernement, ni les invasions, ni les occupations militaires, ni même les conditions économiques. Car les moeurs et coutumes font partie de l'armature psychique et constituent le milieu mental auquel chaque individu s'adapte inconsciemment dès même le jour de sa naissance et en vertu des qualités ancestrales héritées. De ce point de vue, qui a été acquis peu à peu par les recherches en tous pays des ethnographes et des folkloristes, les moeurs et coutumes ne sont plus à considérer, comme on le faisait il y a une centaine d'années encore, comme des bizarreries, des curiosités, ou même des dégénérescences. La vie rurale n'est pas une mauvaise imitation de la vie bourgeoise ou de cour c'est d'elle au contraire que les bourgeois, les courtisans, nos hommes de génie même ont tiré leurs forces les meilleures, leur puissance d'émotion, leurs facultés d'analyse et de synthèse, bref leur valeur humaine. Ceci se marque nettement dans notre littérature et fait que Corneille et Molière, Rabelais ou Montaigne, Flaubert et Mistral ont un ton à eux, inimitable. Et c'est le mélange de toutes ces particularités de nos pays et cantons qui, amalgamés dans la forge de Paris, a fait de cette ville le réservoir de tendances si diverses et pourtant unifiées.

Paris, à proprement parler, est une province à part. Mais on doit en dire autant de Lyon, qui a peu de contact folklorique avec le Lyonnais rural qui l'entoure ; car Lyon est autant dauphinois, bressan, forézien, auvergnat ; et des colonies italiennes y ont exercé une grande influence. On ne devra pas regarder non plus Marseille comme provençal, car c'est un de ces ports méditerranéens qui avec d'autres, Barcelone, Alger, Alexandrie, Istamboul, Trieste constituent un monde à part de même que Hambourg, Londres et New York sont des mondes à part, nullement représentatifs de leur hinterland. Pour employer une image mécanique, Paris est concentrique, Marseille

et ces autres ports sont excentriques. Le même phénomène se constate à Nice, Sète et Bordeaux, Nantes, Le Havre, Boulogne, mais à un moindre degré.

Mais de ces ports partent vers d'autres centres intérieurs des influences qui peu à peu se combinent à la manière de vivre local. La Marseillaise nous offre un cas typique de ce genre née à Strasbourg, elle voyage à Marseille, revient sur Paris, repart vers l'Est et puis se répand dans la France entière, par vagues successives car divers pays de France, et divers gouvernements, n'en voulurent pas d'abord. Elle est devenue par à coups, un symbole national comme ont été des symboles d'autres chants, des drapeaux, des armoiries. Au moyen âge ces symboles étaient en nombre aussi considérables que les monnaies frappées par les seigneurs, les évêques et les villes. Mais de ce que ces symboles ont disparu peu à peu il ne s'ensuit pas que les idées et les sentiments qu'ils représentaient aient disparu aussi.

C'est une expérience qu'avec le développement de l'automobile chacun peut faire aisément : que de cent en cent kilomètres, même si le paysage ne change que peu, le type des villages, des maisons et de leurs habitants change sans cesse. Cette variation frappe surtout les étrangers, ce qui est naturel, car nous y sommes tous trop habitués pour ne point la regarder comme normale. Ce que les étrangers ne comprennent pas, on me l'a dit souvent aux États-Unis surtout, c'est comment cette variété est adaptée à notre unité à la fois politique et sentimentale, unité si nette que par France partout dans le Monde on comprend une entité nationale définie, alors que les mots Allemagne, Grande-Bretagne, Russie, par exemple ne représentent rien de tel, mais plutôt un agglomérat de fractions disparates.

Elle tient à ce que sur un certain nombre de points, à cause de notre longue royauté, puis de la Convention centralisatrice, de Napoléon [80] et des gouvernements suivants, y compris la République actuelle (surtout par l'école), nous sommes tous d'accord et que les oppositions, naturelles en tant que facteur de vie, ne se marquent plus que sur des points en somme secondaires. Il est certain que les cérémonies du mariage se présentent à nous sous des formes diverses dans les provinces, mais que le mariage comme institution sociale est identique d'un bout à l'autre du territoire français. On voit aisément *en* auto que les villages de l'Ile-de-France s'allongent le long de la route, au lieu que les villages lorrains ne comprennent que quelques maisons au cheflieu et des fermes éparpillées et isolées ; on voit aussi que la maison française centrale a un corridor, au lieu que vers le sud on entre directement dans une grande salle. Mais la famille en tant qu'institution est partout organisée sur les mêmes bases, à savoir romaines plus ou moins modifiées.

Ici, ce qu'on voudrait, c'est donner un tableau véridique et direct du Visage populaire de la France. On s'est beaucoup intéressé jusqu'ici à son Visage

archéologique et monumental. Mais il n'existe aucun ouvrage d'ensemble sur les mœurs et coutumes, sur les manières de vivre de ce peuple français qui forment la base proprement dite de la Nation. Même les quatre volumes sur les Français peints par eux-mêmes parus en 1840-1842 ne donnent qu'une idée fautive de nos mœurs parce que ce furent des exercices de style plus ou moins réussis, dus à des auteurs qui tous étaient des bourgeois sans contact direct avec les populations rurales. Et d'ailleurs en ce temps la Province n'apparaissait aux Parisiens que comme un pays plein de niaiseries et de ridicule. Il faut avouer d'ailleurs que seuls les progrès de la photographie et du cinéma permettent de peindre ce Visage de la France rurale et populaire et qu'auparavant cette documentation était vraiment difficile. Au temps des carrioles et des diligences elle eut exigé aussi beaucoup de dépenses et de fatigues.

Sans doute les coutumes, et surtout les costumes, ont disparu très vite, plus vite sans doute qu'on ne pouvait le supposer. Aussi trouvera-t-on ici, dans une mesure raisonnable, quelques documents rétrospectifs pas beaucoup parce que rares sont ceux qui sont exacts le romantisme et la mode ont trop souvent déformé la vision des artistes peu d'ailleurs ont jugé que ce qu'ils voyaient méritait d'être noté et conservé.

Les cataclysmes se présentent aussi dans le folklore pour le Ciel, les Eaux, le Peuple des merveilles et hantises pour tous les autres phénomènes et dans beaucoup d'autres il a fallu répéter le paragraphe sur la magie et les usages magico-thérapeutiques. Les personnages fantastiques sont répartis non d'après leurs éléments communs mais simplement d'après le lieu et la nature de leur demeure tout ce qui concerne le loup comme tel est réuni mais le plus souvent le loup n'est qu'un accessoire ou tout au plus un élément d'une catégorie plus vaste, comme celle des métamorphoses en animal, ou des usages médicaux dits superstitieux.

En somme, dans le folklore comme en botanique et dans les autres sciences, il vaut mieux tenter de classer les phénomènes selon les rapports internes que selon les similitudes externes. De toutes manières, d'ailleurs on n'évitera pas les répétitions, puisque ces phénomènes sont vivants et sans cesse changeants, même au moment de l'observation. Il convient d'ajouter qu'un classement scientifique n'est pas nécessairement identique à un classement bibliographique ; et réciproquement. Le but du premier est l'explication des phénomènes ; le second la commodité du savant et, on ne saurait l'oublier, celles des bibliothécaires. Une bibliographie n'est que le premier échelon d'un travail qui en comprend plusieurs, et parfois beaucoup, c'est pourquoi je n'ai pas adopté ici le système de la Bibliographie folklorique fondé par l'excellent savant suisse Hofmann-Krayer. Il a été, ainsi que ses successeurs, soumis aux nécessités bibliographiques, parmi lesquelles l'une des plus importantes est un classement secondaire géographique et d'autant plus qu'au folklore a été annexée ici

l'ethnographie mondiale, au moins partiellement. Peu à peu, il s'est produit dans la répartition des titres une forte dichotomisation due en riches non pas seulement comme masse, mais aussi comme faits nouveaux. C'est pourquoi il me semble utile de donner en Appendice la traduction de la Table de la Volkskundliche Bibliographie pour les années

L'ouvrage est divisé en trois parties principales: Croyance et pratique; Coutumes; Histoires, chansons et dictons. Or dans la deuxième partie jouent aussi des croyances et des coutumes; et dans la première sont classés des phénomènes dont le caractère institutionnel est évident sinon pratiquement dans nos civilisations modernes, au moins en principe, par exemple la divination qui était dans l'antiquité classique et européenne, en Égypte et dans bien d'autres pays l'activité d'un corps spécialisé de prêtres-magiciens. Voici le tableau ainsi obtenu.

Croyance et pratique.

La Terre et le Ciel. — Le monde végétal. — Le monde animal. — Les êtres humains. — Les choses faites par l'homme. — L'âme et l'autre vie. — Les êtres surnaturels. — Les présages et la divination. — L'art magique. — La maladie et la médecine.

Coutumes.

Les institutions politiques et sociales. — Les rites de la vie individuelle. — Occupations et industries. — Jeûnes et fêtes calendaires. — Jeux, sports et divertissements.

Histoires, chansons et dictons.

Histoires : *a)* racontées comme vraies ; *b)* racontées comme amusement. — Chants et ballades. — Proverbes et devinettes. — Rimes proverbiales et dictons locaux.

Il faut ajouter que dans cet article en parlant d'institutions ou de croyances qui n'existent pas et probablement n'ont jamais existé sur notre sol, par exemple le totémisme, ou certaines doctrines eschatologiques. Ce dépassement a eu pour effet de limiter l'enquête en Angleterre au domaine plus spécialement psychologique, bien que dans la première partie les matières soient classées selon deux principes : soit par rapport à l'objet de la croyance et à la matière utilisée, soit par rapport au mécanisme mental impliqué par les rites effectués. La deuxième partie contient des sujets disparates puisque les uns sont stables et fixes, les autres variables et transitoires ; quelques uns sont occasionnels et d'autres sont périodiques.

Sans doute, la méthode comparative ou ethnographique qui est utilisée dans cet article est parfaitement légitime. Mais l'accumulation des faits empruntés à toutes les

formes de civilisation et toutes sortes de peuples ne soit pas d'une utilité directe lorsqu'on veut faire une enquête sur un territoire limité, Angleterre ou Irlande, Bretagne ou Provence par exemple ; à ce que m'a dit mon ami Wright, l'un des collaborateurs de ce Handbook, l'effet pratique en Grande Bretagne a été à peu près nul et il n'a pas suscité de chercheurs nouveaux ni déterminé la formation d'une nouvelle équipe de folkloristes.

La table manifeste l'attitude qui est légitime et qui est corrigée par des indications en note et une bibliographie terminale.

Les précurseurs. — le nom (de la science). — la définition. — la méthode. — les écoles. — le folklore. — le folklore.

Corso ne signale que : I. la poésie populaire ; II la mythologie populaire ; III. la parémiographie, l'ethnique traditionnelle et la démopsychologie.

Ici aussi le folklore est conçu principalement comme une science historique, une science psychologique et l'étude d'une certaine partie, dite populaire, de la littérature. L'absence d'un chapitre spécial sur les chansons et celle sur les métiers et arts populaires ne se justifie guère. De même la bibliographie cite beaucoup d'ouvrages de folklore en toutes langues mais ne fournit aucune bibliographie spécifiquement italienne, par provinces ou régions.

Il va sans dire qu'avant de choisir définitivement mon plan, ou mon cadre, j'ai consulté bien d'autres ouvrages de folklore qui tendaient plus ou moins au manuel. Même en Allemagne où on s'attendrait à rencontrer un esprit absolument systématique un classement correct ne paraît pas avoir réussi à s'imposer. Le dernier ouvrage d'ensemble sur le folklore allemand a été rédigé par plusieurs folkloristes de langue allemande éminents, sous la direction d'Adolf Spamer, lui-même connu par d'excellents travaux. Tout en tenant compte de la difficulté à recruter des collaborateurs de réelle valeur pour ce genre d'oeuvres collectives, on peut s'étonner de la disposition des sujets et des chevauchements, comme le prouve la table suivante : Nature et buts du folklore. — Histoire du folklore allemand. — Folklore et ethnographie. — Folklore et histoire du peuplement. — Racines préhistoriques du folklore. — La croyance populaire. — Moeurs et coutumes. — La médecine populaire. — La langue populai-re. — La légende populaire. — La forme du récit populaire. — Les contes. — L'énigme populaire. — Nature et migrations de la chanson populaire. — La chanson populaire. — La danse et le jeu populaires. — Le théâtre populaire. — Ce que lit le peuple. — Bases de l'art po-pulaire allemand. — Le bois. — Les poteries. — Les textiles. — Les métaux dans l'art populaire. — La maison allemande. — Les costumes populaires, — Le folklore et le droit. — Le folklore et l'éducation du peuple.

— Le peuple et la religion. — Le caractère du peuple allemand. — Buts du folklore allemand. — L'organisation du folklore en Allemagne et à l'étranger.

Il s'agit, comme on voit, d'un ouvrage de vulgarisation plus que d'un traité ce qui explique que certains sujets de détail, comme le travail du bois ou des métaux, ont été mis sur le même plan que des sujets de théorie pure, et que l'article sur la religion populaire qui devrait être à la base du tout n'est que traité sommairement dans un article situé vers la fin de l'ouvrage uns des autres traitent pourtant de questions connexes. Spamer le tout premier connaît les défauts de l'ouvrage non seulement il déclare à la fin de sa préface qu'il s'agit d'un premier essai de fournir une vue d'ensemble au folklore allemand mais il m'a écrit que lui-même et ses collaborateurs travaillent à un remaniement de tous les articles.

Le folklore est depuis une cinquantaine d'années utilisé pour la propagande « pangermanique » et plus récemment alors que le présent traité restera résolument sur le terrain scientifique seul. Le seul moyen de la diminuer est d'intéresser le plus possible de personnes instruites aux recherches de folklore en leur expliquant qu'elles ne sont pas un passe-temps superficiel à la portée de n'importe qui, mais qu'elles exigent une méthode aussi de plus un doigté spécial et de la sympathie et de l'enthousiasme.

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RAISING CHILDREN THROUGH OUTDOOR GAMES

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Abstract:

This article describes raising children using outdoor games. Outdoor games are usually considered as a means of exercising children in walking, running, jumping and other types of movements. The need for movement, the physical activity of a child, physiologically based, has a positive effect on his physical and mental development, improvement of all functional systems of the body.

Keywords:

Outdoor games, movements, physical activity, gaming activity, physical qualities, strength, dexterity, accuracy, exercises.

Анотация:

В данной статье описывается воспитание детей с помощью подвижных игр. Подвижные игры принято рассматривать как средство упражнения детей в ходьбе, беге, прыжках и других видах движений. Потребность в движениях, двигательная активность ребенка, физиологически обоснованная, положительно влияет на его физическое и психическое развитие, совершенствование всех функциональных систем организма.

Ключевые слова:

Подвижные игры, движения, двигательная активность, игровая деятельность, физические качества, сила, ловкость, меткость, упражнения.

Play is of great importance in a child's life. "What a child is like at play, so in many ways he will be at work when he grows up," said A. S. Makarenko. The game provides the initial education of many qualities necessary for a future citizen. Children willingly and with interest do things that outside the game may seem uninteresting and difficult to them. Therefore, during the game process, it is easier for the teacher to influence the child and develop his desire to achieve his goal.

Outdoor games are usually considered as a means of exercising children in walking, running, jumping and other types of movements. The need for movement, the

physical activity of a child, physiologically based, has a positive effect on his physical and mental development, improvement of all functional systems of the body.

Children's mastery of the skills of basic movements, mastering the correct ways to perform them enriches the motor experience necessary in play activities, various life situations, work and everyday life. For this purpose, special classes are conducted with children to develop movements, teach them to walk, run, and jump correctly.

By imitating adults or favorite characters in games, children show independence and navigate their surroundings. Games contribute to the development of attention, thinking, memory, imagination, and a sense of camaraderie. They captivate children and serve as an excellent means of strengthening health and developing physical qualities. In games, children develop strength, dexterity, accuracy, strengthen their will, learn to quickly navigate in any environment, develop determination, organization and discipline.

In play, children clearly reveal their personal qualities and properties. By studying the character of children and their behavior during play, the teacher can prevent the possibility of insufficient organization, excessive agitation, disputes, non-compliance with the rules of the game, and help develop courage in children; perseverance, sense of camaraderie, collectivism. The teacher helps the child develop his creative activity and demonstrate his personal initiative.

Introducing a variety of options into a game situation ensures that children consolidate their knowledge of spatial categories, helps them see familiar content differently, understand it better, and also acquire knowledge about direction, location, and the relationship between objects. Setting more complex tasks causes children to strive to find the right solution, develops ingenuity, endurance, and attention. New variants of the game associated with determining the direction of movement require orientation in new conditions.

The success of the game largely depends on the teacher's ability to interest children, explain its rules in an interesting and intelligible way, skillfully manage the game process, and be impartial and attentive in assessing children's game actions.

It is important to instill in children a serious attitude towards the game and discipline, the habit of playing honestly, strictly following the rules, and acting amicably and unitedly in the interests of the team.

One of the most important moments in managing the game is the dosage of the load. It depends on the exercises preceding the games and on the activity of the players. Often children, carried away by the game and wanting to show their dexterity, forget about fatigue. Lack of control on the part of the teacher can lead to overwork in children, which negatively affects their health.

An essential feature of outdoor games is the presence of competition and cooperation in them. Elements of competition occupy a leading place in the main game actions; cooperation, as a rule, is determined by specific circumstances and tasks. By selecting exercises and entertainment in a certain combination or sequence, the teacher can influence the development of necessary social relationships in children and enrich their feelings and skills.

Elements of sports in games help increase the capabilities of a child's body. Thanks to sports exercises, children master the technique of performing movements, individual combinations of movements in sports games, and orientation in space and time.

When working with preschoolers, you should use sports exercises and entertainment in which the maximum available physical activity would alternate with minimal movements - walking, running, jumping, throwing, catching, throwing a ball, climbing, etc.

Games and entertainment should be carried out outdoors. Therefore, when selecting them, weather conditions should be taken into account.

When leading games and entertainment, the teacher widely uses a variety of methods of teaching and raising children - explanation, showing, indicating, evaluating actions, encouraging, and example of another child. At the same time, children should always be supported emotionally.

Of great importance is the use of games and entertainment in the daily routine in combination with the inclusion of exercises that differ in motor content, level, assimilation and technical complexity. A variety of movements helps improve the overall physical fitness of children. The use of entertainment with different levels of complexity facilitates the organization and pedagogical control of their progress.

When choosing sports games, you need to strive to use them to find the most rational methods of teaching children basic movements, to enrich the content of walks at different times of the year, to strengthen in children the habits of mutual assistance and support, to subordinate personal desires to the interests of the team, the ability to see, evaluate beautiful in dexterous, precise, fast movements, in coordination of actions.

The number of repetitions of games and entertainment, the duration of mastery of the movement largely depends on the complexity, significance and conditions of implementation.

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METEREOLOGIYANING LINGVISTIK VA MADANIY TUSHUNCHA SIFATIDA MADANIYATLARARO MULOQOTDAGI O'RNI

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ANNOTATION

The article focuses on the expression of meteorological in traditional forms and styles in Uzbek and French, as well as the names of natural phenomena. Their symbolic nature is defined.

Keywords: *natural phenomena, meteorology, hail, summer rain, fog, winter rain, frost, snow.*

ANNOTATSIYA

Meteorologiya - bu atmosfera haqidagi fan. Zamonamizga xos bo'lgan ixtisoslashuv tendentsiyasi o'sib borishi bilan "meteorologiya" umumiy nomi ostida tushuncha mazmunini bir necha bo'lim yoki yo'nalishlarga bo'lish mumkin. Ular qisman nazariy yondashuv va qisman meteorologiyani inson faoliyatiga qo'llash orqali aniqlanadi.

Tayanch so'zlar: *tabiat hodisalari, meteorologiya, do'l, yoz yomg'iri, tuman, qishki yomg'ir, ayoq, qor.*

Dastlab maishiy maqsadlarda, qishloq xo'jaligi, transportlarni boshqarish ehtiyoji bilan shakllangan meteorologiya asta-sekin ilmiy asoslarini mustahkamlab bordi. Hozirda meteorologiyadan uchuvchilar, dengizchilar, harbiylar, qishloq xo'jaligi xodimlari keng foydalanadilar.

Qadimda ovchi, to'pchi, merganlar ham meteorologlarni juda hurmat qilishgan, chunki o'q otish aniqligi atmosfera, shamol, namlik va boshqalarga bog'liqdir.

Iqlim mintaqaning fizik-geografik xususiyatlaridan biridir. U odamlarning iqtisodiy faolligiga ta'sir qiladi: qishloq xo'jaligining ixtisoslashuvi, sanoatning geografik joylashuvi, havo, suv va quruqlik transporti iqlimga bog'liq holda tanlanadi.

Atmosfera haqidagi fan bo'lgan meteorologiyaga oid tushunchalarni ifodalovchi so'zlar inson tili va nutqida o'z o'rniga ega. Ulardan inson o'z faoliyati davomida

doimiy qo‘llanib kelgan. Meteorologiya, odatda, bir nechta bo‘limlarga bo‘lingani kabi uni ifodalovchi atamalar ham turlicha. Bular quyidagilardir:

1. **Dinamik meteorologiya.** Uning o‘zi yana gidrodinamika, termodinamika, aerodinamika kabi atamalarni qamrab oladi. Shundan gidrodinamika kuchlar va harakat, termodinamika issiqlik bilan shug‘ullansa, aerodinamika havo oqimlari va samolyot kabi tashqi jismlarning o‘zaro ta‘sirini o‘rganadi.

2. **Jismoniy meteorologiya** radiatsiya, issiqlik, bug‘lanish, kondensatsiya, yog‘ingarchilik, muzning o‘shishi, shuningdek, optik, akustik va elektr hodisalari kabi sof jismoniy jarayonlarga e‘tiborni qaratadi.

3. **Klimatologiya** iqlimshunoslik yoki statistik meteorologiya iqlim ko‘rsatkichlarini, uning normal qiymatlarini, chastotasini, o‘zgarish boshqichlarini belgilab beradi.

4. **Sinoptik meteorologiya** ob-havo hodisalarini tahlil qilish va prognoz qilish uchun kuzatuvlar olib boradigan sohadir. U atmosferadagi jarayonlarni muvofiqlashtirilgan holda o‘rganishga qaratiladi va o‘z tarkibiga dinamik hamda fizik meteorologiyani qamrab oladi.

5. **Aviatsiya meteorologiyasi** aviatsiyaga tegishli bo‘lib, **parvoz yoki aeronavtika, aviatsiya meteorologiyasi** havoda uchish oyu-havosi muammolariga meteorologiyani qo‘llash bilan shug‘ullanadi.

6. **Dengiz meteorologiyasi** navigatsiyaga tegishli bo‘lib, suv bilan bog‘liq ob-havoni o‘rganadi.

7. **Gidrometeorologiya** suv toshqinlarini tartibga solish, sug‘orish va boshqalar bilan bog‘liq meteorologik muammolar bilan shug‘ullanadi.

8. **Qishloq xo‘jaligi meteorologiyasi** qishloq xo‘jaligida meteorologiyani qo‘llash va tuproq unumdorligini saqlash bilan shug‘ullanadi.

9. **Tibbiy meteorologiya** ob-havo va iqlimning inson organizmiga ta‘siri bilan shug‘ullanadi.

10. **Aerologiya** – umuman atmosfera haqidagi fan nomi bo‘lib, erkin atmosferadagi sharoitlarni aniqlash uchun to‘g‘ridan-to‘g‘ri kuzatuvdan foydalanadigan meteorologiya bo‘limi.

Ba‘zan “meteorologiya” va “aerologiya” so‘zlari birining o‘rnida ikkinchisi ishlatiladiki. Bundan ularning sinonim sifatida qo‘llanishi anglashiladi.

