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# INNOVATIVE DEVELOPMENT IN EDUCATIONAL ACTIVITIES

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## YAPON VA O‘ZBEK TILLARIDAGI HOZIRGI DAVOMLI ZAMON SHAKLLARINING QIYOSIY TAHLILI

Inoyatov Javohir Ne‘matillo o‘g‘li

O‘zDJTU stajor-o‘qituvchisi

*Annotatsiya.* Yapon tili zamon ifodalanishida faqatgina uch shakl mavjudligi yapon tilini o‘rganuvchilar uchun bir tarafdin oson bo‘lsa, boshqa tarafdin zamoni to‘g‘ri qo‘llashda qiyinchiliklarga sabab bo‘ladi. Qiyinchiliklarga sabab bo‘lishi shundaki, barcha ma‘nollarning aynan shu uch shaklda ifodalanishi majburiydir. Yapon tili zamoni chuqur o‘rganishda nafaqat zamonga xos birliklar, balki yapon tilidagi boshqa birliklarni ham chuqur o‘rganish va yetarli nazariy bilimga ega bo‘lish, o‘zbek tiliga zamoni to‘g‘ri tarjima qilish va eng muhimi o‘z ona tilimizni taqqoslab o‘rganish uchun, avvalambor o‘zbek tilini yaxshi bilishimiz kerak.

*Tayanch so‘zlar:* Fe‘l zamonlari, zamon kategoriyasi, o‘tgan zamon, hozirgi zamon, kelasi zamon, davomiylik, takroriylik.

### KIRISH

Kundalik hayotimizda tilga bo‘lgan ehtiyojimiz sezilarli darajada yuqori hisoblanadi. Ana shu tildan foydalanish davomida biz aytmoqchi bo‘lgan fikrimiz o‘zgalarga tushunilishi oson bo‘lishi uchun turli xil iboralar va grammatikalardan foydalangan holda gaplar tuzamiz. Ana shu jarayonda har bir tilning qiyinlik darajasini uning grammatik jihatdan murakkab tuzilmasi belgilaydi deb ayta olishimiz mumkin. Ana shunday tuzilmalardan biri zamon kategoriyasi hisoblanadi. Ayniqsa biz o‘rganmoqchi bo‘lgan til ona tilimiz kabi zamon ifodalovchi har bir ma‘no alohida qo‘shimcha bilan shakllanadigan tildan farqli o‘laroq, bir qo‘shimcha ko‘plab zamon ma‘nolarini bildirib kelsa, bu tilni o‘rganish bir muncha qiyinchilik tug‘dirishi mumkin. Yapon tili ham ana shunday tillardan biri hisoblanadi. Yapon tili zamon kategoriyasida eng ko‘p aspektni o‘z ichiga qamrab olgan zamon shakli bu hozirgi zamon davomli shakli, ya‘ni テイル形 hisoblanadi.

**1