Meteorologlarning asosiy vazifalaridan biri atmosferada sodir bo‘ladigan jarayonlarning mohiyatini tushuntirishdir. Shuning uchun meteorologiya faqat boshqa fanlar bilan bog‘liq holda muvaffaqiyatli rivojlanishi mumkin.

Birinchiidan, meteorologiya geografiya, gidrologiya, okeanologiya, fizika, matematika, kimyo bilan bog‘liq. Atmosfera harakatlari, atmosferadagi fazaviy

o'zgarishlar, atmosferaning harorati va issiqlik sharoitlari masalasi gidromekanika va termodinamika qonunlari asosida o'rganiladi. Optik, elektr, akustik hodisalar fizika qonunlari asosida o'rganiladi. Matematik modellashtirish usullari meteorologiyada keng qo'llaniladi.

“Fransuz va o'zbek tillarida meteorologik so'z hamda iboralar semantikasi” o'zbek tillaridagi meteoronim komponentli meteoleksika va frazeologik birliklar o'ziga xos salmoqqa ega. Taqqoslanayotgan bu tillarda meteorologik leksik birliklar ishtirokida so'z birikmalarining yaratilishi ham faol. Ulardan ayrimlari majoziy ma'noda ishlatilishi va hayotning turli tomonlarini ifodalashi kuzatiladi. Masalan, u otaxonning issiq-sovug'idan xabar olib turdi. Shuningdek, ular shaxs tavsifi uchun ham ishlatiladi. Bunda ular shaxsning tashqi ko'rinishi, jismoniy holati, hissiy, intellektual, nutq sohalari, ijtimoiy munosabatlar va boshqalarni ifodalashda qo'llanadi.

Fransuz va o'zbek tillari meteorologik leksikasi ularning tipologiyasini tasdiqlashga imkon beradi. Fransuz va o'zbek tillaridagi aksariyat meteorologik so'z va frazeologiya umumbashariydir.

Meteorologik leksika va iboralar, so'z birikmalari nafaqat ob-havo, tabiat hodisalari, balki ular xalqning madaniy o'ziga xosligini ham ko'rsatadi. Ya'ni ular ma'lum bir xalq dunyosining lingvistik manzarasini o'zida namoyon etadi. Meteorologiyaning milliy va madaniy o'ziga xosligi lug'at va frazeologiyada yaxlit shaklda taqdim etilishi mumkin.

Meteoronim so'z va birikmalar: 1. Ob-havoning umumiy holatini tavsiflovchi: tumanli havo, tiniq osmon, issiq kunlar, ochiq osmon, quyoshli kun, bulutli kun, ma'yus osmon, bulutli osmon. shudring, ochiq havo, yengil shabada. 2. Havo harorati va atmosferani tavsiflovchi: issiq, iliq, issiqlik, sovuq, ayoz, qahraton sovuq va boshqalar. 3. Havo harakatini tavsiflovchi: shamol, sh, shabada, bo'ron, tayfun, dovul, musson, shabada, sokin, shamolli, kuchli quruq shamol. 3. Atmosfera namligi va yog'ingarchilikni tavsiflovchi: quruqlik, namlik, nam, yomg'ir, sel, do'l, momaqaldiroq, chaqmoq, yomg'ir, qor, qor parchalari, ayoz, shudring, do'l, to'xtovsiz yomg'ir, chelaklab quymoq (juda kuchli) degani, quyosh nurida yog'ayotgan yomg'ir', qor parchalari va hokazo. 4. Intellektual soha: Boshdagi tuman «bir narsani tushunish qiyinligi, tushunmaslik, tushunarsiz» ma'nosi. 5. Nutq sohasi: so'zlarni shamolga otish – behuda gapirmoq, befoyda so'zlamoq. 6. Shaxsning axloqiy fazilatlarini: shamol qaysi tomondan esdi (beparvo odamdan chiqqan kutilmagan fikr). Qishda qor so'raolmayisiz – ziqna, ochko'z haqida. 7. Xulq-atvor, odamning tasviri: shamolga sovrarmoq – behuda sarflamoq. 8. Yashash sharoiti. “Jayhun ustida bulutlar” yoqimsiz, og'ir narsaning yaqinlashishi haqida. 9. Ijtimoiy soha: shamol esdi, o'zgardi. 10. Insonning kutilmagan hodisalarga munosabati: bo'ronlarda bordek halovat. 11. Odamning tashqi

ko‘rinishi: qordek oppoq yuz, peshanasidagi terlari shudringdek tovlanib turardi. Yuragi muz va ayoz kabi sovuq edi. 12. Insonning jismoniy holati: ovozi momaqaldiroqday eshitildi. 13. Hissiy soha: ko‘kragiga bir shabada tegdi (erkin bo‘ldi ma’nosida).

Ikki tilli lingvomadaniy lug‘atda taqdim etilgan meteoronimlar, odatda, quyidagicha izohlanadi: I. Chaqmoq chaqishi bilan birga keladigan tabiat hodisasi – momaqaldiroq. II. Momaqaldiroq – turli dinlar va mifologiyalarda momaqaldiroq xudolar g‘azabining ko‘rinishlaridan biridir, deya talqin qilingan. Masalan, Zevs (yunon mifologiyasi), Yupiter (Rim mifologiyasi), Leigong (Xitoy mifologiyasi), Perun (slavyan mifologiyasi), Hazrat Ali (o‘zbek mifologiyasi) va boshqalar. Hind-evropa an‘analarida momaqaldiroq harbiylarning homiysi hisoblangan. Xitoy mifologiyasiga ko‘ra, Leigong (momaqaldiroq xudosi) va Dianmu (chaqmoq) – er va xotin. Leigong adolatli xudo, u Xudoning saroyi nomidan yomon odamlarni jazolaydi. III. Momaqaldiroq qo‘rquvni keltirib chiqaradi, chunki bu hodisa nafaqat kuchli shovqin va olovli chaqmoqlari bilan bog‘liq, balki o‘lim bilan bog‘liq tahdid soladi. Momaqaldiroqdan o‘ldirilish samoviy jazo sifatida qaralgan. Qadimgi odamlar momaqaldiroqni samoviylarning g‘azabi deb hisoblashgan. Momaqaldiroq komponentlari bilan ifodalanuvchi frazeologik birliklar: a) hodisaning hayratlanarliligini ko‘rsatadi, biror voqeadan odamning ajablanishi bildiradi; b) shaxs tavsifi uchun ishlatiladi. Masalan, momaqaldiroqday qattiq kulib yubordi, momaqaldiroqdek xurrak otdi. Gi de Mopassonning “Do‘ndiq” hikoyasida bunga shunday misol uchraydi: “Fabrikantning yoshgina xotini ochlikdan bexosdan shunday oh tortib yubordiki, hamma o‘girilib unga qaradi, *uning rangi daladagi qorday oqarib ... hushidan ketdi*”.

Xullas, “ob-havo” – semantik maydonining birliklari tilda his-tuyg‘ularni tavsiflash manbai. U lingvistik va madaniy tushuncha sifatida til va madaniyatlararo muloqotda o‘z o‘rniga ega.

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УДК:616.8 - 009.831- 036.882 - 08 – 036

ШКАЛА ОЦЕНКИ ЭФФЕКТИВНОСТИ ИНТЕНСИВНОЙ ТЕРАПИИ И ПРОГНОЗИРОВАНИЕ ИСХОДА ДЛЯ НЕЙРОРЕАНИМАЦИОННЫХ БОЛЬНЫХ

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РЕЗЮМЕ

Новая шкала посвящена совершенствованию методов оценки прогнозирования, исхода и эффективности лечения нейрореанимационных больных. При разработки шкалы учтены экстракраниальные и интракраниальные факторы и другие клиничко-лабораторные данные (всего 19) влияющие на исход заболевания.

Ключевые слова: шкала, отёк мозга, балл, нейрореанимация.

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SUMMARY

The new scale is dedicated to improving methods for assessing prognosis, outcome and treatment effectiveness in neurocritical care patients. When developing the scale, extracranial and intracranial factors and other clinical and laboratory data (19 in total) that influence the outcome of the disease were taken into account.

Key words: *scale, cerebral edema, score, neuroresuscitation.*

В медицинской практике адекватная оценка тяжести состояния и прогнозирование дальнейшего течения заболевания, основанное на оценке динамики органических и функциональных нарушений, позволяет более тщательно определять показания к переводу больного в отделение реанимации и интенсивной терапии (ОРИТ), а также своевременному переводу пациента из ОРИТ в профильное отделение. Однако затруднения возникают в случае необходимости прогнозирования исхода у пациента в краткосрочной перспективе. В данной ситуации, трудно себе представить сопоставимую альтернативу прогностическим шкалам [1,2,5,13].

Разработка прогностических шкал заболеваний в клинической медицине несомненно является важным и более точная оценка прогноза заболевания позволяет эффективнее использовать лечебные ресурсы. Количественная оценка прогноза заболевания и соответствующей тактики лечения также облегчает проведение контроля правильности действий врача[2].

В то же время оценка эффективности терапии и прогнозирование исхода у реанимационного больного является прямым руководством лечащего врача анестезиолога - реаниматолога [3,11].

Эффективность применения шкал может увеличиться, если учитывать и понимать сильные и слабые стороны прогностических инструментов.

Сложность шкалы значительно снижает её использование практикующими врачами, поэтому современные рекомендации нередко включают простые шкалы с подсчётом баллов, а не более продвинутые аналоги[18].

Шкалы помогают врачу принимать решение в сложных клинических ситуациях. Вместе с тем, шкалы не обладают 100-процентной точностью и, как описано выше, имеют немало ограничений. При этом оценки врача могут и не совпадать со шкалами [16,18].

В настоящее время в литературе опубликовано несколько десятков шкал для оценки тяжести состояния пациентов, которые могут использоваться в ОРИТ любого профиля и при любой нозологии. Кроме того, существуют нозоспецифичные прогностические шкалы, которые используются

при определённой группе заболеваний, например, у пациентов с онкологической патологией, сепсисом, травмой, панкреатитом, менингитом, инфарктом миокарда и рядом других нозологий [2,3].

В зарубежной литературе существует большое количество исследований, посвящённых использованию прогностических шкал для оценки тяжести состояния реанимационных больных. При этом результаты многочисленных работ, проведённых во многих странах на разных категориях пациентов, носят противоречивый характер, что объясняется неодинаковым удельным весом прогностических факторов в различных стационарах, изменением предсказательной мощности этих факторов во времени и многими другими причинами [6,8, 9,10].

Для оценки тяжести состояния пациента и расчёта вероятного летального исхода в настоящее время для отделениях реанимации различного профиля разработаны и используются много различных шкал (APACHE II, SAPS II, шкала комы Глазго — GCS, SOFA и MODS). Наиболее известные и применяемые из них — APACHE II, SAPS, SOFA [8,12].

Все вышеперечисленные шкалы являются прогностическими — как для оценки состояния пациента, так и для прогноза летальности. Однако широкого распространения в клинической практике данные шкалы не получили, главным образом вследствие недостаточной практической значимости в определении дальнейшей тактики лечения пациентов [15].

Без комплексной клинической оценки состояния пациентов, включающей физикальный осмотр, данные лабораторных и инструментальных методов исследования, а также опыт и интуицию хирурга и реаниматолога, не-возможно достоверно оценить тяжесть состояния пациентов и прогнозировать летальность [4].

Как показали последние исследования, используемые в реанимационной практике стандартные шкалы оценки тяжести состояния APACHE II, SAPS II, а также специально разработанные для травматологии шкалы TRISS (Trauma Injury Severity Score), ISS (Injury Severity Score), RTS (Revised Trauma Score) не обладают достаточной чувствительностью для прогноза исхода у нейрореанимационных больных [7,14,17].

Вместе с тем, проблема оценки прогноза исходов и осложнений нейрореанимационных больных остаётся нерешенной: а существующие прогностические системы в отделении реанимации разработаны и валидированы на больных хирургического и терапевтического профиля.

Цель исследования: разработка систем для оценки эффективности интенсивной терапии и прогноза исхода у нейрореанимационных больных для оптимизации лечебной тактики.

Материал и методы исследования. В нейрореанимационном отделении Бухарского филиала Республиканского научного центра экстренной медицинской помощи в течение 2020-2023 гг. проведен анализ объективного статуса по предложенному нами шкале оценки тяжести состояния и прогноза заболевания у 126 пациентов, поступивших в отделение нейрореанимации. Тяжесть уровня нарушения сознания и степени комы была оценена при поступлении по шкале ком Глазго и Глазго Питсбург. Больные были разделены на 2 группы: I-я – пациенты с черепно-мозговой травмой (n=49), II-я – пациенты с нетравматическим повреждением мозга (n=77). Все пациенты получали стандартную интенсивную терапию.

При разработке новой шкалы учитывались важные экстракраниальные и интракраниальные факторы влияющие на исход заболевания. Из лабораторных анализов использовался только индекс соотношения палочкоядерных нейтрофилов к лимфоцитам (ИСНЛ), что имеет важное значение в оценке эффективности лечения определение исхода и прогнозирование заболевания у нейрореанимационных больных.

Результаты исследования и их обсуждение. При оценке по новой шкале оценки состояния и прогнозирования исхода заболевания сопоставили с другими традиционными шкалами (APACHE III, SAPS II), угнетением сознания 8 баллов и менее, и 9 баллов и более (вне комы). Нами были получены следующие данные.

При сопоставления результатов оценки состояния и прогноза заболевания отмечалось прямая корреляционная связь с традиционными шкалами (APACHE III, SAPS II). Следует отметить, что для вычисления прогноза с помощью вышеуказанных традиционных шкал, требуются сложные лабораторные и инструментальные тесты, что непосильно каждому медицинскому учреждению. Напротив этому, для использования новой шкалы требуются минимальные лабораторно-инструментальные и клинические данные, что делает его удобным простым и мало затратным.

При вычисления баллов была выявлено прямая пропорциональная взаимосвязь между показателем летальности и суммарного балла, чем выше суммарный балл, тем высок риск летального исхода. Исходя из этого была выделены 3 категории: 1 категория, в котором суммарный балл составлял до 15 баллов, вероятность летальности может составлять менее 25%, во второй категории, где суммарный балл был от 16 до 25 баллов, вероятность летальности

может составлять до 50%. В третьей категории, где суммарный балл составлял от 26 до 33 балла, вероятность летальности составляет до 75%.

Выводы. Предлагаемая нами прогностическая шкала помогает практикующим врачам оценить эффективность интенсивной терапии и возможные риски развития неблагоприятных исходов для нейрореанимационных больных, и на этой основе принимать более эффективные диагностические и лечебные решения.

Простота данной шкалы, позволяет использовать его каждый день в любом отделении реанимации для оценки прогнозирования исхода заболевания

ШКАЛА ОПРЕДЕЛЕНИЯ ТЯЖЕСТИ ИСХОДА ЗАБОЛЕВАНИЯ НЕЙРОРЕАНИМАЦИОННЫХ БОЛЬНЫХ.

Таблица 2.

Ф.И.О больного: _____

	Факторы		При пост	1-сут	2-сут	3-сут
Интракраниальные факторы	объем гематомы/ишемического очага	Более 30 см ³ – 1 балл Менее 30 см ³ – 0 балл				
	выраженность отека мозга на МСКТ (сглаженность бугристости коры головного мозга, сдавление цистерн и желудочков - подчеркнуть)	Наличие 3 признаков – 2 балл Наличие менее 2 признаков – 1 балл Отсутствие признаков – 0 балл				
	дислокация срединных структур	Более 5 мм -1 балл Менее 5 мм – 0 балл				
	вовлечение в патологический процесс стволовых структур мозга	Есть – 2 балл Нет – 0 балл				
	нарушение ликвороциркуляции (окклюзионная гидроцефалия)	Есть – 1 балл Нет – 0 балл				
Экстракраниальные факторы	глубина нарушения сознания	Менее 5 баллов по ШКГ – 3 балл Менее 15 балл по ШКГП – 3 балл 5-10 балл по ШКГ – 2 балл				

		15-25 баллов по ШКГП – 2 балла Более 10 баллов по ШКГ – 1 балл Более 28 балл по ШКГП – 1 балла				
	наличие респираторных нарушений, аспирация	Есть – 2 балл Нет – 0 балл				
	нестабильность гемодинамики	Есть – 2 балл Нет – 0 балл				
	повреждения других органов или систем	Есть – 1 балл Нет – 0 балл				
	кровопотеря	Есть – 2 балл Нет – 0 балл				
	шоковое состояние	Есть – 2 балл Нет – 0 балл				
	ИСНЛ	> 3 – 3 балл < 3 – 1 балл				
	сопутствующие патологии (диабет и др.заболевания)	Есть – 2 балл Нет – 0 балл				
	время доставки больного от начала заболевания	Более 6 час – 2 балл Менее 6 час – 1 балл				
	Гипертермия	Есть – 1 балл Нет – 0 балл				
	Метаболический синдром	Есть – 1 балл Нет – 0 балл				
	Гиповолемия	Есть – 1 балл Нет – 0 балл				
	Судороги	Есть – 1 балл Нет – 0 балл				
	ИВЛ	Есть – 3 балл Нет – 0 балл				
Суммарный балл (3 -34 балл)						

(Утверждена на Ученом совете Бухарского государственного медицинского института. Протокол № 8 от 29.03.2023 г)

Интерпретация результатов:

до 15 балла, вероятность летальности составляет менее 25%,
от 16 до 25 балла, вероятность летальности составляет до 50%.
от 26 до 34 балла, вероятность летальности составляет до 75%.

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QARAQALPAQ NAQIL-MAQALLARINDA «ER» HÁM «EL» KONCEPTLARI– MILLIYLIK TIMSALINDA

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***Annotaciya:** Maqalada lingvofolkloristikaniń izertlew obyektı bolǵan qaraqalpaq naqıl-maqallarındaǵı er hám el sózleriniń konceptual analizi haqqında sóz etilgen.*

***Tayanış sózler:** til hám mádeniyat, lingvofolkloristika, lingvokulturologiya, koncept, naqıl-maqal.*

***Annotation:** В статье говорится о концептуальном анализе слов «er» и «el» в каракалпакских пословицах, которые являются объектом исследования в лингвофольклористике.*

***Bese concepts:** Язык и культура, лингвофольклористика, лингвокультурология, концепт, пословицы.*

Qaraqalpaq xalıq poeziyasınıń bir túri esaplangan naqıl-maqallar janırınıń tilin úyreniw, bir jaǵınan qaraqalpaq xalqınıń tiliniń tariyxı menen etnografiyasın t.b. máselelerin úyreniwge jeńillikler tuwdıradı. Naqıl-maqallar óziniń tereń ideyalılıǵı, kórkemlik ózgesheligi menen kózge túsetuǵın xalıqlıq shıǵarma. Olardıń tilin hártárepleme úyreniwdiń ózi, arnawlı izeretlewdi talap etedi. Sebebi, naqıl-maqallarda bir neshe júz jıllardıń tariyxı hám ata-babalarımızdıń tili menen dúzilgen sóz dúrdanaları bar. Filologiya ilimleri doktorı Q.Ayımbetov xalıq naqıl-maqalların izertley otırıp bılay degen edi: «Naqıl-maqallar turaqlı úlgige iye bolǵanlıqtan, xalıqlar tariyxında olardıń tutqan ornı úlken ... Mine, sonlıqtan xalıqtıń tariyxın, onıń til tariyxın izertlegende xalıqtıń naqıl-maqalları kóp material beredi» [1:7]. Haqıyqatında da, xalıqtıń ótkendegi ómirinde ushırasqan tań qalarlıq waqıyalardıń sol zamanlardaǵı sóylew tilinde qollanılǵan sózlerdi, naqıl-maqallarda ushıratamız. Jáne de, bul boyınsha dáslepki izertlewler sıpatında I.Saǵıtov, A.Pirnazarovlardıń da miyetleri úlken áhmiyetke iye.

Joqarıda aytıp ótkenimizdey, naqıl-maqallar kelip shıǵıwı, qollanıw órиси úlken tariyxqa iye. Qaraqalpaq tili tariyxınan belgili bolǵanıday X – XI ásirdegi erte dáwir jazba esteliklerinde de naqıl-maqallardıń úlgilerin ushıratıwımızǵa boladı. Folklorıtanıwshı hám etnograf Maxmud Qashqariydıń «Devanu luǵat-at túrk» miynetinde túrkiy xalıqlar arasında keń tarqalǵan 275 ke jaqın naqıl-maqallar keltirilgen. Olardıń

basım kópshiligi házirgi qaraqalpaq naqıl-maqalları menen mazmun hám formalıq jaqтан birdey bolıp keledi. Jáne de, Alpamis dástanında 100 den aslam naqıl-maqallardıń úlgileri bar bolıp: «Qus jańılıp torǵa túsedı, er jańılıp qolǵa túsedı», al «Qanshayım» dástanında bolsa «Qızıl júzli jigittiń qızarǵanı ólgeni», «Batırǵa iyt te jaraq» t.b. usı sıyaqlı naqıllar hesh ózgerissiz jetken [2:78].

Sonıń menen bir qatar, naqıl-maqallardıń izertleniliwi haqqında sóz júrgizgenimizde tuwısqan ózbek xalqınıń da bul jónindegi úyreniwlerin esapqa alıwımız zárúr. Máselen, 1958 – 1960-jılları M.Afzalov bassılıǵındaǵı izertlew jumısına arnalǵan toplamǵa 2500 den artıq naqıl 34 tema sheńberinde bólip kórsetilgen bolsa, 1970-jılları R.Jumaniyazov 1040 naqıldı 22 temaǵa bólip sistemalastırǵan. Sh.Shomaqsudov tárepinen ózbek tilindegi naqıl-maqallar haqqında «Hikmatnoma» atlı kitap shıǵarılǵan hám «Ózbek xalıq maqollari» atı menen 2-kitabın da baspadan shıǵarǵan. 2009, 2012, 2013-jıllarda Sh.Shomaqsudov hám Sh.Shoraxmedovlar avtorlıǵındaǵı «Manolar xazinasi» toplamında bolsa 20 000 naqıl álipbe tártibinde klassifikaciya islengen.

Sonı de aytıp ótiw kerek, xalqımızdıń milliy miyrası bolǵan qaraqalpaq naqıl-maqalları da kóp tomlıq qaraqalpaq folklorınıń 88-100-tomlarında 4 tomǵa bólip berilgen:

1. Atamákán, el-jurt, shańaraq mashqalaları haqqındaǵı naqıl-maqallar.
2. Insan hám insanıyılıq haqqındaǵı naqıl-maqallar.
3. Turmıshlıq talaplar hám úrp-ádetler haqqındaǵı naqıl-maqallar.
4. Kásip-óner, waqıt hám máwsimler haqqındaǵı naqıl-maqallar.

Biz bul maqalamızda házirgi kúnde lingvistikalıq baǵdardaǵı áhmiyetli mashqalalardıń biri bolıp kiyatırǵan naqıl-maqallarda ushırasatuǵın konceptlerdi óz ara sistemalastırıwǵa yaǵınıy konceptuallıq analiz islewge háreket ettik.

Eń dáslebinde «Koncept» atamasına qısqasha túsinik berip óteyik. Bul termin házirgi til bilimi izertlewlerinde kóp ushırasadı. Koncept túsinigine túrli jantasıwlar ulıwmalıq lingvofilosofiyalıq tiykarǵa súyenedi. Onıń tiykarında Sossyurdıń til hám sóylew dixotomiyası jatadı, yaǵınıy «til – sóylew» túsinigi házirgi waqıtta «tilde ańlaw – kommunikativlik xarakter, minez-qulq» dep túsindirilmekte [3:98].

«Koncept» ataması latin tilindegi conceptus (toplaw, oylanıp qalıw, baslap jiberiw) sózinen alınǵan. Bul sóz francuz tilinen inglis tiline «túsiniw» kórinisinde ózlestirilgen. Negizinde conceptus sóziniń terminge aylanıwı filosofiyada konceptualizm jónelisiniń payda bolıwı menen baylanıshlı. Házirgi dáwirde concept túsinigi boyınsha hár qıylı túsinikler berilip atır. Máselen, izertlewshi D.U.Ashurova: «Dúnya hám mádeniyat tarawlarında ayırıqsha áhmiyetke iye bolǵan túsinikler ǵana koncept dep atalıwı múmkin. Barlıq túsiniklerdi de koncept dárejesinde bahalaw qáte» [4:11].

Haqiqatında da, konseptual analizdi barlıq jerde qollana almaymız. Yaǵnıy, ol folklorlıq shıǵarmalarda, yaǵnıy naqıl-maqallarda, jumbaqlarda hám frazeologizmlerde de ushırasadı. Qanday da bir waqıya-hádiyse, jumbaq yamasa naqıl-maqallargá tiykarǵı ózek bolatuǵın sóz – konsept esaplanadı.

Naqıl-maqallardı oqıy otırıp, kóp ushırasatuǵın «El» hám «Er» túsinigin konsept sıpatında alıwdı jón kórdik. Yaǵnıy, bul sózler belgili bir tariyxıy sharayatta etnomádeniy konseptke aylandı desek boladı.

- Er qádirin el biler,
Zer qádirin zerger biler.
- Erdiń sáni el bolar,
Eldiń sáni jer bolar,
Jerdiń sáni suw bolar.
- Erdiń sózi – eldiń sózi,
Eldiń kózi – erdiń kózi

– sıyaqlı naqıl-maqallar foklorımızda jiyi ushırasadı. Yaǵnıy, bul jerde kórinip turǵanıday xalqımızdıń ózine tán etnikalıq kózqarasına da tánlik belgiler jatır. Máselen, «er» jigit ulıwma er adam hárbir shańaraqta úlken húrmetke iye. Eldiń, shańaraqtıń tiregi sıpatında bahalanadı. Sonıń ushın da, ul perzenttiń tuwılıwı ázelden ózgeshe bir quwanış desek boladı. Sebebi, ol shańaraq dawamshısı, keleshegi.

Hárbir úyde úken ya kishi jastaǵı er adam bolsın onı dástúrxan átirapında tóрге (joqarıǵa) otırǵızıw, kiyimlerin ayaq-astına qaldırmaw, jolda aldın kespew sıyaqlı dástúrler kishkeneliginen hárbir qız balanıń sanasına sińdirilip baradı. Usınıń nátiyjesinde, álbette, sol shańaraqta «ákege», «aǵaǵa» hám «ómirlik joldasqa» húrmet sezimleri ázelden mentalitetimizge sińip ketken desek qátelespeymiz.

Awa, joqarıdaǵı dáslepki naqıl da keltirilgenindey-aq, «Er qádirin el biledi». Sebebi, ol sol eldiń azamatı, qorǵawshısı. «Eldiń ǵamı – erdiń ǵamı».

Jer suwsız, el jersiz, al er elsiz bolmaydı. Olar shınjır sıyaqlı bir-biri menen baylanıslı túsinikler. Sonlıqtan da, xalqımız arasında «Erdiń kúni el menen, eldiń kúni jer menen» degen de sóz biykarǵa ayılmaǵan.

Al, úshinshi mısalımızdaǵı «Erdiń sózi – eldiń sózi, Eldiń kózi – erdiń kózi» degeni bolsa eldiń jırın jırlaytuǵın sol eldiń er azamatları, kórer kózleri ekenligin dálillep turǵanday.

Xalıq maqalları ata-babalarımızdıń kórkem oy-sanası nátiyjesi bolıp, belgili bir waqıyadan shıǵarılǵın juwmaqlardı bildiriwde túrli kórkem obrazlardan, usıl hám qurallardan paydalanǵan.

«El» – kindik qanımız tamğan ata mákánımız. Tuwılıp-ósken muqaddes dárgay. Hárkimniń ózi eli – Mısırdá jayı. El, jer túsiniqleri báhá barlıq xalıq poeziyasında, tariyxında jetekshi orındı iyeleydi.

- El elden qalsa, erge namıs.
- El kúsheyse, erler sultan bolar.
- El almasa eliw jıl jatar.
- Elin sıylağan er atanar

sıyaqlı naqıl-maqallarda bolsa «el» konceptine dıqqat kúsheytkendey boladı.

Haqıyqatında da, elsiz er bolmaydı. «Ózge elde patsha bolğansha, óz elińde shopan bol» degenindey er jigit eli menen kúshli, eli menen baxıtlı. «Erdi eli súyer». Eldiń qúdreti barlıq waqıtta – erdiń qúdireti. Sonıń ushın da, «Er úmitin el aqlar, Er abırayın el saqlar» dep biykarğa aytilmağan.

Sonı da aytıp ótiw kerek, bul konceptler tek ǵana naqıl-maqallar quramında ǵana ushıraspaydı. Al, erte dáwirlerdegi terme-tolǵawlar da tiykarǵı túsiniq wazıypasın atqarǵan desek boladı. Máslen, XV ásirde jasap ótken Asan qayǵı dóretiwshiligine názer taslayıq:

... Jer qádirin kim bilsin,
 Basınan dáwlet taymasa.
 El qádirin kim bilsin,
 Jawdan ayırıp almasa ...
 ... Jaman adam jelókpe,
 Er qádirin ne bilsin.
 Kóship-qonıp kórmegen,
 Jer qádirin ne bilsin ...

(El qádirin ne bilsin)

Mine, kórinip turǵanıday, xalıq danalıǵınıń obrazlı kórinisi bolǵan – naqıl-maqallar quramalı poetik pútinlik bolıp, bir neshe komponentlerdiń baylanısqań birikpesinen turadı, maqalǵa tán obrazlardı xalıq átirapındaǵı barlıq hádiyseler, rela ómirlik waqıyalardan alıp jaratılǵanlıǵı tárepinen olar ózine tán milliylik esaplanadı. Bul materiallardı hár qıylı baǵdarda úyreniw arqalı áyyemgi ata-babalarımızdıń ózin qorshaǵan dúnyaǵa, jámiyetke kózqarası menen tanısamız hám ózimizdiń ózligimizdi tanıymız. Sonlıqtan, ata-babalarımızdıń ásirler boyı jıynaǵan ruwxıy hám materiallıq mádeniyatınıń jetiskenlikleri menen turmıs tájriybelerin, millet rawajlanıwına baylanıslı haqıyqat belgilerin kórsetetuǵın turaqlı tillik belgilerdi úyrenetuǵın lingvokulturologiya hám lingvofolkloristika tarawları boyınsha izertlew júrgiziw búgingi kúnniń aktual máseleleriniń bir. Usı tiykarda qaraqalpaq naqıl-maqalların da konceptuallıq jaqtan analizlew, sistemalastırıw da aktual mashqalalardıń biri bolıp tabıladı.

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АКТУАЛЬНЫЕ ИНИЦИАТИВЫ И ДИНАМИЧНОЕ РАЗВИТИЕ ПОТЕНЦИАЛА «ЗЕЛЁНОГО» ТУРИЗМА В НОВОМ УЗБЕКИСТАНЕ

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АННОТАЦИЯ

В данной научной статье обобщены актуальные инициативы, современные тенденции, экономические показатели, перспективы по дальнейшему развитию туристической индустрии, совершенствование потенциала «зелёного» туризма Нового Узбекистана.

Ключевые слова: Генеральная Ассамблея ЮНВТО, туристическая отрасль, зелёный туризм, туристические деревни, Международный университет «Шёлковый путь».

ANNOTATSIYA

Ushbu ilmiy maqolada Yangi O'zbekistonning "yashil" turizmi salohiyatini rivojlantirishda joriy tashabbuslar va tendentsiyalar, iqtisodiy ko'rsatkichlar, turizm industriasini yanada rivojlantirish istiqbol yo'nalishlari jamlangan.

Kalit so'zlar: UNWTO Bosh Assambleyasi, turizm sanoati, yashil turizm, turistik qishloqlar, Ipak yo'li xalqaro universiteti.

SUMMARY

This scientific article summarizes current initiatives, current trends, economic indicators, prospects for further development of the tourism industry, improving the potential of "green" tourism of New Uzbekistan.

Key words: UNWTO General Assembly, tourism industry, green tourism, tourism villages, Silk Road International University.

На сегодняшний день индустрия туризма является одной из динамично развивающихся и перспективных отраслей мировой экономики. По данным Всемирного совета по туризму и путешествиям, до пандемии коронавируса около 10 процентов мирового валового продукта и 7 процентов мирового экспорта приходились на туристический сектор. В прошлом году в мире почти один миллиард туристов совершили путешествия за рубеж, что составляет около

70 процентов допандемийного показателя. Последние годы были непростыми, в 2020 году мировой туризм пережил худший год за всю историю наблюдений: число международных прибытий сократилось на 74%. Турнаправления приняли на 1 миллиард международных путешественников меньше, что привело к потере примерно 1,3 триллиона долларов США экспортных доходов, что напрямую угрожает 120 миллионам рабочих мест в сфере туризма. Эта тенденция к снижению продолжилась в 2021 и 2022 годах, и, хотя с 2023 года многое изменилось в положительную сторону - международный туризм восстановил 84% от своего допандемического уровня в период с января по июль.¹

Первое полугодие 2023 г. стало знаменательным для туризма в Узбекистане: страна встретила значительный приток туристов. Узбекистан с туристическими целями посетили 3,1 млн. человек, что на 60% больше, чем в предыдущем 2022 году. В 2019 году Узбекистан посетили 6,7 миллиона туристов, а в текущем году страну в общей сложности посетят 7 миллионов туристов. К 2030 году планируется улучшить этот показатель до 15 миллионов, поток внутренних туристов – до 25 миллионов человек. Для граждан около 100 стран введён безвизовый режим и для граждан 55 государств установлен упрощенный порядок предоставления электронной визы.

Государства-члены Шанхайской организации сотрудничества (ШОС) отмечая значимость сотрудничества в сфере охраны окружающей среды, экологической безопасности и предотвращения негативных последствий изменения климата, развития особо охраняемых природных территорий и экологического туризма, договорились объявить 2024 год – Годом экологии ШОС. Страны организации ШОС расширяют сотрудничества по вопросам охраны окружающей среды, адаптации к изменению климата, смягчения его последствий, объединить усилия в борьбе с загрязнением воздуха и воды, и сохранением биологического разнообразия.

В XVI саммите Организации экономического сотрудничества (ОЭС) был разработан концептуальный документ «Стратегические цели экономического сотрудничества – 2035», где также особое внимание уделено углублению сотрудничества в сфере туризма, усилению транспортно-коммуникационной взаимосвязанности, борьбе с изменением климата. Президент Узбекистана внес предложение создать при Секретариате ОЭС Консультативный комитет по туризму, состоящий из туристических администраций и ведущих экспертов

¹ Президент Республики Узбекистан Шавкат Мирзиёев. Выступление на 25-й сессии Генеральной Ассамблеи Всемирной туристской организации. Народное слово, №219 (8520)17.10.2023г.

стран-членов, а также провести его первую встречу в городе Шахрисабзе, объявленном туристической столицей организации.

Международное сотрудничество в рамках инициативы «Пояс и путь», следуя принципам «зелёного» и инновационного развития, реализует шаги, направленные на создание Международной коалиции «Зелёный Шелковый путь», осуществление «Программы посланников Зелёного Шелкового пути» и выдвижение инициативы партнерства ради «зелёного» развития «Пояса и пути». Все инициативы свидетельствуют о том, что экологичность стала определяющей чертой высококачественного сотрудничества в рамках «Пояса и пути». Бывший заместитель Генерального секретаря ООН Эрик Солхейм заявил, что инициатива выступает крупнейшим импульсом глобального «зелёного» развития.

По данным Всемирной туристской организации ООН, экологический туризм признан одной из перспективных и быстрорастущих отраслей экономики.

В Узбекистане уделяется приоритетное внимание комплексной модернизации туристической индустрии, разработке и совершенствованию нормативно-правовой базы для устойчивого развития отрасли, организации обслуживания зарубежных гостей в соответствии с международными стандартами, улучшению инфраструктуры, в рамках широкомасштабных и необратимых реформ по модернизации страны. Созданы благоприятные условия для ведения всех видов туристического бизнеса, предоставлены налоговые и таможенные льготы, усилена кредитная и финансовая поддержка. Несмотря на связанные с пандемией ограничения, в течение двух лет реализовано более 800 инфраструктурных проектов. На улучшение туристической инфраструктуры города Самарканда было направлено свыше 1 миллиарда долларов инвестиций. Фонд гостиниц доведен до 140 тысяч мест, открыто 70 новых туристических маршрутов, начали действовать 6 частных авиакомпаний. В результате количество иностранных туристов, прибывающих в Узбекистан увеличилось в 2 раза. Доходы от экспорта туристических услуг выросли в 4 раза. Например, в этом году Узбекистан посетили в 5 раз больше туристов из Японии, в 3,5 раза – из Индии и Италии, в 2 раза – из США. Значительный вклад в общее число туристов вносят четыре ключевых государства, на долю которых приходится около 92% от общего потока. К ним относятся следующие государства: Таджикистан: 958,5 тыс. посетителей, Кыргызстан: 786,4 тыс. посетителей, Казахстан: 764,4 тыс. посетителей, Россия: 345 тыс. посетителей.¹ Примечательной тенденцией является резкое увеличение числа

¹ Агентство Статистики при Президенте Республики Узбекистан, 06.08. 2023. www.stat.uz

посетителей из всех этих стран в мае и июне. Этот рост свидетельствует о растущей привлекательности зелёного туризма и природных богатств Узбекистана для самых разных категорий иностранных путешественников.

Зелёный туризм — это единственное направление в индустрии туризма, заинтересованное в сохранении главного ресурса — естественной природной среды или её отдельных компонентов (памятников природы, определённых видов животных и растений, природных ландшафтов и др.). Он предусматривает путешествие с ответственностью перед окружающей средой по отношению к ненарушенным природным территориям с целью изучения и наслаждения природой и культурными достопримечательностями, что содействует охране природы, оказывает мягкое воздействие на окружающую среду, обеспечивает активное социально-экономическое участие местных жителей и получение ими преимуществ от этой деятельности.¹ Все действия фирм, предлагающих экотуры должны быть согласованы с законом об “Охране природе”. Природоохранное законодательство Узбекистана гармонизировано с критериями Международного союза охраны природы (МСОП). В рамках программы ЮНЕСКО создаются биосферные резерваты на национальном уровне, создаются геопарки, объекты включаются в список Всемирного наследия. Общая площадь охраняемых природных территорий (ОПТ) последовательно увеличивается, Одно из международных обязательств Узбекистана — увеличить площадь охраняемых природных территорий до 12 процентов от территории страны к 2028 году.²

В Узбекистане создана прочная правовая база, отвечающая современным требованиям, сегодня действуют более 30 законов и около 250 нормативных актов, регламентирующих вопросы экологии, охраны окружающей среды и рационального использования природных ресурсов. В новую редакцию Конституции включены нормы о правах каждого на благоприятную окружающую среду, достоверную информацию о ее состоянии, обязанностях бережно относиться к окружающей среде, охране государством и рациональном использовании земли, ее недр, воды, животного и растительного мира, других природных ресурсов. В условиях глобальных экологических проблем в стране проводится последовательная работа по принятию и реализации законов, нормативно-правовых актов, государственных программ, направленных на охрану окружающей среды и оздоровление экологической ситуации. Сегодня актуально улучшить работу по рациональному использованию водных ресурсов,

¹ А.А.Аблаизов. Проблемы организации и развития экотуризма в Узбекистане. Самаркандский институт экономики и сервиса. Физическая культура. Спорт. Туризм. Двигательная рекреация. 2019. Т.4, №4.

² Н.Шулелина. Каково будущее экотуризма в Узбекистане. Информационная экосеть. Sreda.uz

предотвращению потерь и чрезмерного водопотребления, стимулированию использования водо-сберегающих технологий в сферах и отраслях, переходу на возобновляемые источники энергии, совершенствованию сферы управления отходами, предупреждению загрязнения воздуха, сохранению биологического разнообразия.

Узбекистан располагает рядом возможностей по видам экотуризма. Сюда следует отнести широкий спектр деятельности — от длительных научных экспедиций до кратковременного отдыха на природе. Наиболее популярными видами зелёного туризма являются пешие прогулки, катание на ослах или лошадях, наблюдение за птицами, фотосъемка, рыбалка, ботанические и археологические туры, а также наблюдение за различными видами млекопитающих, бабочек и рептилий. Зелёный туризм даёт возможность увидеть всю красоту природы Узбекистана. Зимний курорт «Амирсой», зоны отдыха «Афсоналар водийси», «Замин» и «Чарвак» превратились в международные туристические центры, привлекательные для многих иностранных туристов. Особый интерес для развития зелёного туризма представляет Республика Каракалпакстан, берега Аральского моря. Государство принимает меры по охране и восстановлению экологической системы, социальному и экономическому развитию региона Приаралья.

Узбекистан в соответствии с принципом устойчивого развития реализует меры по улучшению, восстановлению и охране окружающей среды, сохранению экологического равновесия, обеспечением рационального природопользования, сохранению биоразнообразия горных районов, поддержкой и развитием сети особо охраняемых природных территорий, снижением рисков стихийно-разрушительных процессов в горах и оптимизацией эколого-хозяйственных связей, касающихся эксплуатации горных ресурсов и источников энергии.

В Конституции Республики Узбекистан охрана окружающей среды возведена в ранг государственной политики. В ней четко определено: «Земля, ее недра, вода, растительный и животный мир и другие природные ресурсы являются общенациональным богатством, подлежат рациональному использованию и охраняются государством».¹

В систему охраняемых природных территорий (ОПТ) Узбекистана входят 7 государственных заповедников, один комплексный (ландшафтный) заказник, двенадцать природных парков, один национальный парк, одиннадцать памятников природы, два государственных биосферных резервата, одиннадцать

¹ Конституция Республики Узбекистан, Глава XII, статья 68, 01.05.2023г. www.lex.uz

заказников, один специализированный питомник «Джейран». Их общая площадь — 6,041 млн.га или 13,46 процента от территории страны.

«Зелёный» туризм позволяет совершать путешествия, не причиняя вреда природе и окружающей среде. Обществом экологического туризма США: «Экотуризм – это путешествия в места с относительно нетронутой природой с целью, не нарушая целостности экосистем, получить представление о природных и культурно-этнографических особенностях данной территории, который создает такие экономические условия, когда охрана природы становится выгодной местному населению».¹ Для обеспечения охраны окружающей среды, важное значение имеют сосредоточение туристических объектов в определенных зонах с хорошо развитой инфраструктурой, осуществление постоянного контроля за экологическими воздействиями и внесение своевременных изменений в развитие туризма с целью исключения или сведения к минимуму его отрицательных воздействий. При условии грамотного развития «зелёный» туризм может сыграть свою роль в разрешении современного социально-экологического кризиса.

«Зелёный» туризм подразумевает проживание туристов в гостевых домах, кемпингах, глэмпингах (молодое и модное направление экотуризма, люксовый отдых на природе), туристических деревнях. Улучшаются туристические деревни с традиционным укладом жизни и уникальным ремесленничеством. Один из центров экотуризма в Узбекистане – деревня Сентоб Навоийской области, победитель в номинации Best Tourism Villages 2023 Awards («Лучшие туристические деревни 2023 года»). Сентоб регулярно посещают зарубежные туристы из Англии, Франции, Австрии, Германии, Италии, России и других стран. Также популярны посёлки Конигиль в Самаркандской области, Сангардак в Сурхандарьинской, Ухум в Джизакской и Авваль в Ферганской области.

В условиях растущих проблем изменения климата подчёркнута актуальность Международной программы действий по развитию «зелёного» туризма. В качестве практических шагов предлагается учредить номинацию нашей Организации «Лучший город по внедрению «зелёного» туризма» в рамках ЮНВТО, создать Глобальную лабораторию стартапов «зелёного» туризма на базе Центральноазиатского университета изучения окружающей среды и изменения климата и Международного университета «Шёлковый путь».

¹ Тухлиев Н. Экологический туризм: сущность, тенденции и стратегия развития.-Т.: Государственное научное издательство «Ўзбекистон миллий энциклопедияси», 2006. – с.26.

Туризм, как ни одна отрасль мировой экономики не зависит в такой степени от чистой воды, пляжей, воздуха и вообще от состояния природы, как индустрия туризма.

Туризм сможет развиваться лишь при рациональном использовании природных ресурсов. Защита окружающей среды и охрана природы – естественные союзники индустрии туризма. Сегодня задача дальнейшего туризма формируется как сведение к минимуму его отрицательного воздействия на природную среду, экологической безопасности, развитие экологической культуры населения. Ключевую роль в продвижении образования населения, в решении вопросов гармонизации взаимоотношений человечества с окружающей средой сыграли экологические конференции ООН (Рио–де–Жанейро, 1992; Йоханнесбург, 2002; Монреал, 2010; Канкун, 2010, Нью-Йорк 2013-2015, Стокгольм 2022г. и др.).

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THE NEGATIVE EFFECTS OF THE CLIMATE CHANGE TO THE CITIES OF UZBEKISTAN

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Annotation: *This study examines the impact of global climate change on the environment in the world as a whole, as well as on the Central Asian region and Uzbekistan. It was revealed that climate variability in arid areas negatively affects the state of water and land resources. Climate change carries risks in terms of growing agricultural products, which can lead to changes in agricultural practices. It was revealed that the main challenges for Uzbekistan today and in the future are the reduction of water resources due to climate change and the increase in the need for water in agriculture. Based on the results of the study, it can be concluded that investing in the use of innovative technologies in agriculture, as well as the reconstruction of the existing irrigation infrastructure in the face of climate change, will lead to long-term sustainability of the water sector of Uzbekistan and the use of land resources.*

Keywords: *Central Asia, Uzbekistan, climate change, greenhouse gas, sustainable development of water and land resources.*

Introduction.

Climate change is the defining crisis of our time, and it is happening even faster than humanity feared. No corner of the globe is immune from the devastating effects of climate change. Rising temperatures contribute to environmental degradation, natural disasters, extreme weather events, food and water shortages, economic shocks, conflict and terrorism. Sea levels are rising, the Arctic is melting, coral reefs are dying, oceans are acidifying, and forests are burning. The Central Asian region is already facing the consequences of climate change, which poses a real threat to food, water and energy security, public health and hampers the achievement of the countries' sustainable development goals. Central Asian countries are among the most vulnerable

countries to climate change. Climate change affects the well-being of more than 70 million people, mostly living in rural areas of the Central Asian region. Given that agriculture is a key sector of the economy, the effects of climate change pose a serious threat to food security and sustainability in the region. Building resilience to the increasing impacts of climate change, such as glacial melt and drought, is a major priority in reducing poverty and improving livelihoods in the region [1].

In Central Asia, the fastest increase in average annual temperature occurs near the Caspian Sea. In the Aral Sea area and the southern desert regions of Central Asia - southern Kazakhstan, Uzbekistan, and Turkmenistan - precipitation has fallen by more than 5 percent over the decade.

Given the region's characteristics, vulnerability to climate change is manifested in the increased intensity of glacier and snow melt in the highlands of Tajikistan and Kyrgyzstan, changes in water supply, increasing frequency of natural disasters, and increased aridity. All these risks can cause huge damage to economic stability and food security in Central Asia [2]. All Central Asian countries are parties to the Paris Agreement and are integrating climate issues into government programs and strategies. Climate change mitigation issues are reflected in nationally determined contributions.

Main body

Climate change is causing a number of negative consequences in Uzbekistan. These consequences include:

1. The increase in temperature and the increase in the evaporation coefficient of water affect the reduction and scarcity of water resources in these regions.
2. As a result of the above-mentioned environmental stress, the number of days with no precipitation at all is increasing compared to the periods when there was a lot of precipitation in the 1950s and 1960s.
3. Changes in the above temperatures affect the annual average speed of the wind, which is not typical for Uzbekistan, and it is observed that it will decrease from 3.8-4.0 to 3.1-3.5 m/s.
4. Due to the decrease in soil moisture, the risk of repeated droughts is increasing, it has been observed that droughts are repeated every three years periodically in every ten years.
5. At the same time, the negative ecological changes and the chronic reduction of the flow of the waters of the Syrdarya and Amudarya into the Aral Sea lead to a reduction of the surface covered by water in the Aral Sea.
6. These processes lead to the transformation of the river delta into a desert and the emergence of new desert areas on the bottom of the dry sea.

7. The salt and dust from the new areas of the seabed, which have become deserts, are blown by the wind to the irrigated lands that are cultivated in agriculture, causing these lands to become salinized again.

8. Pollination of atmospheric air in large areas is increasing.

Today, climate change is recognized by the world community as the most serious problem facing humanity. Climate change affects all areas of human life and requires immediate measures to prevent the negative consequences of climate change and adapt to new living conditions.

Modern science provides substantial evidence that human economic activity, primarily due to the burning of fossil fuels, has a significant impact on the climate.

The average annual temperature in Uzbekistan increased by 1.6 degrees (from 13.2 to 14.8 °C) from 1880 to the present, which is higher than the global average. According to experts' forecasts, the air temperature in the region may increase by 1.5-3°C in 2030-2050. It is expected that the air temperature will rise, especially in Arolbay, which will be aggravated by local climate changes.

Conclusion.

Uzbekistan is one of the countries most prone to the effects of climate change. According to experts, the concentration of greenhouse gases in the atmosphere will continue to increase, the risk of water and food shortages will increase as a result of drought, the number of people will increase due to the increase in the duration and intensity of the hot season, as well as floods, floods and other dangerous events. causes repetition. In addition, such work has a negative impact on the state of ecosystems, and leads to the aggravation of the ecological situation in regions such as Arolboi, Karakalpakstan, Surkhandarya, Bukhara and Khorezm regions. Global climate change and the sensitivity of the country's natural resource complex to these changes determine the need to formulate a consistent climate policy.

A prerequisite for signing the Paris Agreement is the preparation of the Intended Nationally Determined Contribution (Intended Nationally Determined Contribution) for reducing greenhouse gas emissions, which the country wants to achieve by 2030, and submitting it to the UN Intergovernmental Panel on Climate Change. The Nationally Determined Contribution (NDC) is the main mechanism for implementing national actions to contribute to the global goals of the Paris Agreement.

According to the Paris Agreement, the main obligation of Uzbekistan is to reduce greenhouse gas emission per unit of GDP by 10% from the level of 2010 by 2030.

The MMBH of Uzbekistan includes measures and actions to mitigate and adapt to climate change in the period up to 2030. Implementation of Nationally Determined Contribution (NDC) is actively being carried out and is making a significant contribution to the development of the economy of Uzbekistan.

Geographic examination of current green space issues

Analysis of the urban geography of Uzbekistan reveals several important aspects. As a landlocked country with a land area of 425,400 km² and 444,103 km², Uzbekistan is characterized by diverse geographical features. The population, which is about 35 million in 2021, is concentrated in both urban and rural areas, with about 49 percent living in rural areas (Statistical Agency under the President of Uzbekistan). This distribution reflects the country's dependence on agriculture, which accounts for a large portion of the economy. The country's topography consists largely of lowlands and plains, including the Aral Sea basin in the north and west (Republic of Karakalpakstan) and the vast Kyzylkum Desert in the south (Navoi Province). In eastern Uzbekistan, however, there are mountainous regions such as the Gissar Mountains (Kashkadarya Province and Amudarya River Basin), which are up to 4600 m above sea level. The fertile and irrigated Fergana Valley, surrounded by mountain ranges, is an exception to the low population density found in most rural areas. Uzbekistan has a continental climate, ranging from warm continental in the Fergana Valley to cold semi-arid in the western regions, where a cold desert climate prevails (Ministry of Ecology, Environmental Protection and Climate Change of Uzbekistan).

Average temperatures in January range from +4 °C in the south to -10 °C in the north, while in July they range from +27 °C in the north to +37 °C in the south. Summers are long, extremely dry, and hot, with little precipitation. However, precipitation increases with altitude in the east and southeast, reaching up to 800–900 mm on the slopes of the western Tian Shan and Pamir Alai (Fergana, Namangan and Andijon provinces). The irregular terrain can lead to soil erosion and river silting during heavy summer rains (UZHYDROMET; World Bank Data).

Climate change poses a significant threat to the sustainable development of Uzbekistan. Rising temperatures, droughts, and extreme weather events are already being observed. These changes may negatively impact the country's ecosystems, including its barren forests and woodlands (Annex 1, Table 1). Given the vulnerability of ecosystems to anthropogenic factors and climatic events, early planning of environmental activities focused on sustainable management and restoration of the landscape is critical to maintaining the country's biosphere and its beneficial functions (UNEP). Uzbekistan has an average population density of 74 persons per square kilometer, and its population has grown at an annual rate of 1.4 to 2.9 percent from

1990 to 2018. The country has about 25.5 million hectares of agricultural land, much of which is used to grow cotton, followed by wheat and other cereals (Statistical Agency under the President of Uzbekistan).

In terms of forest cover, Uzbekistan is considered a forest-poor country, with only about 7.2 to 7.5 percent of the land area covered by forests (FAO). The State Forestry Fund covers most of the forested area, about 11.9 million hectares (State Committee of Forestry of Uzbekistan). Forests in Uzbekistan play a critical role in combating desertification, protecting against soil erosion and flooding, and mitigating the effects of dust storms and dry winds (UZHYDROMET). However, the remaining natural forests are under pressure from a variety of factors, including overgrazing, increasing demand for fuelwood, unsustainable land use practices, wildfires, and climate hazards. Only a small portion of state forest fund land is dedicated to timber and fuelwood production, while one-third is used for protected areas and biodiversity conservation, mainly for non-timber forest products (see also Appendix: Figs. A2 and A3).

Given the dry climate of the country, the category of other forested land in Uzbekistan is also important. Forested land has changed over time, including the inclusion of agricultural land in the State Forest Fund and the transfer of land with forested parcels. These changes have contributed to variations in forested acreage and overall forest cover. Looking at the geographic and climatic conditions of Uzbekistan, the urban geography of the country is influenced by a combination of lowlands, mountains, deserts, and fertile valleys. Despite their limited extent, the country's forests play an important role in preserving the environment and promoting sustainable development. Efforts to manage and restore landscapes, considering the impacts of climate change, will be critical to the future well-being of Uzbekistan and its people (FAO).

Land classification in Uzbekistan plays an important role in shaping the urban landscape and managing natural resources. The 1998 Land Code divides land into eight categories, including state forest land, agricultural land, reserve land, private land, industrial land, recreational land, cultural and architectural heritage land, and water areas. This classification reflects Uzbekistan's diverse geographic features, ranging from forests and agricultural lands to deserts and water bodies. Forestry activities in Uzbekistan focus on afforestation in the desert zone, particularly in the Aral Sea area, to combat salt and dust erosion and stabilize shifting sands. Forests also serve as protective barriers around oases, industrial sites, railroads, roads, and pipelines, mitigating the effects of dust storms, dry winds, and other natural phenomena. The main function of forests in Uzbekistan is to combat desertification, reduce flood risk,

and prevent soil erosion. They also contribute to the conservation of biodiversity and wildlife.

Protected areas play a crucial role in preserving Uzbekistan's natural ecosystems and promoting sustainable development. The country has established nature reserves, national nature parks, wildlife reserves, and protected landscapes, among others (Appendix, Table A1). These areas occupy about 4.7 percent of Uzbekistan's total land area. Most nature reserves and some wildlife sanctuaries are overseen by the State Committee for Ecology and Environmental Protection of Uzbekistan, while the State Committee for Forestry manages national nature parks and other protected areas (State Committee for Forestry of Uzbekistan; World Bank Data). Most of the protected areas and forests are located in mountainous regions, which emphasizes the importance of these areas for biodiversity conservation. Management of forests and natural resources is the responsibility of state enterprises, including state forest enterprises. State forest enterprises have territorial responsibilities at the district level and manage the State Forest Fund, which covers about 11.2 million hectares of land. The forestry program implemented in Uzbekistan aims to plant forests, especially in arid areas and the Aral Sea region, to protect soil and water, preserve biodiversity, and promote natural regeneration. Uzbekistan's urban geography is thus shaped by its diverse land classification, with forests and protected areas playing a critical role in preserving the environment, combating desertification, and reducing the impact of natural hazards. Managing and conserving these resources requires coordination among various agencies and the implementation of sustainable practices to ensure the long-term well-being of urban areas and the country as a whole.

Uzbekistan faces challenges related to illegal tree cutting, particularly in the desert and riparian forest regions. The scarcity of forest and tree resources exacerbates the problem, as people rely heavily on these resources for firewood and local timber. Continuous extraction of fuelwood has led to the gradual degradation of natural saxaul forests in desert areas, while illegal logging has significantly affected poplar forests in riparian areas over the past two decades (State Committee of Forestry of Uzbekistan). In the eastern mountainous regions of the country, there are reports of unregulated charcoal production and illegal logging, particularly affecting the natural juniper forests (World Bank Data). However, compared to forest-rich countries, the problem of illegal logging in Uzbekistan is relatively inconspicuous. To curb illegal logging, a combination of effective law enforcement, promotion of alternative activities for sustainable fuelwood and charcoal production, and use of alternative energy sources is needed.

Unfortunately, limited data make it difficult to make a realistic assessment of the extent of unrecorded logging and its potential impact on forest degradation. In addition to illegal logging by external actors, there is also the possibility that valuable walnut, poplar, or juniper trees are falsely declared as sanitary wood to legally justify their logging. However, in the absence of reports of such incidents, it is difficult to assess their extent. In addition, illegal logging of walnut tubers may still occur in certain cases. Although there is no evidence of significant illegal logging in Uzbekistan, the country needs to address the problems associated with illegal logging in order to protect its limited forest and tree resources. Implementing sound law enforcement measures, promoting sustainable alternatives to firewood and charcoal production, and exploring alternative energy sources are critical steps to mitigating the problem. In this way, Uzbekistan can protect its urban and rural landscapes, promote environmental sustainability, and ensure the availability of vital resources for its people.

In Uzbekistan, the forestry sector primarily focuses on protection and restoration rather than incongruent practices between industrial forestry and conservation. Cross-sectoral cooperation with agriculture, water, soil, and nature conservation is generally positive and does not pose significant problems for forest integrity. Historical deforestation and large-scale degradation of natural forests and shrublands have occurred, but conflicts mainly arise from excessive grazing by livestock (UNEP). The main challenge today lies in the severe degradation of many areas, necessitating an integrated landscape approach that incorporates diverse land uses. The agriculture, forestry, and fisheries sectors contribute between 25 and 29 percent of Uzbekistan's GDP, depending on the data. No specific annual harvest level is set for production forests, as all harvests are conducted for health reasons. Official annual harvests in recent years have amounted to 36,000 m³, and local production of sawn timber is approximately 26,000 m³ per year. Estimates suggest that the total stock of all forests and species combined ranges from 30 to 60 million m³. While figures on forest area, biomass, and increment are based on estimates and require verification, it can be noted that increment is either increasing or relatively stable across all forest types. Forests with mountain juniper (*Juniperus*) and riparian forests stocked with *Populus densifolia* (poplar) exhibit relative stability in terms of stocking.

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GRAMMATICAL TRANSFORMATIONS IN UZBEK AND ENGLISH LANGUAGES

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ABSTRACT: *This article deals with the interlinguistic lexical and grammatical transformations, and types of transformation in Uzbek and English languages.*

KEY WORDS: *translation, correspondence, morphologic, syntactic, complete, partial, absence of syntactic correspondence, substitution, transposition, omission, supplementation.*

INTRODUCTION

Throughout history, written and spoken translations have played a crucial role in interhuman communication.

In the English-speaking world, this discipline is now generally known as ‘translation studies’, thanks to the Dutch-based US James S. Holmes (1924–1986). In his key defining paper delivered in 1972, but not widely available until 1988, Holmes describes the then nascent discipline as being concerned with ‘the complex of problems clustered round the phenomenon of translating and translations’ (Holmes 1988b/2004: 181). By 1995, the time of the second, revised, edition of her *Translation Studies: An Integrated Approach*, Mary Snell-Hornby was able to talk in the preface of ‘the breathtaking development of translation studies as an independent discipline’ and the ‘prolific international discussion’ on the subject (Snell-Hornby 1995, preface). Little more than a decade later, the editors of the second edition of the *Routledge Encyclopedia of Translation* comment on ‘new concerns in the discipline, its growing multidisciplinary, and its commitment to break away from its exclusively Eurocentric origins, while holding on to the achievements of the past decades’.

METHODS

In order to attain the fullest information from one language into another one is obliged to resort to numerous interlinguistic lexical and grammatical transformations.

Grammatical transformations are as follows:

- 1) Substitution
- 2) Transposition

3) Omission

4) Supplementation

The cited types of elementary transformations as such are rarely used in the process of translating. Usually they combine with each other, assuming the nature of complex interlinguistic transformations.

By substitution we understand the substitution of one part of speech by another or one form of a word by another. Consequently there are two kinds of substitution constituting a grammatical type of transformation: substitution of parts of speech and the grammatical form of a word. Transformation by substitution may be necessitated by several reasons: the absence of one or another grammatical form or construction in the Target language; lack of coincidence in the use of corresponding forms and constructions as well as lexical reasons – different combinability and use of words, lack of a part of speech with the same meaning.

An example of the substitution of a word-form may be the interpretation of the meaning of the grammatical category of posteriority of an English verb, which is presented in two particular meanings: absolute posteriority (He says he will come) and relative posteriority (He said he would come). Uzbek and Russian verbs do not possess word-forms of this kind and communicate their meaning with use of other grammatical means:

У келишини айтяпти. Он говорит, что придет.

У келишини айтди. Он сказал, что придет.

In Uzbek the meaning of this category is expressed by a substantivized participle ending in -жак or by the infinitive ending in -(и)ш; in Russian the future tense form of a verb is used.

There are two types of substitution of parts of speech: obligatory and non obligatory. The obligatory substitution is observed when in the Target language, there is no part of speech corresponding to that used in the Source language. e. g. the English articles.

RESULTS

Apart from other functions the article may function as an indefinite or demonstrative pronoun, a numeral, and may be used for emphasis. In cases of this kind it is necessary to substitute them with functionally— adequate means of expression in Uzbek and Russian.

E.g. when we were in Majorca, there was a Mrs. Leech there and she was telling us most wonderful things about you. (A. Christie)

Биз Мальоркада бўлганимизда, у ерда ақандайдир миссис Лич бор эди. У бизга сиз тўғрингизда жуда кўп қизиқарли нарсаларни айтиб берди.

Когда мы были в Мальорке, там была некая миссис Лич, которая рассказывала очень много интересного о вас. (А. Кристи)

In Uzbek and Russian an indefinite pronoun is used for translating the indefinite article.

Non obligatory substitution is a substitution undertaken by the needs or demands of the context:

The climb had been easier than he expected.

Кўтарилиш у кутгандан осонроқ бўлди.

Подняться оказалось легче, чем он ожидал.

A noun in the English sentence is substituted by infinitives in the Uzbek and Russian languages.

“Transposition (as a type of transformation used in translations) is understood to be the change **of** position (order) of linguistic elements in the Target language in comparison with the Source language”.

Transposition (change in the structure of a sentence) is necessitated by the difference in the structure of the language (fixed or free order of words etc.), in the semantic of a sentence, and others.

DISCUSSION

There are two types of transpositions; transposition (or substitution) of parts of a sentence and transposition occasioned by the change of types of syntactic connection in a composite sentence. Examples:

1. Transposition of parts of a sentence

e.g. If he ever gets married, his own wife will probably call him “Ackley”.

(J. Salinger, *The Catcher in the Rye*, 3).

Наверное, и жена будет звать его “Экли”- если только он когда-нибудь женится.

2. Transposition occasioned by the change of types of syntactic connection in a composite sentence

e.g. The silver saucer clattered **when he replaced the pitcher.**

(H. Lee, *To Kill a Mockingbird*, 3)

Он быстро поставил кувшин, даже серебряная подставка звякнула.

He took another look at my hat **while he was cleaning them.**

(J. Salinger, *The Catcher in the Rye*, 3)

Он их чистил, а сам смотрел на мою шапку.

e.g. A big scarlet Rolls Royce had just stopped in front of the local post office.

(A Christie.)

Маҳаллий алоқа бўлими олдида кизил рангдаги катта Рольз Ройс автомашинаси тўхтади.

Уместного почтового отделения остановилась комфортабельная автомашина алого цвета Рольз Ройс.

In the English sentence the semantic core is expressed by the indefinite article while in Uzbek and Russian it is assigned to the second and third places accordingly.

When translating English compound sentences into Uzbek and Russian, the principal and subordinate clauses may be transposed. This is explained by the fact that the order of words in compound sentences does not always coincide in the languages considered. Compare:

A remarkable air of relief overspread her countenance as soon as she saw me.
(R. Stevenson)

Мени кўриши биланоқ, унинг юзида енгил тортганлик аломати пайдо бўлди.

Как только она увидела меня, на её лице выразилось чувства облегчения.

As a type of grammatical transformation – omission is necessitated by grammatical redundancy of certain forms in two languages.

He raised his hand.

У кўлини кўтарди.

Он поднял руку.

Addition, as a type of grammatical transformation, can be met with in cases of formal inexpressiveness of grammatical or semantic components in the language of the original text.

CONCLUSION: Also, there was an awkward hesitancy at times, as he essayed the new words he **had learnt**.

Баъзида у яқиндагина ўрганган янги сўзларини талаффуз қилишга ҳозирланиб, тўхтаб қоларди.

Иногда он запинаясь, готовясь произнести слова, которое он только недавно выучил.

The meaning of the verbal form is expressed in Russian by the words «только недавно» and in Uzbek by the adverb “яқиндагина”

It must be emphasized that the division into lexical and grammatical transformations is, to a great extent, approximate and conditional. In some cases a transformation can be interpreted as one or another type of elementary transformation. In practice the cited types of lexical and grammatical transformations are seldom met with in “pure form”. Frequently they combine to form complex transformations.

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ТАМКИН БУХОРИЙ ИЖОДИДА ҒАЗАЛ ЖАНРИ ВА УНИНГ ПОЭТИКАСИ

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Пешку тумани 1 сонли касб-хунар мактаби она тили ва адабиёти фани
ўқитувчиси

Тамкин Бухорийнинг ўз даврида, шоир сифатида танилишида у яратган ғазаллар ҳам асос бўлди десак, хато бўлмас. Чунки, шоирнинг шоирлиги унинг ғазалчиликдаги маҳорати билан белгиланиши ва шундагина девон туза олишга ҳақли эканлиги аруз тизимининг анъанавий талабларидан эканлигининг ўзиёқ, Тамкин девонини юксак савиядаги ғазаллар беаганлигидан дарак беради.

Тамкин ижодида ғазал жанрининг гўзал намуналари учрайди. Шоир ғазалларида асосан анъанавий унсурлар етакчилик қилади. Тамкин ғазалларининг тили соддалиги, ўзига хос ташбеҳларга бойлиги, поэтик воситалардан моҳирона фойдаланганлиги, лисоний унсурларни ўз ўрнида қўллаганлиги ва жонли халқ тилига яқинлиги билан ажралиб туради. Айни пайтда у тасаввуфий адабиёт намуналарини ҳам ўзига хос ҳолда тасвирлаб бера олган. Унинг ғазалларида ошиқона ва орифона, ошиқона ва риндона рух бетакрор ҳолда бириктирилган. Масалан, қуйидаги ғазалга диққат қаратадиган бўлсак:

Абдурахмон Тамкиннинг адабий мероси бой бўлишига қарамай, уларнинг етиб келган ва ҳозирги кунда қўлга теккани камроқдир. Маълумки, Абдурахмон Тамкин ўтмиш адабиётида катта мавқе эгаллаган лирик жанрларда асар яратган. Аммо уларнинг фақат бир девонга жамлангани ҳозирча номаълум ва бу девон ҳали илмий муомалага киритилгани йўқ. Лекин турли баёз ва тўпламларда Абдурахмон Тамкиннинг ғазал ва мухаммаслари, қасида ва мусаддаслари, қитъа ва фардлари, рубоий ва маснавийлари учраб туради. Бизнингча булар шоир лирик меросининг ҳаммаси эмас. Шунга қарамай, етиб келган лирик мерос Тамкиннинг нозиктаб шоирлигидан, кучли қаламкашлардан эканлигидан далолат бера олади.

Қайд қилинганидек, Абдурахмон Тамкин энг аввал лирик шоирдир. Тамкин шоир сифатида қалам тебратган вақтда Ўрта Осиёнинг турли жойларида яшаб ижод этган шоирларнинг асарлари ҳам кенг тарқалган эди. Шу нуқтаи назардан қараганда, шоир Тамкин ҳам, бир томондан, ўқиш-ўрганиш натижасида

Ўзбек ва кўшни халқлар адабиётидаги илғор анъаналарни қўллаб-қувватлаб, турли жанрлардаги лирик шеърларни яратган бўлса, иккинчи томондан, замонасининг пешқадам шоирлари каби ўз шеърларига яшаётган давр руҳини, нафасини олиб кириб, асарлари билан ўша замон бадиий биографиясининг бир саҳифасини ёзишга ҳисса қўша олди.

Шоирнинг қўлимиздаги маълум асарлари шундан далолат берадики, Тамкин умумбашарий характерга эга бўлган ишқ ва ишқий кайфиятлар, инсон ва инсонийлик, адолат ва саҳийлик ҳақида сўз юритиш билан бирга замона носозлиги, ундаги адолатсизлик, дағаллик, кўполлик, инсон шахсиятини камситувчилик, зулм ва золимликдан фignon чеккан, ундан норозилигини ифода этган. Бу икки катта мавзунинг (ишқий ва инсонийлик ҳамда замонадан норозилик) бир – бирига қоришиб кетиши фонида лирик қаҳрамон хусусиятлари ҳам, шоирнинг қарама-қарши кечинмалари ҳам намоён бўлаверади.

Тамкин инсоннинг олийжаноб фазилатлари бўлмиш ишқ ва ишқий кечинмаларни қаламга олади. Албатта, бу жараёнда у ўзидан олдин ўтган ва замондошлари бўлган шоирлар сингари ошиқ ва маъшуканинг турли ҳолатларини, ошиқнинг садоқатию маъшуканинг зулмкорлигини, шому ҳижрон машаққатию висол онларининг хурсандчилигини, маъшуканинг ўтлуғ оҳлари, хаста кўнгли, дарду алам ўтида куйган жони ва ҳоказоларни бадиият қонунлари асосида тасвирлайди.

Хуллас, Тамкин лирикасидаги, маъшуқа бир томондан, анъанавий маъшуқа хусусиятларини ўзида акс эттирса, иккинчи томондан, ўз замонасида яшовчи реал киши сифатида ҳам гавдаланади.

Тамкин ўз лирикасида ана шу қаҳрамонларнинг висол ва фироқ чоғидаги кайфиятлари ва кечинмаларини тасвирлайди.

Абдурахмон Тамкин ўзининг лирикасида адолатли тузим ва одил ҳукмрон идеалидан келиб чиқиб, адолатсизликни ва золимларни қоралайди; юксак фазилатли инсон идеалини улуғлаб, паст ва ярамас махлуқлардан нафратланади, висол тонгини кўмса, ҳижрон, фироқларни қарғайди, уларни ҳақиқий ошиқ, идеал инсон учун зиндон ва қотил деб билади.

Тамкиннинг қўлимиздаги меросидан равшанки, у лирик поэзиянинг қайси бир жанрига – ғазал, мухаммас, мусаддас, қитъа рубоий, фард, маснавий ва бошқаларга мурожаат этмасин, уларда ўзининг шоирлик маҳоратини намоёйиш этишга интилади. Хусусан унинг ишқий мавзудаги ғазалларида истихроҷ, саж санъатлари кўпроқ учраса, ижтимоий мавзудаги асарларида эса тазод, такрор, саж санъатларидан кўпроқ фойдаланиши сезилади. Баъзан эса айрим санъатлар, жумладан, истихроҷ ҳаддан ортиқ ишлатилгани туфайли ғазалда шахсий

хусусиятлар устунлик қилиб қолади, тушунилиши қийин муаммо ва сўзлар майдонга келади. Бундай ҳолат шоирнинг форсий тилдаги шеърларида кўпроқ намоён бўлади. Эҳтимол, бундай ҳолат шоир лирикасининг яъни ижодининг зиддиятлар билан тўлалиги маҳсули бўлиши билан боғлиқдир. Умуман олганда, Тамкин мазмун ва шакл бирлиги масаласига, сўз таносибига алоҳида эътибор беради, ўзидан олдин ўтган сўз санъаткорлари – Саъдий, Ҳофиз, Навоий, Фузулий ва замондошлари ижодий маҳорат мактабининг истеъдодли талабаси сифатида кўринишга ҳаракат қилади, ўшалар каби икки тилда шеърлар битирилади (Фузулийга издошлик сифатида ҳатто уч тилда ижод қилишга уринади), гўзал сифатлашлар яратади, халқ ибора ва мақолларини ўрнида ишлатади, хуллас, ўйноқи ва равон асарлар битириш учун қалам тебратади ва уларда ўз руҳини намоён этади.

Замондош ижодкорлар каби Тамкин ҳам ғазалдан ғазалга кўчгани сайин яқпораликка урғу беради. Айниқса, унинг қиёсий девонида зикри ўтган тузилиш (композиция) асосида ижод этган ғазаллари бисёр. Масалан, қуйидаги ғазалда ҳам шоирнинг лирик қаҳрамони ёрнинг гўзаллигини турли воситалар ила мадҳ этади, шу гўзалликдан баҳра олиш, висол жомини ичишни орзу қилади:

Даҳани танги ту аз писта шакар мерезад
 Писта аз ҳуққайи ёқут гуҳар мерезад.
 Холи ҳиндуйи туро майл ба тасхири дил аст,
 Бар сарам оташ аз он анбари тар мерезад.
 Гўйиё ғунча зи лаъли ту хабар мегўяд,
 Ки сабо дар даҳанаш хурдаи зар мерезад.
 Рангу рўят чу маро пеши назар меояд,
 Ашкам омехта бо хуни чигар мерезад.
 Чашмайи Тамкин ба умедде, ки ту ногаҳ гузарй,
 Дурру ёқут ба ҳар роҳгузар мерезад.

Мазмуни: Тор оғизчанг шакар тўкиладиган пистадек, Писта ёқут тўла ҳуққадан (икки томони чиройли боғланган ҳамёнча) гавҳар тўкади.// Сенинг ҳинду холинг менинг дилим забт этишга майл кўрсатди, Бошимга ўша намланган анбардан оташ ёғилади.// Ғунча оғзидаги заррин доначаларни шамол таъсири туфайли тўкилишидан гўёки улар сенинг оғизчангга зар доначаларини етказди.// Сенинг юзинг ранги хаёлимни банд этиб, Кўз ёшларим сизилиб, гўё жигар қони билан қоришиқ тўкилади.// Тамкин кўзи умид билан йўлга боқади, аммо Ҳижрон азобидан оққан кўз ёшларим гўё ҳар бир йўловчининг устидан дуру ёқутдай ёғилади.//

Шоирнинг тўла матнини кўчирганимиз яқпора ғазали мисраларида ажиб бир манзара назарга ташланади. Матлаъда маъшуканинг оғзи ярим очик пистага ўхшатилади. Писта ичидаги мағз эса шакарга (маъшуканинг обдор лабига) қиёсланади. Яъни, маъшуканинг ғунча мисол лаби оби ҳайвон маҳзанидир. Иккинчи байтда эса яна маъшуканинг ҳинду холи ва у уйғотади таассурот, ундан тараладиган хушбўй ҳид каби лавҳалар бадиий ифодасини топган. Учинчи байтда эса яна маъшуканинг лаби таърифига қайтилади. У оддий лаб эмас, лаъл (ранг ва қиймат) га ўхшатилади. Яъни ўша қизил ва митти оғизча зар ҳуккага нисбат берилади. Ана шу изчилликка риоя этиш ғазал мақтаъсига қадар давом этади.

Ғазалнинг яна бир кўзга кўришиб турадиган хусусияти унда шоир тахаллусининг қўлланилишида намоён бўлади. Тахаллус, кўпинча, ғазалнинг мақтаъсида келтирилади. Баъзан, тахаллусни ғазалнинг қайси ўрнида ишлатилиши тасодифий ҳол бўлмай, мантиққа узвий алоқадор ҳисобланади. Бошқача айтганда ғазал сатрлари бағрида келган мазмун тақозосига кўра тахаллуснинг ўрни ўзгариши мумкин. Тамкин ўз ғазалларида тахаллуснинг ишлатилиши анъанавий бўлиб, аксарият ҳолларда ғазалнинг мақтаъсида келади.

THE ROLE OF FUNCTIONAL LITERACY IN THE PROCESS OF TEACHING BIOLOGICAL SCIENCES

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Abstract. *Teaching biology is a field that requires a unique methodology. This article examines the importance, forms and development issues of functional literacy in the process of teaching biological sciences.*

Keywords: *biology, functional literacy, information, method, education.*

INTRODUCTION

Today, the main functional qualities of an individual are the ability to think creatively and find innovative solutions, initiative, the ability to choose a professional path, and the willingness to learn throughout life. Literacy is the level of a person's education, the ability to use the basic methods of cognitive activity through the perception and transmission of information.

MATERIALS AND METHODS

Functional literacy is a person's ability to enter into relationships with the external environment and adapt and function in it as quickly as possible. In the processes of learning and education at all times, it was important to link effectively acquired knowledge in a person's future life activities, which made it possible for the younger generation to harmoniously enter society and become its full member. The components of functional literacy are: elements of lexical literacy; human compliance with the norms of social life and safety rules, information and computer literacy.

RESULTS AND DISCUSSION

At the present stage, a competent approach allows us to achieve the results required by society. The process of training graduates at school should be focused on the development of competencies. Competence combines both skills and intellectual abilities in education. A prerequisite for the development of individual competence is the presence of a certain level of functional literacy.

Regulatory documents of the educational process are aimed at preparing students for everyday life, as well as developing their personality with the help of the above-mentioned subject taught. These requirements can be implemented thanks to specially prepared tasks, namely, competency-oriented tasks that help improve the level and quality of students' training, understanding the use of biology knowledge in all types

of human activities, and creating the necessary prerequisites for practical and creative activity.

The competency approach is a set of all general principles for determining the goals of education, selecting and analyzing the content of education, organizing the educational process and assessing the educational results obtained from the work done. The use of competence in education requires making fundamental changes in the organization of the educational process, in its management, in the work of teachers and lecturers, in the ways and methods of assessing the educational results of students in comparison with the educational process based on the concept of mastering knowledge, skills, and abilities. In this case, the main value becomes not the assimilation of the subject of biology as such, the amount of information and knowledge about it, but the development by students of such skills and abilities that would allow them to determine their goals, make the right decisions, and act correctly in typical and non-standard situations. There is no doubt that the position of the teacher and teacher must change fundamentally. They must organize the independent activities of students in such a way that each student can make maximum use and further realize their abilities and interests. Competencies are differentiated by their importance.

1. *Key competencies* – relate to the general content of education.

2. *General subject competencies* - relate to a certain range of educational areas and academic subjects.

3. *Subject competencies* – having a specific description and the possibility of formation within educational subjects and are private in relation to the two previous levels of competence.

In accordance with the categories of resources that are used by a person in the personal and professional spheres (information resources, other people and groups of people, personal qualities and capabilities of the person himself), the following competencies are key:

Communication competencies include knowledge of the necessary languages, ways of interacting with surrounding and distant people and events, skills of working in a group, and mastery of various social roles in a team.

Information competencies. With the help of real objects and information technologies, the ability to independently search, analyze and select the necessary information, organize, transform, save and transmit it is formed.

Personal self-improvement competencies are aimed at mastering methods of physical, spiritual and intellectual self-development, emotional self-regulation and self-support.

Social and labor competencies mean possession of knowledge and experience in the field of civil and social activities - fulfilling the role of a citizen, observer, voter, representative; in the social and labor sphere - the rights of a consumer, buyer, client, manufacturer, in the field of family relations and responsibilities, in matters economics and law, in the field of professional self-determination.

Educational subjects of the natural science cycle examine the properties, connections and interactions of biological, geographical, chemical, physical and technological objects. Moreover, the environment includes both natural and economic, social and cultural components. Integration of subjects within the subject cycle forms in students a complex perception of nature as an integral system with its own cause-and-effect relationships. At the same time, students gain an understanding of the positive and negative impacts of human activity on the natural environment, become aware of local and global environmental problems, and learn to value sustainable and responsible lifestyles, incl. rational and careful use of natural resources, forming their own healthy lifestyle.

CONCLUSION

Thus, the competency-based approach most accurately reflects the essence of processes in the field of education, and a modern teacher should be aimed at mastering technologies for developing students' competencies and mastering the knowledge necessary to implement the competency-based approach.

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EFFECT OF CRITICAL PERIOD ON SECOND LANGUAGE ACQUISITION

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ANNOTATION

This article is argues about the effect of critical period to the learners second language acquisition. In the article by considering the theory of Critical age hypothesis, related hypothesis are discussed and collected data support the ideas of founders of CPH theory (Lenneberg, Penfield, Johnson) that language is learned well in specific period of human's life as the hemispheres of the brain that promotes language learning ability function appropriately until puberty period which begins approximately from the age of two and continues till thirteen

Keywords: *Critical age hypothesis, puberty, second language acquisition, language learning ability, L2 instructor, linguistic skills, in-class activities, out-of-class activities.*

INTRODUCTION

Second language acquisition holds different argumentative theories and several researches arguing about the factors that influence on acquiring L2 effectively. Studying different methods and approaches as well as theories and arguments make L2 instructors think thoroughly about difficulties that learners encounter during their L2 learning process and factors that effect on learning language better and how to apply them in language learning process. There is huge responsibility on the L2 teachers' shoulder to find proper approaches and methods for the language learners, considering various factors such as age, gender, characteristics, personality and many other factors to teach language efficiently. Identifying the learners' problems and finding them proper solutions force the instructor work on their weaker points and will form them as a skillful teacher improving knowledge and proficiency on the sphere of language teaching.

As an objective for this, CPH is so appropriate for investigating as from my experience on L2 learning I several times noticed that learners in different age levels

perform differently in LL which means age of learners is one of the key factors that matters how well the language is learned in various periods of human's life.

My intention is that I decided to investigate the influence of Critical Period Hypothesis on learners' second language acquisition and find out how well the theory is developed and ways to enhance learners language acquiring abilities after puberty period. So many researches have been done to clarify the impact of Critical Period Hypothesis on acquiring the second language and the hypothesis claims that there is an ideal time to acquire language successfully after this puberty period language acquisition becomes difficult and challenging task for language learners. The critical period hypothesis was first introduced by Montreal neurologist Wilder Penfield and co-author Lamar Roberts in their 1959 book "Speech and Brain Mechanisms" and was popularized by Eric Lenneberg -who considered the father of CPH- in his book "Biological Foundations of Language". Lenneberg argued that "the critical age period of L2 learning may also relate to the completion of the process of lateralization in the left brain hemisphere by the onset of puberty, which governs language functions" [4].

LITERATURE REVIEW

While investigating more on the topic Effect of Critical Period Hypothesis (CPH) on second language acquisition, I one more time comprehended that learners age is one of the crucial factors that require to pay more attention in learning language, based on the hypothesis that "Young children are more potential and faster in L2 learning thus, language is better acquired if the learner is more younger". Penfield & Roberts, two neurobiologists, first put forward the notion of the critical period hypothesis, which was initially derived from biology. Penfield & Roberts state that "After ninth year of Critical period human brain becomes rigid for learning languages" [6]

Scientists Fromkin, Rodman, Hyam claim that "the Critical Period Hypothesis refers to a particular time of human life that allows people to acquire a language in a natural environment faster and easier without any outside intervention and formal instruction According to Lenneberg, "if any language is not learned till the puberty period, it cannot be learned in a normal atmosphere. He supports Penfield and Roberts' [6] proposal of neurological mechanisms which is responsible for maturational change in language learning abilities" [4]. He also maintains that "coincides with brain lateralization and left-hemispherical specialization for language around age thirteen: infants' motor and linguistic skills develop simultaneously, but by age thirteen the cerebral hemispheres' functions separate and become set, making language acquisition extremely difficult"[4].

The survey which is conducted on Genie is considered classic example that prove Lenneberg's ideas on CPH. Genie who was the victim of child abuse was deprived of social interaction from birth until discovered aged thirteen. She had been judged for being retarded at birth and had been chosen to isolate which caused her being completely without language. Genie's case provided an perfect opportunity to test the theory that a nurturing environment could somehow make up for the absolute lack of language as she was away from communication till 12 years old. Despite of seven years of rehabilitation However, Genie still lacked linguistic competence in spite of seven years of rehabilitation, although the degree to which she acquired language caused disputation.[6]

Another case is Isabel "who proves before puberty language can be acquired despite no language use until re-pubescent period who was incarcerated with her deaf-mute mother until the age of six and a half. She also had no language skills who was incarcerated with her deaf-mute mother until the age of six and a half, but, unlike Genie, quickly acquired normal language abilities through systematic specialist training." [1]

When Critical Period Hypothesis is discussed there is another notion that can not be away from the focus of investigator that called Ultimate Attainment." The two aspects, age of acquisition and differences in second language learning correlate with each other and reasonably comprise the hypothesis of age effect in SLA. The effect of age in SLA is encircled by the notion of Critical Period Hypothesis (CPH); therefore, a comparison to Ultimate Attainment (UA) is particularly relevant regarding CPH since UA is often considered to be the determining factor to identify successful SLA learners." [3] According to Li, the discussion of Ultimate Attainment or proficiency like a native speaker is closely related with CPH, as the prior claim behind this is that exposure to a second language from a very early age often can result in proficiency like a native speaker. Perhaps, it is true that children can attain a native-like proficiency without much striving, while adults study hard and diligently for years with unsatisfactory results However, some researchers oppose the advantage of being young learner because of having an accent or certain pronunciations and claim that "older learners are more effective learners when they get to be in a linguistics environment and have language input." [2] For that reason , the existence of CPH cannot be proved completely causing broad arguments. On the contrary, Ultimate Attainment must not be determining factor of being successful L2 learner as there are some factors like socio-psychological issues in individual learners and language barriers in picking up a language with minimal input that can influence L2 acquisition.[5]

RESEARCH DESIGN

Before beginning the research the participant was informed that my research's aim to identify whether CPH is true for L2 learners or not. To be more precise, how the language is acquired after puberty period as the researchers on this field claim that language learning becomes effortless after puberty. Furthermore, he introduced with Consent form and he signed it realizing the importance of conducting research on his language acquisition.

During a month a number of tests and methods were applied in order to determine the level of the learner's knowledge, how it is developing and to check the level of improvement in terms of learning vocabulary.

At the beginning of the research I prepared test that contain simple vocabulary to check the participant's background knowledge on the sphere of everyday use of English. The results of the test were not so unsatisfactory with these simple vocabulary (15 correct answers out of 30 questions) and as he wanted to gain more knowledge in the sphere of IT, the further tests were dedicated to cover special vocabulary on IT as he wanted to continue his career in the oversea. However, the results of the latter one were not as good as the former one and we tried to work on his weak points applying activities both in and out of classroom.

As an in-class activity to improve vocabulary knowledge we utilized several activities, one of them is called picture association. In this activity the participants task was matching the word with its appropriate picture and then making some new sentences using the very words. The vocabulary was related to the sphere of Information technologies and Computer that was really appealing for the learner as he really into his profession. He found this activity useful admitting that he came across most of these words in his job experience but he didn't know what exactly these words mean and he used to pronounce these words as how it is written, not according to pronunciation rules which made us to work on pronunciation as well. Since the words are related to the participant's job it was not so difficult to acquire and remember the new vocabulary. Another activity was matching the words in one column with their definitions in another column. The participant fulfilled the task with high enthusiasm as under teacher's guide and instructions. According to the participant, he feel confident if there is someone to check and correct his mistakes on time and he can easily understand his mistakes in such cases.

For improving both vocabulary and pronunciation we applied out-of-class activities as well. In this process I recommended him to record new vocabulary on his telephone with its translation that was introduced in the class and listen to these recording during the day. I decided to apply this activity since he found it difficult to remember new

vocabulary easily and it required much time to remember proper words while using them in context. Furthermore, I considered that it would also be beneficial to improve his pronunciation as he continuously listen and repeat provided vocabulary.

The participant clearly guided how to fulfill the tasks in order to enhance his vocabulary base and he himself also interested the outcomes of the research as it was interesting for him whether he can really acquire the language in his after puberty period equally with his groupmates who are young enough to acquire the second language better than him.

DATA COLLECTION AND FINDINGS

For collecting data of the conducting research I decided to keep a checklist for noting down the results of the tests that was done by participant also challenges and improvements he had experienced. Day after day I witnessed the reduction of mistakes however the results of the tests mostly fluctuated being unsteady. I also recommended my participant to write down his experiences, challenges that he encountered while doing tasks without teacher's help, results of the given tests in order to notice his improvement. At the end of the research we compared and reviewed our recordings to come one precise conclusion.

Initially, the results of the test that contained general questions on everyday English was moderate as he had basic background knowledge from his childhood and he solved the test relying his previous knowledge that he acquired before his puberty. However, he hesitated with the use of words that are unfamiliar to him and this kind of vocabulary required more time to chose the correct answer.

In terms of in-class activities, the participant can learn better when the proper instruction is given and controlled by teacher as the support of the teacher encourages him to perform better during the classes. Usage of illustrations and pictures for teaching vocabulary improved his learning abilities and helped remember words fast. Another point is that, his interest towards his sphere promoted to learn specific vocabulary efficiently as he comes across to these vocabularies every day in his profession. However, when it comes to other topic vocabularies, he didn't always remember the exact vocabulary after some period that caused him to think he couldn't learn English even he did his best.

In case of out-of-class activities listening to recordings of vocabularies didn't helped as much as we expected as he couldn't always focused the recording when he was on the way or at his working place. Even at home he found it difficult to concentrate on the recordings as he had a lot of responsibilities both at work and family. However, even if he repeatedly listened to recorded vocabulary he could not remember them in the further next day as from the perspectives of CPH both hemispheres of the

brain doesn't function equally after puberty period that is considered great distraction in acquiring the language.

Nevertheless, after a month when I tested the participant with the same level test as the initial one, the results showed that the subject achieved some improvements to acquiring vocabulary related to his job as from the very beginning he admitted it was easier for him learning vocabulary of IT sphere.

CONCLUSION

Having considered all the aspects of study, conducting research on how language is learned after puberty period, I came to final conclusion that in any case it is better to learn the second language until puberty. For the participant of my study, who is already far from comprehending classroom instructions because of his job and family issues, SLA was not as successful as I and the subject expected even though we both did our best to achieve native like fluency in English. Conducted research and collected data support the ideas of founders of CPH theory (Lenneberg, Penfield, Johnson) that language is learned well in specific period of human's life as the hemispheres of the brain that promotes language learning ability function appropriately until puberty period which begins approximately from the age of two and continues till thirteen, after which as Lenneberg claims because of neurobiological changes human brain makes the L2 learning process quite challenging for the language learner.

However, research caused me to understand that apart from age, there are some other factors that influence on learning the second language efficiently such as learning styles, character, lifestyle, culture, emotions, motivation, learning atmosphere, environment etc. The outcomes of the research reveals that CPH is closely connected with sociological, psychological as well as physiological factors of human life. Moreover, after research I understand that scientists of the CPH is partially right about considering neurological factors and age as the only factors that promotes successful language learning as strong desire and feeling of responsibility of the learner can lead good but not perfect results although they begin learning SL after their puberty.

All in all, the conducted research encouraged me to improve my teaching skills as my participant showed me how much the applied methods and activities were helpful and which sides of my teaching strategies should be changed in order to achieve better results. The research taught me that learning the second language in early ages far more beneficial as in childhood mind is more fresh and the people who desire learning language are recommended to begin the SLA as early as possible if they want to achieve native like fluency and perfectness in acquiring L2. To sum up, I one more time restate the opinion of the Lenneberg "The younger, the better"[4] as the conclusion of my conducted research.

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INTERNATIONAL TOURISM IS IN FOR A MAJOR BOOST

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Annotation: *In the global economy, tourism is one of the most noticeable and growing sectors. This sector plays an important role in boosting a nation's economy. An increase in tourism flow can bring positive economic outcomes to the nations, especially in gross domestic product (GDP) and employment opportunities. The period under study was from 1990 to 2015. To check whether the variables under study were stationary, augmented Dickey–Fuller and Phillips–Perron unit root tests were applied. A regression technique and Johansen cointegration approach were employed for the analysis of data. This study suggests that legislators should focus on the policies with special emphasis on the promotion of tourism due to its great potential throughout the country. Policy implications of this recent study and future research suggestions are also mentioned.*

Keywords: *sustainable tourism, economic growth, employment, gross domestic product.*

Introduction.

We know that at the same time tourism in the world is developing on a large scale. There are many types of tourism, and modern technologies, geographical location of objects, pilgrimage tourism make a great contribution to their development.

In December 2017, the World Travel and Tourism Council's report, *Coping With Success: Managing Congestion in Tourism Destinations*, identified four key drivers of global tourism growth:

1. Prosperity - Many countries, particularly India and China, have a growing middle class, which means more people have the money to travel. According to Visa projections, India and China will create more than 900 million new members of the global middle and upper classes between 2015 and 2025, and by 2025, more than 280 million households will travel internationally each year.

2. Demographic shifts — Millennials travel significantly more than other generations, the report noted: 72 percent of US millennials plan to travel more in the next year, compared to 59 percent of Gen Xers and 40 percent of Baby Boomers. And as life expectancy increases, more people will be able to travel for more years. Visa forecasts that the number of trips taken by travelers aged 65 and over will double to 180 million between 2015 and 2025.

3. Convenience — Nearly two-thirds of leisure travelers use online resources to research and book travel, and online accommodations are on the rise — think Airbnb and other home-sharing platforms. Travel has also become much cheaper. Domestic air fares in the US fell 44 percent (adjusted for inflation) from 1980 to 2016. Global annual air passenger numbers are projected to grow by 3.7% per year until 2035.

4. Awareness — Sources including review and rating sites, social media and destination ratings are "creating and driving interest in travel, particularly the best destinations and most popular sites," the report says. An analysis of online reviews shows that most are centered around the destination's most popular attractions. Knowing that some destinations, such as the Great Barrier Reef, are in danger of disappearing also encourages some people to visit before it's too late.

According to UNWTO's long-term forecast report *Tourism Towards 2030*, international tourist arrivals worldwide are expected to reach 1.8 billion by 2030. Between 2010 and 2030, arrivals in emerging destinations (+4.4% a year) are expected to increase at twice the rate of those in advanced economies (+2.2% a year). The market share of emerging economies increased from 30% in 1980 to 45% in 2016, and is expected to reach 57% by 2030, equivalent to over 1 billion international tourist arrivals [8, p. 3]. All above mentioned facts prove that tourism industry is a pivotal sector and play a vital role in world economy.

Main body.

Tourism today is an indicator of the development of civilization, a method of understanding the surrounding reality, a way to increase the cultural level and restore people's health. At the end of the 20th century, tourism is becoming a mass phenomenon, and the tourism business is experiencing a real boom. Today tourism has become one of the main categories of international trade in services. As a global export category, tourism ranks third behind chemicals and fuels and ahead of automotive products and food products. In many developing countries, tourism is the top export category. This article highlights the role of tourism and its economic impact in the global economy. The economic contribution of tourism is felt both directly and indirectly, where direct economic impacts are created when goods such as

accommodation and entertainment, services, food and drink, and retail opportunities are sold.

According to methodological regulations of tourism statistics tourism expenditures include all funds spent on the purchase of consumer goods and services during the preparation for a tour and while travelling [20, p. 31]. Tourist expenditure can be paid either by the visitor or by other people. One should distinguish between the spending related to internal (regional) and international tourism. Nonrecurring or periodic household surveys on issues related to the provision of tourism services help to keep a record of internal tourism expenditure. The subject of the survey should be a resident of a country who consumes tourist services within the national borders. International tourism expenditures are recorded in the balance of payment on the account "Travel". The credit of this account reflects the cost of goods and services that non-residents bought in the country during their visit both for personal use and/or for donation. Obviously, these expenditures are connected with inbound tourism. The debit of the account reflects the cost of goods and services that residents of the country purchased while visiting other countries [2, p. 166]. These expenditures are connected with outbound tourism.

Conclusion.

In the terminology of foreign trade, the turnover of the credit account "Travel" corresponds to the export of tourism services (E) and the turnover of the debit account corresponds to the import of tourism services (i). The sum of exports and imports reflects foreign trade turnover of tourist services, the difference between exports and imports shows foreign trade amount of balance. Statistical digests of UNWTO devoted to the analysis of trends in international tourism use the term "international tourist receipts" instead of the term "export of tourist services", and the term "international tourist expenditure" instead of the term "imports of tourist services".

At present, the value of international trade is increasing, providing numerous opportunities for businesses in other sectors in the economy, especially for firms doing international business. As a result, international travel increases in response to increasing international business operations among companies in different countries. Moreover, since business travel is one of the purposes of international tourists, a study of international tourists has recently involved the study of international trade value as a factor that affects international tourism demand.

The Thai economy eminently relies on international trade and is also popular among international tourists. Thus, activities related to international trade can help attract tourists and promote international tourism for the country. This study aimed to explain the impact of international trade on international tourism demand.

Correspondingly, it attempted to determine whether international trade does indeed positively affect international tourism demand, as reported in studies of other countries. If so, then the promotion of international trade between Thailand and another country should serve as a strategy to attract more tourists from that specific country. The results of this study could suggest policy implications for the growth and development of Thailand.

Concepts and Principles

Theories that point to the connection between international trade and international tourism demand are grounded on three principles:

Principle 1: International trade stimulates business travel (Turner & Witt, 2001) and contributes to networking at the individual, business, and national levels. Besides this, international trade bolsters a network effect, which reduces international transaction costs as well as promoting travel and exchanges among countries (White, 2007).

Principle 2: International trade boosts product advertisements that attract consumers' attention and create awareness of both a product and its country of origin. Accordingly, consumers' attention and recognition stimulate the desire to travel to the home country of that product (Kulendran & Wilson, 2000).

Principle 3: To facilitate related activities, international trade encourages a country to develop essential infrastructure, for example, transportation and communication systems. Improvement of infrastructure in turn helps attract more tourists (Santana, Ledesma, & Perez, 2011).

A review of the relevant principles leads to the conclusion that international trade is positively associated with international tourism demand thanks to the fact that it helps reduce the transaction costs of international travel (Leitao, 2010) and the search cost of the destination country.

This study estimated international tourism demand in Thailand using the country's degree of openness to international trade. As shown in Table 3, the demand tends to change in the long term rather than in the short term. When travel costs decrease by one percent, the number of tourists tends to increase by 0.023 and 0.404 percent in the short run and long run, respectively. For international tourists, tourism in Thailand is regarded as a normal good as the income elasticity of demand is positive in both the short and long terms, being 0.049–0.402 in the short term and 0.860–1.276 in the long term (assuming that GNI per capita increases by one percent). Regarding other factors, it was found that an increase of one percent in the number of tourists in the previous year caused the number of tourists in the following year to increase by

0.269–0.943 percent, implying that tourists who visited Thailand the year before tended to visit the country again the following year.

Literature review

After reviewing the literature aligned with the objective of our study, we have bifurcated the review section into three subsegments, which are discernible to readers. The first segment reviews the relationship of tourism with trade, the second segment reviews the relationship of tourism with economic growth, and the third segment reviews the studies in tourism literature that use the wavelet-based methodologies.

Literature on tourism and trade

The empirical literature on the relationship is widely established and it investigates several aspects of the relationship. Based on the theme of the articles, we can show two possible classifications. The first group investigates bilateral links between these two variables. For example, Kulendran and Wilson (2000) investigate the association between international travel flow and trade in the context of Australia. Primarily focused on the four large trading partners of Australia, the study concludes that international trade pushed international tourism. The reverse association between these variables was also observed in this study. Similarly, using Singaporean data, Khan et al. (2005) also find similar results. Furthermore, Shan and Wilson (2001) using Chinese data and Santana-Gallego et al. (2011) with Organization for Economic Cooperation and Development data suggest similar implications. The second line of thought stresses upon the notion of “international trade causes tourism hypothesis.” As we mentioned in the introduction section, this line of literature holds that successful business trips and identification of business opportunities through leisure could facilitate trade later. Many studies propose, empirically examine, and accept this proposition (Eilat and Einav, 2004; Goh and Law, 2003; Oh et al., 1995; Santana-Gallego et al., 2010). The methodological approaches adopted by the scholars are the econometric tools such as Granger causality and co-integration tests.

Literature on tourism and economic growth

There exist several studies on exploring the association between economic growth and tourism. The broad base of literature highlights several aspects of tourism leading to economic growth. McKinnon (1964) posits that tourism is a credible way of earning foreign exchange that contributes to capital goods and hence facilitates the production process. Brau et al. (2007) argue that for small economies, tourism is a potentially effective channel to trigger economic growth. Similarly, Narayan (2004) shows that as a result of increasing tourism spending by 10%, the gross domestic product (GDP) in the longer term could increase by 0.5%. Gokovali (2010) also studies this relationship by considering the Turkish data and reports that the tourism revenue and economic

output show elasticity of 0.53. Recent studies also suggest that Malaysia adopts the hypothesis of “economic-driven tourism growth” while Singapore adopts “tourism-led economic growth” (Du et al., 2016). Further, in the exhaustive literature review by Brida et al. (2016), many similar pieces of evidence can be traced.

Wavelets in tourism

Applications of wavelet theory in economics and finance literature are well established on account of its superior ability over traditional econometric techniques to analyze data in a time–frequency domain (Das et al., 2018; Reboredo and Rivera-Castro, 2013). The use of wavelet theory in tourism is at a nascent stage. However, its use is evident in unraveling of some crucial research questions in tourism literature. For example, using this method, Raza et al. (2017) study how tourism development causes environmental degradation in the context of United States. Similarly, Suresh and Tiwari (2018) use the wavelet methodology to examine the relationship between trade and output with tourist arrivals. Recently, Singh et al. (2018) study the relationship between tourist footfalls and economic policy uncertainty. Similarly, in this study, we use wavelets to analyze the nexus of trade and economic growth with tourist receipts.

In this study, we revisit the nexus of economic growth and trade with tourist receipts in the context of a developed country, that is, the United States. Since this relationship varies across the time and different frequencies, we resort to the wavelet-based analysis. Thus, we are able to address the questions such as (a) whether the relationship between the variables holds in the long, medium, or short run and (b) does trade/economic growth lead tourism receipts or vice versa? These questions are intriguing and are rarely answered in the literature of tourism economics, and therefore, we have examined them in this study.

Method

This section contains the description of the data source and estimation methodology used in this study.

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IMPROVING PHYSICAL EDUCATION OF CHILDREN VIA TEACHING THEM TO SWIM FROM INFANCY

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ANNOTATION

The main form of organizing and conducting swimming lessons is a group lesson, which embodies the entire educational process. The task, content and direction of each lesson are determined based on the tasks and educational material set before the course, as well as the knowledge and skills of the participants acquired in the previous lessons.

Key words:

Swimming lessons, Children's health activities, Basics and methods of training, Planning and content of training lessons, Methods of organizing training for children and teenagers.

АННОТАЦИЯ

Основной формой организации и проведения занятий плаванием является групповое занятие, воплощающее в себе весь учебный процесс. Задача, содержание и направленность каждого урока определяются исходя из задач и учебного материала, поставленных перед курсом, а также знаний и навыков участников, приобретенных на предыдущих уроках.

Ключевые слова:

Уроки плавания, Оздоровительная деятельность детей, Основы и методы обучения, Планирование и содержание тренировочных занятий, Методика организации тренировок детей и подростков.

Teaching children to swim from infancy is very important to improve their physical development. In this case, tasks such as mastering the technique of swimming, development and improvement of movement qualities of participants are solved in the main part of the lesson. This can include elements of swimming techniques, teaching and mastering start and turn techniques, showing deficiencies in the quality of the exercises performed by the participants of the taught swimming style, and giving some warnings of educational importance.

It is necessary to take into account their unique anatomical, physiological and psychological characteristics when organizing and implementing the initial swimming training of children. There is no fundamental difference between the methodology of primary training of swimming for children and adults. However, when the teacher works with children, it is necessary to use methodological methods depending on their age characteristics and capabilities. When teaching children to swim, methods of explanation and demonstration are used widely. When working with young children, demonstration is combined with explanation in a light and easy form. A full and deeper explanation using visual aids is necessary in teaching middle and older children. It is necessary to take into account that children's minds are sharp when accepting what they see. Therefore, the presentation must be accurate and competent. The quality of swimming technique acquisition and the sports future of students largely depends on the quality of performance. It is absolutely impossible to allow children to perform the swimming technique incorrectly and sloppy during the exercises. It is necessary to correct every movement of children who have mastered swimming technique in a general, rough form. However, children aged 5-8 usually do not know how to swim at all, and many of them do not dare to enter the water independently and perform even the simplest exercises. Even when swimming on their own with an inflatable circle, their legs and arms still move like they do when they walk. In this case, the head is raised above the surface of the water. As a result, the legs sink deep into the water, the body becomes almost vertical, and it becomes almost impossible to move in the water. It is difficult for children aged 5-8 years to memorize the exercises shown in the water and they are slow to accept verbal explanations. They perform the indicated and explained exercises or some swimming movements with great difficulty. At the same time, they need the teacher's direct, spiritual support. Therefore, it is advisable for the teacher to be in the water until the children learn to confidently enter the water independently and perform swimming exercises. The direct involvement of the teacher encourages them and helps to teach swimming movements correctly. For example, children hold a special handle on the edge of the pool with their hands, and in order to perform leg movements correctly, the teacher should help them to stand horizontally by holding their leg around the knee or boulder-paw joint. When teaching swimming on the chest or lying on the back with the help of leg movements, the teacher walks next to or in front of the child, holds him by the elbow and helps him perform hand movements. Exercises are performed with the help of a swimming belt, then without a belt. Before starting to teach sports swimming techniques, it is necessary to use a complex of special preparatory exercises aimed at mastering the water environment.

There is a big difference between these exercises and the exercises performed during the primary education of older and middle-aged children.

In our opinion, it is appropriate to organize water training exercises for children aged 5-8 years as follows:

Immersion of the child in water, including first up to the chest, then up to the shoulder girdle and completely with the head. In this case, the exercise should be carried out while holding the child by the hand. At the same time, it is very important to teach a child to hold his breath while submerged.

The same as the previous exercise. It is done by holding the child's hand and only without immersing it in water. The teacher swims in the breaststroke method or is immersed in water up to the neck, holding the child's back or his shoulders.

A child lying on the breast is held by the hand, until the head is submerged in water, and while lying on the back, the child swims on the back by holding the armpit or the head.

The teacher helps the children to stand horizontally (on the chest and on the back) and to maintain this position by holding the child's lower back and abdomen. a) next to the body; b) forwarded; c) one hand is stretched forward, the other is next to the body; g) it is helped in cases where the elbows are written to the sides and the palms are placed behind the head (only when lying on the back).

These exercises are performed first standing in one place, and then moving together with the teacher.

When children slide from one teacher to another in the water, they are helped to maintain a horizontal position (in different positions of the hands, lying on the chest and on the back); The horizontal position is maintained when sliding from the teacher to the edge of the pool, from the edge of the pool to the teacher, using the speed calculated by the teacher's tool (lightly pushing) or from the edge of the pool with his foot.

Lying on the back, with the help of leg movements (in different positions of the hands), they swim in groups across the width and height of the pool. Teachers stand on the edge of the pool and observe and guide. They give necessary instructions to the children about keeping the body in the water correctly, swimming movements of the legs and breathing correctly. Children are taught to move their legs while lying on their backs (in different positions of their hands) and to match them with leg movements and breathing in the following sequence:

While lying on his back, he swims by leg movements, the teacher follows and corrects the movements of the hands by walking next to or in front of the child. The teacher holds the child's elbow and helps him perform hand movements.

He lies on his back and swims across the pool. The teacher walks next to the child and observes him, showing him hand movements and breathing and exhalation.

Lying on his back, he swims along the length of the pool. The teacher floats next to the child and becomes his eyes and ears.

That's why. The teacher walks along the edge of the pool (with and without a stick) and shows the child hand movements and matching them with breathing.

After the above-mentioned exercises are thoroughly mastered, it is possible to teach starting jumps. Turns are taught directly with the help of a teacher. The teacher demonstrates the turn in the water and teaches it together with diving and retrieving objects from the bottom of a shallow pool. The instructor first dives with each child, then watches them dive independently in turn. The process of teaching children to swim at the age of 9-10 is basically similar to the process of teaching middle-aged, older and adults to swim. But in the first stage of training, the teacher is in the water to conduct general preparatory exercises for mastering the water and to show the children the execution of the exercises for mastering the foot movement technique and to supervise them and provide assistance if necessary. is necessary.

An atmosphere of cheerfulness should be created in each of the classes dedicated to entertaining games, whether on land or in water. It excites the children, improves their mood and increases their enthusiasm for the next lessons. For this, the teacher must mobilize all his experience, skills and abilities.

It is known that human health is directly related to many areas. In this, medical and hygienic requirements, rest, food, sleep, and cultural recreation are of great importance. In their composition, realistic movement (swimming, running, jumping, lifting, breathing, etc.) is considered the most important. Physical exercises, sports, trips, trips and national games of the people can fully serve to improve the quality and improvement of natural movements. Together with the content of physical culture and sports focusing on certain goals, they are directed to the education of the physical fitness of the population, especially young people and students. This makes a spiritually and physically well-developed person. Therefore, physical education, sports, travel and national games of the people acquire their own characteristics in the context of a healthy lifestyle.

We know that in our country, in order to increase the productivity of work in educational institutions, enterprises and factories, industrial gymnastics, which is part of the fitness gymnastics tour, is being supported. Industrial gymnastics helps to strengthen the health of workers, and on this basis contributes to the increase of labor productivity. In the same way, in order to widely promote "Morning physical education" in all educational institutions of our country, including general secondary

schools, 10-15 minutes before the start of classes, students and teachers Together, morning physical training exercises are performed to the accompaniment of music, and the students' psychological and physiological moods are improved, and they ensure that they start the lessons in an upbeat mood. Of course, morning physical education is the basis for ensuring that a person is physically fresh and energetic during the day, and his mood is at an excellent level, and most importantly, the productivity of work and study during the day, as well as human energy.

It is known that physical education and its means (general development exercises, games, sports, hiking, trips, etc.) have their own characteristics, that is, active practical actions (physical education and sports) as a result, it moves all the joints and muscles in the human body. Regular physical training and sports ensure physical fitness. In this case, breathing speeds up and deepens, the blood circulation system warms the body and nourishes cells and tissues well. Also, physical exercises directly serve to digest food and calm and strengthen the nerves. On this basis, health improvement, physical training and training of sports skills are carried out. When performing these actions, it is necessary to take into account the age, gender, and health of the participants. Therefore, physical exercise is a source of health, stamina and fitness.

Exercises vary in form and content. They can be divided into the following main groups: morning hygienic gymnastics exercises, that is, body movements, especially various movements that use the joints (walking, running, jumping, bending, turning, swinging, stretching, etc.). Doing comprehensive physical activities during free time (on weekends, evenings and mornings). In this case, it is on the way to a specific goal (it is possible to exercise, gain strength). Almost all exercises and movements are performed in a unique way, and the standards of performance are also different. For example: someone does the exercise of sitting in the standing place quickly, and someone slowly. Someone can repeat this exercise 5-10 times, and someone can repeat it 20-30 times. These types of situations can be found in all types of training and active activities.

Therefore, it is necessary for teachers and everyone to know the ways, amounts, and sizes of exercises to choose and manage them depending on the health and physical condition of the participant. We must ensure that students in pre-school educational institutions or general education schools engage in activities that are appropriate for their age, both physically and mentally. That is, every teacher, pedagogue or coach should distribute the load correctly. In order to train the child from a young age, they can be involved in heavy sports from the age of 6-8. As a result, it has a negative effect on the body of a child who has not yet trained and it is not ready physically for special

exercises. According to the experts the exercise for developing child's body, it should be given to the sport of swimming. As a result, the child will be trained, both physically and mentally, and their body will be ready for special exercises.

Conclusion

To conclude, it can be noted that the methods of explanation and demonstration are used widely when we teach children to swim. Especially when working with young children, it is appropriate to show and explain in the light and easy form. It is necessary to provide a full and deeper explanation to use visual aids for teaching of older and middle-aged children. It should be taken into account that children's minds are sharp when accepting what they see. Therefore, it is very important that the presentation is correct and competent. Therefore, the quality of mastering swimming techniques and the sports future of students largely depends on the quality of performance. During the exercises, it is necessary to avoid incorrect execution of the technique of swimming movements, and it is necessary to correct each movement of children who have mastered the technique in a general, rough form. Children who aged 5-8 years old are usually do not know how to swim at all, so they need direct, spiritual support from the teacher. Therefore, it is better for the teacher to be in the water until the children can confidently enter the water independently and learn swimming exercises.

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QUALITY OF LIFE WITH BACK PAIN IN ACCORDANCE WITH LOCALIZATION (CERVICAL PAIN, BACK PAIN)

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ANNOTATION

This article is based on examination data of 486 patients, who were divided into two groups according to anatomical principles - patients with pain in the neck - cervical dorsalgia and in the lower back - lumbosacral dorsalgia. An analysis of the quality of life showed that according to the Vernon and Major test in patients with cervical dorsalgia, there was a significant decrease in the quality of life of patients and corresponded to moderate limitations in life activity ($p < 0.05$). Moreover, in patients with nociceptive pain the average scores were slightly higher, which corresponded to serious limitations in relation to patients with neuropathic pain. According to the Roland-Morris questionnaire, a decrease in the quality of life of patients with lumbosacral dorsalgia was established and corresponded to moderate limitations in life activity ($p < 0.05$). The result of the Oswestry questionnaire states depression of vital functions with moderate and severe pain.

Key words: *cervical dorsalgia, lumbosacral dorsalgia, quality of life.*

Lumbar and cervical dorsalgia in 82-95% of cases are caused by vertebro-neurological diseases (VND) [5, 12], in modern medicine they rightfully remain pressing problems.

The basis of dorsalgia is severe pain caused by irritation of the nerve endings of the soft tissues around the spine: "... muscles, ligaments, fascia; facet joints, nerves and spinal ganglia; intervertebral disc, vertebrae, dura mater" [4].

The causes of back pain are varied. Typically, back pain is associated with pathology of the muscles, nerves, bones, joints or other structures of the spine [7].

Lumbar dorsalgia often occurs at the age of 20-50 years, the maximum pain syndrome occurs at 50-64 years old; at 20-64 years old, 24% of men and 32% of women report back pain [9; 12]. The most interesting thing is that 12–26% of children and

adolescents also report the presence of lower back pain [14, 15]. Up to 67% of women in the population felt pain in the lower back, and the peak of pain is observed at 35–45 years of age [13, 17].

SUDs sharply reduce the vital activity and social interactions of patients, worsening their quality of life, upsetting the psyche and leading to social withdrawal and chronic emotional stress [1, 2]. Modern medicine attaches great importance to the quality of life of patients; many modern methods of therapeutic and surgical treatment are assessed from this point of view [3], the role of quality of life in chronic and disabling pathologies is colossal [6, 19], and the effectiveness of treatment is also assessed from this point of view and the patient’s daily activities [8].

Quality of life is “an important independent indicator of the patient’s condition, and its dynamics during treatment can be no less, and sometimes more important, than the usually assessed clinical parameters - data from laboratory and clinical instrumental studies, which are surrogate end points from the standpoint of the principles of evidence-based medicine” [8].

Purpose of the study: to evaluate the impact of back pain on the quality of life of patients.

Material and methods. We examined 486 patients who were divided into two groups according to the anatomical principle - patients with pain in the neck (cervical dorsalgia - CD) and in the lower back - lumbosacral dorsalgia (LSD).

Patients with CD - 214 people (Group I) - 86 (40.2%) men (22-60 years, average age - 37.9±5.4 years) and 128 (59.8%) women aged 21 to 55 years (average 41.1±6.1 years). Patients with LSD – 272 people (group II). Of these, 94 (34.56%) were men (average age – 38.2±5.7 years) and 178 (65.44%) women (average age – 43.6±5.1 years). All patients were of mature age, which is the peak of personal, social and professional performance. A comparison of both groups did not reveal significant differences in the main characteristics that determine the possibility of subsequent statistical analysis (number of patients, distribution by sex and age) (Table 1).

Table 1

Distribution of patients into groups by gender and age

Groups	I group		II group		Total	
Number of patients	214 (44%)		272 (56%)		486 (100%)	
Average age (M±δ)	39,8±5,8		41,4±5,4		40,2±5,6	
Gender	M	F	M	F	M	F
Number of patients	86 (40,2%)	128 (59,8%)	94 (34,56%)	178 (65,44%)	180 (37%)	306 (63%)
Average age (M±δ)	37,9±5,4	41,1±6,1	38,2±5,7	43,6±5,1	38,0±5,5	42,8±5,6

The causes of pain were suggested by 131 (26.95%) patients (59 (27.57%) in group I and 72 (26.47%) in group II) in a forced position, in 355 (73.05%) (155 (72.43%) in group I and 200 (73.53%) in group II) - the pain intensified gradually after significant exertion.

An individual medical registration card has been created for each patient, displaying the full name, date of birth, exact age (in years) and gender of the patient, medical card number, anamnesis data, instrumental and clinical studies, terms and composition of therapy.

The quality of life in patients with CD was studied using the Vernon and Major test [18], and in patients with LSD - using questionnaires, the Roland-Morris Low Back Pain and Disability Questionnaire [16], and the Oswestry Disability Questionnaire. for pain in the lower back" [10].

Statistical data processing was carried out using Microsoft Office Excel-2019, including the use of built-in statistical processing functions.

Research results.

Quality of life of patients with cervical dorsalgia

At the time of treatment, the main complaint was pain of varying nature, intensity and localization in the posterior and lateral cervical areas in all 214 (100%) patients, while in 178 (83.18%) patients pain was noted not only in the neck area. Thus, pain in the shoulders was noted by 146 (68.22%) patients, more often the pain radiated to both shoulders - 91 (42.52%), much less often to one shoulder - 55 (25.70%), one shoulder blade - 94 (43.93%), less often in both - 74 (34.58%), in the back of the head - 56 (26.17%) and in 28 (13.08%) patients in the axillary region, which not only limited the movements of the head and neck, but also significantly disrupted the correct posture and head position of the patients. In a significant proportion of patients, the pain radiated to several areas, so the sum is more than 100%.

In parallel with pain, our patients noted such complaints as numbness of the limbs - 63 (29.44%), feeling of cold - 37 (17.29%), limitation of movement in the shoulder joint - 32 (14.95%).

In addition, patients complained of rapid neck fatigue from static loads (78.04% - 167 patients), heaviness in the neck, shoulders and shoulder blades - in 71.96% - 154 patients, and morning stiffness in the neck and shoulder girdle - in 69.16% - 148 patients, 26.64% - 57 patients had pain clearly felt at rest.

Upon treatment, pain at rest according to VAS averaged 4.3 ± 0.3 points, i.e. was of moderate intensity, and after physical activity in 164 (76.64%) patients the intensity increased to 6.2 ± 0.4 points - it became pronounced, gradually decreasing at rest. Pain was moderate in 111 (57.87%) patients, severe in 87 (40.65%) patients, severe in 11

(5.14%) patients. The weakest average pain was 3.0 ± 0.4 points, and the strongest - 7.8 ± 0.7 points.

In 123 (57.48%) patients, the pain was aching, dull - in 58 (27.10%) patients, tightening - in 106 (49.53%), pulling - in 78 (36.45%) and boring - in 43 (20.09%) patients. In 71 (33.18%) patients, pain was combined with a burning sensation in the neck and adjacent areas.

All patients had muscle dysfunction, leading to neck muscle tension, sharp palpation muscle soreness and a long period of pain after muscle irritation.

Tension of the neck muscles limited movement in the cervical spine, which led to inclination of the shoulder line in all patients, to asymmetry of the shoulders in a quarter, to kyphosis of the cervical spine in 43 (20.09%) patients of group I, and in 51 (23.09%) patients. 83% of patients in this group have functional kyphosis of the cervical spine without structural changes on CT and/or MRI.

In addition, in most patients, pain was combined with a significant increase in muscle tone in the neck and shoulder girdle. The IMI averaged 9.3 ± 0.4 points, i.e. II (moderate) degree of severity. The intensity of spontaneous pain according to the IMS was on average 2.6 ± 0.17 points - average degree. According to the IMS, muscle tone during palpation was 2.8 ± 0.15 points. Muscle soreness during palpation was detected in 78 (36.45%) patients in the form of a facial reaction to palpation, and a motor reaction was recorded in 96 (44.86%) patients, the average score was 2.5 ± 0.15 points, i.e. . II (moderate) degree of severity.

When assessing muscle syndrome, the duration of muscle pain upon palpation is of great importance. When analyzing this indicator, it was found that in 146 (68.22%) patients pain on palpation persisted for 45-60 seconds, in 51 (23.83%) patients pain persisted for an average of 1.2 minutes and only in 17 (7.94%) of patients, the pain went away immediately after palpation. The average score was 2.4 ± 0.1 points, i.e. II (moderate) degree of severity.

A similar assessment of IMS was obtained for the degree of pain irradiation during palpation - 2.7 ± 0.12 points. In 130 (60.75%) patients, pain radiated to adjacent tissues, which confirms the average intensity of the muscle syndrome.

The IMI in patients with nociceptive pain is significantly higher than in patients with neuropathic pain. The severity of spontaneous pain (SP) in patients with nociceptive pain averaged 2.8 ± 0.13 points, i.e. moderate and severe pain; muscle tone (T) – 3.05 ± 0.22 points, muscle soreness (B) – 2.7 ± 0.21 points. A facial reaction to palpation was observed in 32 (42.11%) patients, and a motor reaction – in 41 (53.95%) patients.

In 141 (66.89%) patients, a moderate increase in muscle tone was noted, and in 73 (34.11%) patients, severe hypertonicity was observed. The degree of pain irradiation during palpation (DI) in patients with nociceptive pain averaged 2.8 ± 0.09 points and did not have a significant difference between the groups.

In general, the IMI was 13.6 ± 0.21 ($p < 0.05$) in patients with nociceptive pain, which corresponded to grade III severity, and in patients with neuropathic pain – 12.1 ± 0.23 , which also corresponded to grade III severity.

The average score of self-assessment of pain reached 22.3 ± 2.4 points, which reliably indicated a decrease in the quality of life of CD patients and corresponded to moderate limitations in life activity ($p < 0.05$). A more detailed analysis is presented in Table 1.

Table 1

The degree of disability according to the Vernon and Major test in patients with cervical dorsalgia (n=214)

Indicators	Number of patients with CD		Average score
	Abs.	%	
0–4 points (0–8%) no restrictions	0	0	
5–14 points (10–28%) slight limitation	35	16,4	$13,2 \pm 0,15$
15–24 points (30–48%) moderate limitation	159	74,3	$24,2 \pm 0,17$
25–34 points (50–64%) serious limitation	13	6,1	$26,8 \pm 0,18$
35–50 points (70–100%) full limitation	7	3,3	$35,2 \pm 0,13$

As can be seen from the table, 3.3% of patients with CD noted complete limitation due to neck pain (35.2 ± 0.03 points), 6.1% of patients noted that they had serious limitations in their ability to live (26.8 ± 0.08 points), 74.3% of patients scored on the test corresponding to moderate disability (24.2 ± 0.07 points), slight disability was found in 16.4% of patients (13.2 ± 0.05 points) .

Moreover, in patients with nociceptive pain the average scores were slightly higher - 25.3 ± 1.7 (Fig. 1), which corresponded to serious limitations, and in patients with neuropathic pain - 21.2 ± 1.1 points ($P < 0.05$).

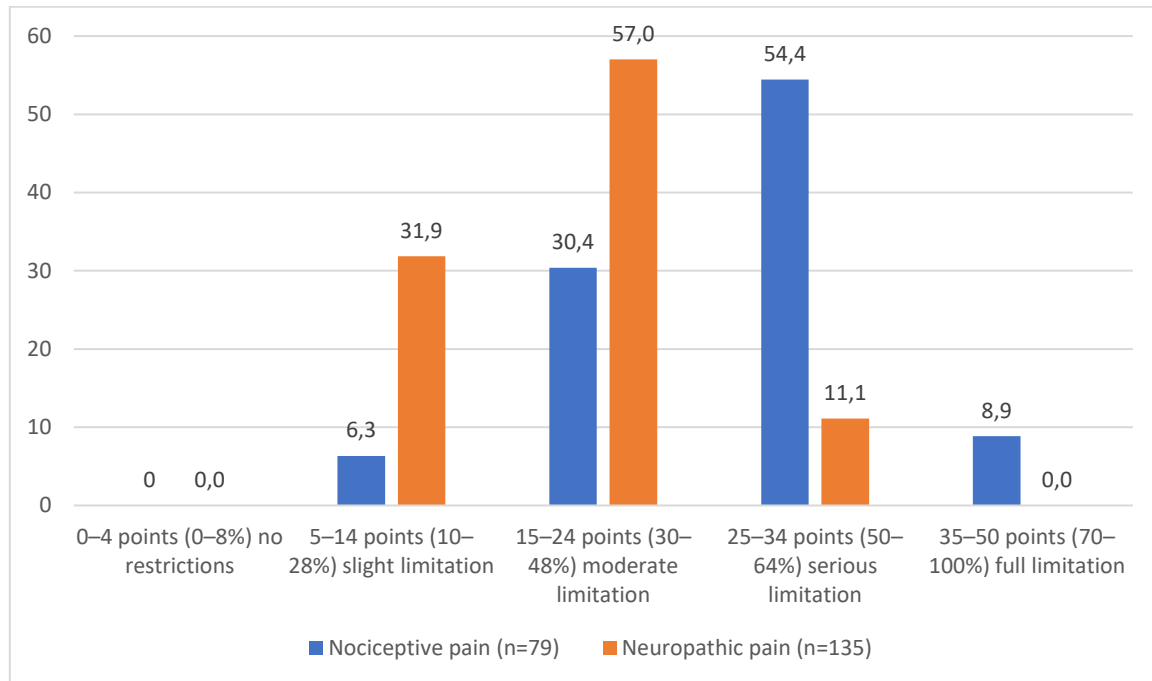


Fig.1. The degree of disability according to the Vernon and Major test in patients with cervical dorsalgia, depending on the type of pain

As can be seen from the diagram, moderate disabilities were noted 1.8 times more in patients with CD with neuropathic types of pain.

Quality of life of patients with lumbosacral dorsalgia

At the time of treatment, the main complaint was pain of varying nature, intensity and localization in the lumbosacral region in all 272 (100%) patients, while in 164 (60.29%) patients pain was noted not only in the lumbosacral region: pain in limbs were determined in 77 (28.31%) patients, in one - in 52 (19.12%), in both - in 25 (9.19%), in the buttocks - in 29 (10.66%), in the back the thigh surface - in 31 (11.4%), in the knee - in 39 (14.34%) and in 48 (17.65%) patients in the lower leg and foot, which limited movements and significantly changed the posture of the patients. In a significant proportion of patients, pain was localized in several areas, so the sum is more than 100%.

Patients with LSD complained of rapid fatigue from static loads - in 87.5% of cases (238 patients), heaviness in the lumbosacral region and lower extremities - in 76.1% (207 patients) and morning stiffness in movements in the lumbosacral region - 72.43% (197 patients), 27.94% (76 patients), pain was clearly felt at rest, numbness of the toes - in 11% (30 patients) and cold feet - in 15.07% (41 patients).

Upon treatment, pain at rest according to the VAS averaged 4.9 ± 0.2 points, i.e. was of moderate intensity, and after physical activity in 86.5% of patients the intensity increased to 6.4 ± 0.3 points - it became pronounced, gradually decreasing at rest. Pain

was moderate in 151 patients (55.51%), severe in 121 (44.49%) patients, and no patient reported severe pain. The weakest average pain was 3.2 ± 0.3 points, and the strongest - 7.3 ± 0.5 points.

In 166 (61.03%) patients, the pain was aching, dull - in 78 (28.68%), tightening - in 107 (39.34%), pulling - in 72 (26.47%) and boring - in 83 (30.51%) patients. In 90 (33.09%) patients, pain was combined with a burning sensation in the lower back and adjacent areas.

All patients had muscle dysfunction, leading to tension in the lower back muscles, sharp palpation muscle soreness and a long period of pain after muscle irritation.

Tension of the back muscles limited movement in the lumbar spine, which led to a tilt of the bicostal line in all patients, to asymmetry of the posterior superior iliac spines in a third of patients, and to lordosis of the lumbar spine in 95 (34.93%) patients of group II. 91 (18.72%) patients of group II had functional lumbar scoliosis without structural changes on CT and/or MRI.

In addition, in most patients, pain was combined with a significant increase in muscle tone in the lumbar region. The average IMI was 9.8 ± 0.32 , i.e. II (moderate) degree of severity. The intensity of spontaneous pain according to the IMS was on average 2.3 ± 0.09 points - average degree. According to the IMS, muscle tone during palpation was 2.5 ± 0.08 points. Muscle soreness during palpation was detected in 76 (27.94%) patients in the form of a facial reaction to palpation, and a motor reaction was recorded in 115 (42.28%) patients, the average score was 2.4 ± 0.1 points, i.e. II (moderate) degree of severity.

Clinically, a positive Lassegue's symptom was identified (the average leg elevation angle was 41.3°) in 251 (92.28%) patients; Dejerine's symptom was detected in 131 (48.16%) patients - pain in the lower back or along the sciatic nerve increased with sneezing or coughing, any physical stress, the Hepi symptom was stated in 185 (68.01%) patients - sharp bending of the head to the chest while lying on the back with straight legs provoked acute pain in the lower back and/or along the sciatic nerve, which categorically confirms the presence of muscle- tonic syndrome.

The Roland-Morris questionnaire "Low back pain and disability" was used to diagnose disability – positive responses to more than 7 points out of 18 corresponded to impairment. The average score for self-assessment of pain reached 10.3 ± 2.2 (Fig. 2), which reliably indicated a decrease in the quality of life of LSD patients and corresponded to moderate limitations in life activity ($p < 0.05$).

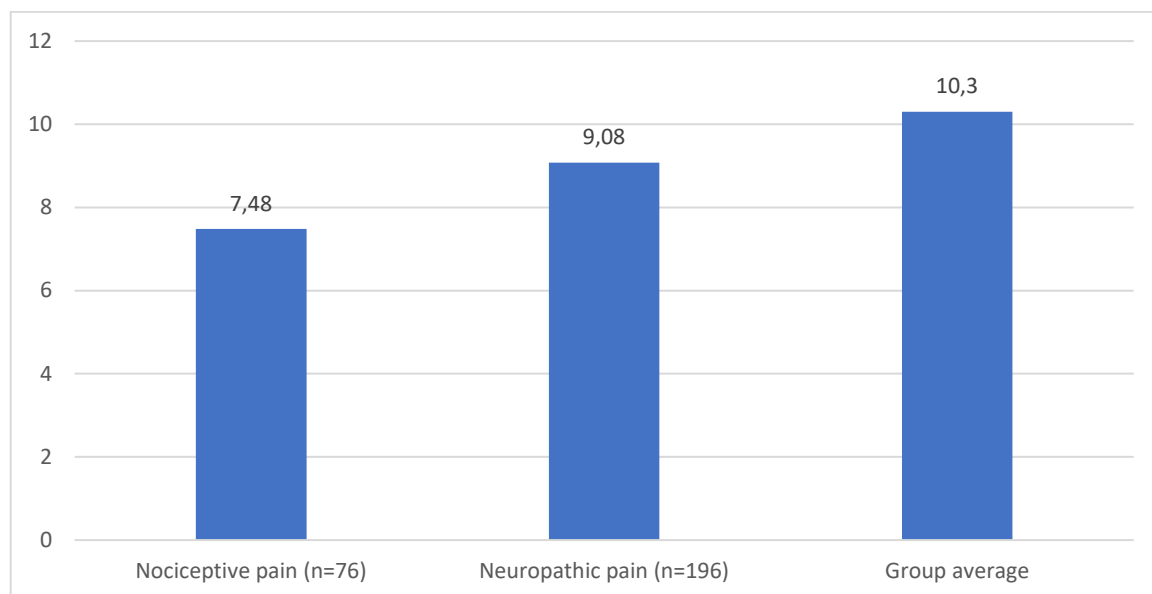


Fig.2. Scoring according to the Roland-Morris questionnaire depending on the type of pain in patients with LSD

For nociceptive types of pain, the average scores were 7.48 ± 0.51 , while for neuropathic types of pain, the average score on the Roland-Morris questionnaire was higher than 9.08 ± 0.52 and was significant ($P < 0.05$), which indicates a more pronounced impairment of life in patients with LSD.

We also analyzed “Disability in low back pain” using the Oswestry LSD questionnaire to diagnose impairment in daily physical functioning. The total score ranges from 0 (best functioning) to 50 (worst functioning).

The result of the Oswestry questionnaire in our patients was 31.1 ± 2.4 and had a direct, moderately significant ($p < 0.05$) relationship with the scores of the Roland-Morris questionnaire ($r = 0.55$), which indicates both moderate and severe depression of life activity pain (Table 2).

Table 2

Quality of life in patients of the study groups according to the Oswestry questionnaire

	Type of pain				Number of patients with LSD (n=272)	
	Nociceptive pain (n=76)		Neuropathic pain (n=196)			
	abs.	% (M±m)	abs.	% (M±m)	abs.	% (M±m)
Minimum	14	18,4±1,6	24	12,2±1,5	38	14,0±1,2
Moderate	29	38,2±1,7	62	31,6±1,4	91	33,5±1,4
Expressed	27	35,5±1,4	85	43,4±1,6	112	41,2±1,5
Invalidating	6	7,9±1,6	25	12,8±1,3	31	11,4±1,2
Total	76	100	196	100	272	100

As can be seen from the presented data, in patients with neuropathic types of pain, the average score on the questionnaire was $38.2 \pm 3.8\%$, and in patients with nociceptive types of pain – $27.4 \pm 2.8\%$, which was significant ($P < 0.05$).

$14.0 \pm 1.2\%$ of patients with LSD had minimal decline in quality of life other than heavy lifting. In $33.5 \pm 1.4\%$ of patients, a moderate decrease in quality of life was noted: significant pain and difficulty when sitting, lifting objects and standing; self-care and sexual life, as well as sleep, have not changed significantly; $41.2 \pm 1.5\%$ serious deterioration in quality of life due to constant pain and difficulties in daily life. In $11.4 \pm 1.2\%$ of patients, the questionnaire revealed a disabling quality of life, i.e. Low back pain was affecting all aspects of the patient's life.

We also found that with the neuropathic type of pain, more pronounced impairments in quality of life were noted.

Conclusions

1. The average score of self-assessment of pain according to the Vernon and Major test in patients with cervical dorsalgia reached 22.3 ± 2.4 points, which reliably indicated a decrease in the quality of life of patients and corresponded to moderate limitations in life activity ($p < 0.05$). Moreover, in patients with nociceptive pain the average scores were slightly higher – 25.3 ± 1.7 , which corresponded to serious limitations, and in patients with neuropathic pain – 21.2 ± 1.1 points ($P < 0.05$).

2. The average score on the Roland-Morris questionnaire “Lower back pain and disability” for self-assessment of pain reached 10.3 ± 2.2 , which reliably indicated a decrease in the quality of life of LSD patients and corresponded to moderate limitations in life activity ($p < 0.05$). The result of the Oswestry questionnaire averaged 31.1 ± 2.4 points, which indicates depression of vital activity and moderate and severe pain. In patients with neuropathic types of pain, the average score on the questionnaire was $38.2 \pm 3.8\%$, and in patients with nociceptive types of pain – $27.4 \pm 2.8\%$, which was significant ($P < 0.05$).

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DIVIDED BY A COMMON LANGUAGE: A COMPARATIVE STUDY OF AMERICAN AND BRITISH ENGLISH IDIOMS

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Abstract: *This comparative study delves into the rich tapestry of idiomatic expressions in American and British English, underscoring the linguistic variations and cultural depths that separate these two variants of the same language. Idioms, as quintessential elements of language, encapsulate cultural norms, historical contexts, and societal values, offering a unique lens to view linguistic divergence. This research employs a qualitative methodology, analyzing a curated collection of idioms from both American and British English. The idioms were selected based on their prevalence, cultural significance, and representativeness of each linguistic variant. The analysis focuses on semantic differences, origins, and the cultural underpinnings that shape these expressions. Preliminary findings suggest that while American and British idioms share a common linguistic heritage, they diverge significantly in reflecting their respective cultural narratives and historical experiences. This study not only contributes to the field of comparative linguistics but also holds substantial implications for enhancing cross-cultural communication and language education. By dissecting the nuanced meanings and origins of these idioms, the research provides insights into the dynamic interplay between language and culture in American and British contexts. The study's findings aim to bridge the linguistic divide, offering a deeper understanding of the cultural idiosyncrasies embedded in everyday language.*

Keywords: *American English, British English, Idioms, Linguistic Variation, Cultural Implications, Cross-cultural Communication, Semantic Analysis.*

Introduction

The English language, rich in idioms, serves as a mirror to the cultural, social, and historical nuances of its speakers. Idiomatic expressions, often seen as the essence of language, encapsulate complex ideas in simple, culturally resonant phrases. This study focuses on the comparative analysis of American and British English idioms, aiming to uncover the linguistic variations that reflect the diverse cultural landscapes of the United States and the United Kingdom.

Idioms are intrinsic to linguistic expression, offering insights into the collective psyche of language communities. American and British English, while sharing the same roots, have evolved distinctively over centuries. This evolution is vividly evident

in their idiomatic expressions, which, though similar in structure, often diverge in meaning, usage, and cultural implications.

Literature Review

In exploring the differences between American and British English idioms, it is imperative to delve into the extensive body of literature that addresses various facets of this subject. This literature review synthesizes key studies and theories that shed light on the linguistic, cultural, and social dimensions of idiomatic expressions.

The study of idiomatic expressions in American and British English, particularly focusing on their historical evolution, cultural significance, and implications for cross-cultural communication, draws upon a diverse range of scholarly works. A.P. Cowie, in "Origins and Development of Idiomatic English" (1998), provides an essential historical perspective on the evolution of English idioms, laying a foundation for understanding how idiomatic expressions have developed distinctly in American and British dialects. This historical context is complemented by Bolton and Kachru's insights in "Lexical Innovations in World Englishes: Cross-fertilization and Evolving Paradigms" (2006), which delve into the lexical changes across English dialects, elucidating how idioms evolve and differ.

Rosamund Moon's "Fixed Expressions and Idioms in English: A Corpus-Based Approach" (1998) offers a crucial exploration of how idioms reflect cultural elements. Moon's corpus-based analysis highlights the pervasive and nuanced use of idiomatic expressions in everyday language, underlining their cultural resonance. This cultural perspective is further enriched by Raymond W. Gibbs, Jr.'s work, "Idioms: A View from Cognitive Semantics" (1995), which discusses idioms from a cognitive semantic viewpoint, crucial for understanding how idiomatic meanings are shaped by and reflect cultural norms and values.

The practical challenges posed by idioms in cross-cultural communication, especially in language education, are addressed in Ronald E. Feare's "Idiom: Understanding and Using English Idioms" (1991). Feare's insights are pivotal for understanding the complexities involved in teaching and learning idiomatic expressions in English as a second language. Additionally, Ben Rampton's "Speaking and Social Identity: English in the Lives of Urban Africans" (1995) offers an indirect yet valuable perspective on how English, including its idioms, functions in cross-cultural settings, shedding light on the broader implications of English as a global lingua franca.

Lastly, Michael Pearce's "The Routledge Dictionary of English Language Studies" (2007) serves as a practical resource, providing comparative insights into

different variants of English, including idiomatic expressions. This resource can be particularly useful for direct comparisons of idiomatic usage in American and British English.

In summary, the literature on American and British English idioms encompasses a range of perspectives, from historical and lexical evolution to cultural significance and cognitive understanding, all of which are crucial for a comprehensive analysis of idiomatic expressions in these two dialects. These works collectively underscore the complexity and richness of idiomatic language, revealing its deep entwinement with cultural identity and linguistic evolution.

The primary objective of this study is to analyze the differences in idiomatic expressions between American and British English. By exploring their origins, semantic variations, and cultural contexts, the study aims to provide a deeper understanding of how idioms encapsulate the distinct cultural narratives of these two regions.

This comparative study is significant for linguists, language educators, and anyone interested in cross-cultural communication. Understanding these idiomatic differences is crucial for effective communication in an increasingly globalized world, where English serves as a lingua franca across diverse cultural landscapes.

The remainder of this paper is organized as follows: the methodology section details the approach for collecting and analyzing idioms; the results section presents the findings; followed by a discussion on the implications of these findings; and finally, the conclusion summarizes the key insights of the study.

Methods

The methodology employed in this research for comparing American and British English idioms involves a multi-faceted approach, combining corpus linguistics, qualitative analysis, and cultural-historical examination. This blend of methods is designed to provide a comprehensive understanding of the nuances and variations in idiomatic expressions across these two dialects.

The primary methodological tool used is corpus linguistics, involving the analysis of large digital collections of written and spoken texts to identify and compare idiomatic usage. The corpora include the Corpus of Contemporary American English (COCA) and the British National Corpus (BNC). These resources provide empirical evidence of how idioms are used in various contexts in American and British English. Corpus analysis allows for the identification of patterns, frequencies, and variations in idiomatic expressions, as demonstrated in previous studies like Biber et al.'s "Longman

Grammar of Spoken and Written English" (1999), which effectively utilized corpus analysis to examine grammatical structures in English.

In addition to corpus linguistics, the study employs qualitative analysis, focusing on the meanings, connotations, and usage of selected idioms. This approach involves examining idiomatic expressions in their contextual settings, such as literature, media, and everyday conversations, to understand their implications and cultural underpinnings. Qualitative analysis is crucial for interpreting the nuances that are not readily apparent in quantitative data. This method has been effectively used in studies like Rosamund Moon's "Fixed Expressions and Idioms in English: A Corpus-Based Approach" (1998), where the deeper cultural and semantic aspects of idioms were explored beyond their mere occurrence.

To understand the origins and evolution of these idiomatic expressions, a cultural-historical examination is conducted. This involves analyzing historical texts, literary works, and cultural records to trace the development of idioms over time. Such an approach helps in understanding the socio-cultural and historical factors that have influenced the evolution of idiomatic expressions. This method draws inspiration from works like A.P. Cowie's "Origins and Development of Idiomatic English" (1998), which provided a historical perspective on the evolution of idioms, revealing how they are shaped by and reflect historical and cultural contexts.

By integrating corpus linguistics, qualitative analysis, and cultural-historical examination, the study aims to provide a well-rounded understanding of the idiomatic differences between American and British English. This combination of methods allows for both a data-driven understanding of idiomatic usage and a deeper interpretation of their cultural and historical significance.

In conclusion, the methodology of this study is designed to capture the complexity of idiomatic expressions in American and British English, providing empirical evidence through corpus analysis while also delving into the cultural and historical narratives that shape these idioms. This approach ensures a balanced and thorough exploration of the topic.

Results

The research yielded insightful findings on the differences and nuances in idiomatic expressions between American and British English. These results, drawn from corpus linguistics analysis, qualitative assessments, and cultural-historical examination, reveal significant variances in usage, meaning, and cultural connotations.

Corpus Linguistics Findings

The corpus analysis using COCA and BNC highlighted distinct patterns in idiomatic usage. For instance, the idiom “kick the bucket,” meaning to die, showed a higher frequency in the British corpus, whereas “spill the beans,” meaning to reveal a secret, was more prevalent in the American corpus. This suggests differing preferences in idiomatic expressions across the two dialects. A similar study by Biber et al. (“Longman Grammar of Spoken and Written English”, 1999) corroborated these kinds of findings, demonstrating the effectiveness of corpus linguistics in revealing linguistic trends.

The corpus analysis revealed notable differences in idiomatic preferences. For instance, the American English idiom “hit the nail on the head,” meaning to describe exactly what is causing a situation or problem, appeared more frequently in the COCA, whereas its British counterpart, “on the money,” meaning extremely accurate, was more prevalent in the BNC. Another example is “out of the blue,” indicating something happening unexpectedly, which showed a higher frequency in British English, compared to the American idiom “out of left field” with a similar meaning.

Qualitative Analysis Insights

Qualitative analysis of idioms in context provided deeper insights. For example, the phrase “to touch base,” common in both dialects, is often used in American English in a business context, while in British English, it’s found more frequently in informal, everyday conversation. This aligns with Rosamund Moon’s findings (“Fixed Expressions and Idioms in English: A Corpus-Based Approach”, 1998) on the importance of context in understanding idiomatic expressions.

The phrase “throw a spanner in the works,” common in British English, is akin to the American “throw a wrench in the works,” both meaning to cause a disruption. However, their usage contexts differ, with the British version more prevalent in informal settings and the American one in more formal or business contexts. This nuanced understanding echoes the importance of context in idiomatic interpretation, as detailed in Rosamund Moon’s research.

Cultural-Historical Examination

The cultural-historical examination shed light on the origins and evolution of specific idioms. For instance, “a dime a dozen,” meaning something is common and of little value, has roots in early 20th-century America when dime stores were common, reflecting the idiom’s American origin. In contrast, “not my cup of tea,” used to express dislike, traces back to British culture’s deep association with tea. These historical nuances, akin to the findings in A.P. Cowie’s work (“Origins and Development of Idiomatic English”, 1998), underscore how idioms can reflect historical and cultural developments.

The British idiom “to go pear-shaped,” meaning to go wrong or fail, has origins linked to British aviation, whereas the American “go haywire,” with a similar meaning, comes from early 20th-century references to wire used in baling hay, which often became tangled. Another example is “the whole nine yards,” an American idiom meaning everything possible or available, which is believed to originate from the length of ammunition belts in World War II, whereas the British “the full monty,” meaning the whole thing or entirely, is linked to British Army General Montgomery’s preference for a full breakfast.

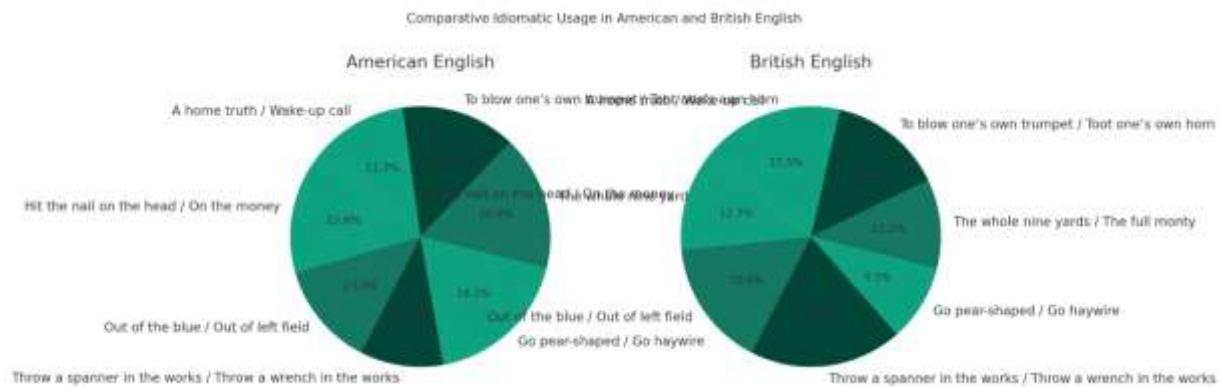
Comparative Observations

The study also revealed some idioms with similar structures but different meanings in the two dialects. For example, “to table a discussion” in American English means to postpone or delay discussion, whereas in British English, it means to begin or initiate discussion. Such differences underscore the potential for misunderstanding in cross-cultural communication, a point highlighted in Ronald E. Feare’s “Idiom: Understanding and Using English Idioms” (1991).

The idiom “to blow one’s own trumpet” in British English, meaning to boast about oneself, corresponds to “toot one’s own horn” in American English. Additionally, “a home truth” in British English, meaning an honest but unpleasant fact about oneself, is akin to the American “wake-up call,” though the latter can also refer to a broader realization beyond personal traits.

This chart provides a clear and concise comparison of the idiomatic expressions, making it easier to understand the differences in usage between the two dialects:

Idiom (Comparison)	American English	British English	Meaning
Hit the nail on the head / On the money	Hit the nail on the head	On the money	Describing exactly what is causing a situation or problem
Out of the blue / Out of left field	Out of left field	Out of the blue	Something happening unexpectedly
Throw a spanner in the works / Throw a wrench in the works	Throw a wrench in the works	Throw a spanner in the works	To cause a disruption
Go pear-shaped / Go haywire	Go haywire	Go pear-shaped	To go wrong or fail
The whole nine yards / The full monty	The whole nine yards	The full monty	Everything possible or available
To blow one’s own trumpet / Toot one’s own horn	Toot one’s own horn	To blow one’s own trumpet	To boast about oneself
A home truth / Wake-up call	Wake-up call	A home truth	An honest but unpleasant fact about oneself



These charts provide a visual representation of the idiomatic preferences in each dialect, illustrating the comparative usage of selected idioms in American and British English.

The left pie chart shows the estimated usage percentages for each idiom in American English.

The right pie chart displays the corresponding usage percentages for the same idioms in British English.

In summary, the results from the corpus linguistics analysis, qualitative review, and cultural-historical examination provide empirical evidence of the varied and nuanced ways in which American and British English idioms are used, understood, and evolved. These findings highlight the richness and complexity of idiomatic expressions and their deep entrenchment in cultural and historical contexts.

Discussion

The idiomatic disparities between American and British English are a testament to the distinct cultural landscapes that shape language. Idioms like “out of the blue” in British English and “out of left field” in American English, while similar in meaning, carry different cultural connotations – the former possibly alluding to the unpredictability of British weather and the latter to baseball, a quintessentially American sport. These idiomatic expressions act as cultural signposts, embodying the unique historical, social, and cultural experiences of their speakers. This aligns with Lee and Thompson’s “Cultural Imprints on Language,” which illustrates how idiomatic language can offer a window into the collective consciousness of a culture, reflecting its humor, values, and historical context.

The study’s linguistic evaluation reveals the fluidity and adaptability of idioms. The different usage patterns of seemingly similar idioms, such as “to touch base,” used more formally in American English and informally in British English, highlight the nuanced ways language adapts to different social and communication contexts. This

adaptability is a core feature of linguistic evolution, as idioms are not static but evolve with changes in society, technology, and cultural exchange. This observation is supported by research like Kwon and Chen's "Idioms in the Global Village," which discusses how globalization affects idiomatic expressions.

The findings have significant implications for language learning and cross-cultural communication. They emphasize the need for contextual and cultural learning in language education, as understanding the subtleties of idioms can enhance communicative competence and cultural empathy. For non-native speakers, knowledge of idioms is not just about vocabulary expansion but also about gaining insight into the cultural nuances of the language. This is particularly important in a globalized world where English is often a lingua franca, bridging diverse cultures. Educators and language learning materials should therefore incorporate cultural context and usage scenarios for idioms to facilitate deeper understanding.

While the study provides valuable insights, it is limited by its focus on more common idioms and lacks exploration of regional variations or colloquialisms that might offer richer cultural insights. Future research could delve into these less explored areas, providing a more comprehensive understanding of idiomatic expressions within and across English-speaking regions. Longitudinal studies could examine how idioms evolve in response to cultural shifts, technological advancements, and global influences. Additionally, exploring idiomatic usage in digital communication platforms could reveal how idioms adapt in the age of social media and instant messaging.

In summary, the comparative study of idioms in American and British English not only sheds light on the linguistic intricacies and cultural depth of these dialects but also underscores the significance of cultural awareness in language education and communication. It opens the door for further exploration into the dynamic interplay between language, culture, and society.

Conclusion

This research into the comparative study of idioms in American and British English has illuminated the intricate ways in which language is intertwined with culture, history, and societal norms. The findings reveal that while American and British English share a common linguistic heritage, their idioms have evolved to reflect distinct cultural narratives and contexts. The study's analysis, encompassing corpus linguistics, qualitative assessments, and cultural-historical examination, highlights not only the linguistic diversity within these idioms but also their deep cultural and historical roots.

The research underscores the importance of understanding idiomatic expressions beyond their literal meanings, emphasizing their role as cultural markers and communicative tools. For language learners and educators, these insights are invaluable, pointing to the need for a holistic approach to language education that incorporates cultural context and practical usage. In the realm of cross-cultural communication, the study serves as a reminder of the potential for misunderstanding and the importance of cultural sensitivity.

While the research provides a foundational understanding of idiomatic differences, it also acknowledges its limitations and the vast potential for future exploration. The evolving nature of language, influenced by globalization, digital communication, and social changes, presents ongoing opportunities for further study.

In conclusion, the exploration of idioms in American and British English offers more than just a linguistic comparison; it provides a lens through which to view the broader cultural landscapes of these two variants of English. As language continues to evolve, the study of idioms remains a rich field for linguistic and cultural inquiry, offering insights into the ever-changing tapestry of human communication.

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THE IMPORTANCE OF CLT APPROACH FOR SECONDARY SCHOOL LEARNERS

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ABSTRACT

This thesis explores the importance of the Communicative Language Teaching (CLT) approach for secondary school learners. It aims to investigate the benefits associated with implementing CLT in secondary school language classrooms and to highlight its potential impact on students' language acquisition and communication skills.

Key words: *Communicative Language Teaching, CLT, secondary school learners, language acquisition, communication skills, student-centered approach.*

INTRODUCTION

Effective language learning approaches play a crucial role in the development of students' linguistic competence and communication skills. Among these approaches, Communicative Language Teaching (CLT) has gained significant attention for its focus on meaningful communication and authentic language use. As we have made it our mission to create a competitive nation, all graduates from lyceums, colleges, and universities must now speak at least two foreign languages fluently. According to Shavkat Mirziyoyev's notes, "this stringent requirement should become the primary criterion for the activity of the head of every educational institution." [1]. In recent years, language education has shifted from traditional teacher-centered methods to more student-centered approaches that prioritize active language use and meaningful communication. CLT, rooted in the communicative competence theory of language learning, aligns with this shift by emphasizing the acquisition of language skills through authentic and interactive activities. By engaging learners in real-life communication tasks, CLT aims to develop their ability to use the language fluently and appropriately in various contexts. While CLT has been widely explored in different educational settings, its implementation and efficacy in secondary school classrooms deserve careful examination. This thesis aims to explore the importance of the CLT

approach for secondary school learners and shed light on its potential impact on students' language acquisition and communication.

LITERATURE REVIEW

“Communicative Language Teaching (CLT) originated in Europe in the 1970’s with the aim of making language instruction responsive to the communicative, functional demands of learners. It has its roots in the changes to the British language teaching tradition which adopted the Situational Language Method. This method aimed to teach basic grammar within meaningful situations. The Communicative Approach puts the focus on the learner” [2]. As you may imagine, when communicative language teaching emerged as a novel approach to language instruction in Uzbekistan in the 1990s and 1992, language instructors and institutions experienced a great lot of excitement. Professor Jack C. Richards defined the CLT method as a powerful way to engage and support learners for those language teachers who pride themselves on developing deep bonds with their students. By gathering information from their classmates, students can all practice crafting inquiries, and maybe the class's collective knowledge will be able to address some of the issues that foreign students may be having. One of the key principles of the CLT approach is promoting meaningful communication. Unlike traditional methods that focused primarily on grammar and vocabulary drills, CLT places a strong emphasis on engaging students in authentic communication. Through role-plays, discussions, and collaborative activities, students are encouraged to express themselves in real-life situations. This approach enables learners to develop language skills that are directly applicable to their daily lives. Secondary school learners often seek language skills that are immediately relevant to their needs. The CLT approach centers around equipping students with practical language skills, including speaking, listening, reading, and writing in authentic contexts. By engaging with language in real-world situations, students gain the ability to effectively communicate and interact in various social, academic, and professional settings.

Littlewood (1985) pointed out that “communicative language use is only possible...by virtue of the grammatical system and its creative potential” [3]. In other words, grammar is a fundamental component of learning a language and should be taught as such due to its significance to meaning. A "proper understanding of the concept of communicative competence would have revealed that it gives no endorsement for the neglect of grammar," according to Widdowson [4]. The CLT approach promotes active participation among secondary school learners. Instead of passive learning and rote memorization, it fosters an environment where students actively engage in meaningful language activities. By working in pairs or groups,

engaging in discussions, and undertaking hands-on projects, students become more involved in their own language learning process. This not only enhances their language skills but also develops critical thinking, collaboration, and creativity. By adopting a learner-centered approach, CLT enhances motivation and engagement among secondary school learners. The emphasis on active learning, communication, and task-based activities empowers students to take ownership of their language learning journey. They set personal goals, make decisions, and actively participate in class activities, resulting in increased motivation, enthusiasm, and a positive learning environment. The CLT approach aligns secondary school learners with the skills necessary for real-life language use. By focusing on real and meaningful communication, learners develop the ability to use language fluently and confidently in various authentic contexts. This prepares them for future academic pursuits, career aspirations, and integration into a globalized society where effective communication skills are highly valued.

CONCLUSION

Incorporating the Communicative Language Teaching (CLT) approach in secondary school language education offers numerous benefits for learners. From fostering meaningful communication and practical language skills to promoting cultural understanding and enhancing motivation, the CLT approach paves the way for learners to develop proficiency in their target language. By adopting CLT principles, teachers can create engaging and interactive classrooms that empower secondary school learners on their language acquisition journey.

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FIZIKA FANINING DOLZARB MUAMMOLALARI VA ULARGA TAVSIF**S.B. Abduvasiyev**

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Annotatsiya. Ushbu maqolada zamonaviy fizika fani oldida turgan muammolardan ba'zilar va ularga ehtimoliy yechimlar bayon qilingan.

Kalit so'zlar: kvant gravitatsiyasi, turbulentslik, qora energiya, pandorra qutisi, kvant fizikasi.

Аннотация: В данной статье описаны некоторые проблемы, стоящие перед современной физикой, и возможные пути их решения.

Ключевые слова: квантовая гравитация, турбулентность, черная энергия, ящик Пандоры, квантовая физика.

Annotation: This article describes some of the problems facing modern physics and possible ways to solve them.

Keywords: quantum gravity, turbulence, black energy, Pandora's box, quantum physics.

Hozirgi paytda barcha fanlar singari fizika fani xam jadal rivojlanishda davom etmoqda. Kundan kunga fan va texnologiyalar rivojlangani sayin fanning yangi cho'qqilari zabt etilmoqda. Shu bilan birgalikda zamonaviy fizika fanida xaligacha o'z yechimini topmagan bir qancha dolzarb muammolar mavjud bo'lib, bu muamolarni hal etishning yangi takliflari va yechimlari dunyo olimlari tomonidan muhokama etilmoqda. Bundan qariyb 200 yil avval ya'ni 1900-yilda ingliz fizigi Lord Kelvin shunday fikr bildirgan edi "Fizikada kashf qilish uchun yangi narsa qolmagan. Barcha yangiliklar eski miqdorlarning boshqacha o'lchovlaridir" Lekin, o'sha yili Maks Plank o'zining kvant nazariyasini yaratdi, va 1905-yilda Albert Eynshteynning nisbiylik nazariyasi fizikani butunlay inqilob qildi va o'zgartirdi. Bugungi kunda bizning koinot va undagi hamma narsa haqidagi bilimimiz deyarli to'liq deb aytishga hech kim jur'at eta olmaydi. Aksincha, har bir yangi kashfiyot "Pandorra masalalar qutisi"ning kattaroq va chuqurroq ochilishiga sabab bo'ldi.

Quyida fizika faniga tegishli bo'lgan bir qancha xal qilinmagan muammolar va ularga tavsif berilgan.

Kvant gravitatsiyasi

Fundamental fizikada hal qilinmagan eng katta muammo bu tortishish kuchi va kvantning bir xil nazariya doirasida qanday mavjud bo'lishidir. Kvant tortishish kuchi butun fizikani mantiqiy izchil qilish uchun talab qilinadi. Muammo shundaki, kvant fizikasi va umumiy nisbiylik nazariyasi bir birini ma'no jihatidan istisno qiladi. Ilmiy nuqtai nazardan kvant gravitatsiyasi nazariyasi bilan bog'liq eng katta muammo shundaki, biz kerakli tajribalarni bajara olmaymiz. Masalan, zarrachalarning tabiatiga tegishli effektlarni bevosita sinab ko'rish uchun hozirgi texnologiyaga asoslangan tezlatgichning haqiqiy o'lchamlari butun galaktikamizdan kattaroq bo'lishi kerak edi. Bu shuni anglatadiki, bugungi kunda kvant gravitatsiyasi fan sifatida alohida bo'lgan emas. Nazariy g'oyalarni ilhomlantiradigan va boshqaradigan eksperimental natijalar mavjud emas. Biz ushbu borada olib borgan tadqiqotlarimiz eksperimental natijalar yo'qligi sababli bizni noto'g'ri yo'nalishga boshqaradi. Eynshteynning orzusi butun tabiatni yagona nazariyada tasvirlash edi. Lekin ushbu muammo tufayli orzu haligacha amalga oshgani yo'q.

Turbulentlik

Turbulentlik klassik fizikaning so'nggi hal qilinmagan muammosi deb qaraladi. Mashhur fizik noaniqlik munosabati bilan tanilgan Verner Geyzenberg o'lim to'shagida shunday dedi: "Xudo! Nima uchun nisbiylik? Nega turbulentlik"

Suyuqliklarning xatti-harakatlarini tavsiflovchi tenglamalar to'plamini suv, havo, va boshqa suyuqlik va gazlar uchun tadqiq etib bo'lmaydi. Aslida, Navier-Stoks tenglamalarining umumiy yechimi (siqilmaydigan suyuqliklar uchun) hatto mavjudmi yoki agar echim bo'lsa, u suyuqlikni to'liq tavsiflaydimi yoki yo'qmi bu masala noma'lum. Yoki bu noma'lum nuqtalar bizga nona'lum bo'lgan yan bir tushuncha singulyarlikda mavjud bo'ishi xam noma'lumdur. Bu o'ziga xos betartiblik (entropiya) va real gazlarning turbulentligi bir zamon va makonda mavjud bo'la olishi xam noma'lum bo'lib qolmoqda. Bu masala hal bo'lsa ob havoni oldindan aytish imkoniyati mavjud bo'ladi, lekin bu narsa amla imkonsizdir. Yana bir savol paydo bo'ladi: Turbulentlik tushunchasini tushuna olish inson ongining chegarasidan uzoqmi yoki uni matematik va fizika usullar bilan tushunarliroq tarzda ifodalashning amalda imkoni bormi? Yana ham qiziqarli jihati shundan iborat-ki, ushbu muammoni hal qila olgan tadqiqotchi uchun Buyuk Britaniyaning Manchester shaxridagi Clay Matematika universitetidan 1 mln dollar miqdorida mukofot puli va'da qilingan.

Qora energiya

Bundan 50 yil oldin koinotda materiya hukmronlik qilgani "o'z-o'zidan ma'lum" edi. 1920-yillarning oxirlarida koinot kengayib borayotgani aniqlandi va materiya sekinlik bilan kengayib borar ekan, uning jozibali tortishish kuchi tufayli hamma koinotning

kengayish tezligi sekinlashishi kerak degan fikrga kelishdi. 1998 yildayoq ikkita yirik tadqiqot nashr etildi, Bu tadqiqotlarda koinot kengayishining sekinlashuvini har qachongidan ham aniqroq o'lchash nazariyalari keltirilgan edi. Ushbu tadqiqotlar asosida olinga natijalar insoniyatni xayron qoldirdi. Bu natijalar koinot torayish o'rniga kengayayotganini ko'rsatayotgan edi. Kosmologik standart modelga eng mos nazariya (1920-yillarda Fridman, Lemaitre, Robertson va Uoker tomonidan ishlab chiqilgan) koinot energiyasining taxminan 70% qora energiya deb nomlangan mutlaqo noma'lum shaklga ega bo'lgan moddadan iborat ekanligini ko'rsatdi. Lekin 1917-yilda Albert Enshteyn fanga kengayish doimiysini boshqacha konsepsiya asosida kiritgan edi. Lekin muammo shundaki bunday qora energiya mavjud (yoki mavjud emas) ekanligini va u qanday shaklda namoyon bo'lishini hali hech kim bilmaydi.

Yechimlar

Mening fikrimcha, bu muammolar bir-biriga bog'liq emas, lekin ular bir vaqtda o'z yechimini topishi lozim. Ushbu muammolarni bartaraf etishni noxiziqli usul bilan xal etish lozim.

Chiziqli nazariyada barcha muammolarning yechimi alohida muammolarning yechimiga teng. Kvant fizikasiga tegishli muammolar aniq chiziqli bo'lsa-da (superpozitsiya, Shryodinger mushugi, kvant chalkal) barcha klassik nazariyalar asosan noxiziqli (gravitatsiya, turbulentslik) dir. Kosmologik ma'lumotlarni tushuntirish uchun qora energiyaning nima ekanligini bilish kerak bo'lmasligi ham mumkin. Koinotdagi materiya aslida kosmologiyaning umum qabul qilingan modelidagi (mukammal bir xil va izotrop) asosiy nazariyadan farqli o'laroq teng taqsimlanmagan va bu Eynshteynning murakkab tenglamalari ushbu nazariyalarni soddaroq va analitik ravishda tushunishimizga ko'mak beradi. Ushbu ideallashtirilgan tasvirni buzadigan materiya yig'indisi (galaktikalar va boshqalar) mavjud, shuningdek, bo'shliqlar va bo'laklar orasidagi farq koinot kengaygan sari avtomatik ravishda o'sib boradi. Bu bo'laklar haqiqiy koinot tezlashuvini butunlay inkor etuvchi tasavvur beradi.

Xulosa o'rnida Fridman Daysonning ushbu so'zlarini keltirmoqchiman "Odamlar mendan ko'pincha muhim bo'lgan ilm-fanda keyin nima bo'lishini so'rashadi va, albatta, hamma gap shundaki, agar bu muhim bo'lsa, bu biz kutmagan narsadir. Barcha muhim narsalar katta hayratlanish bilan bo'ladi. Men aytadigan har qanday narsa ajablanarli emas."

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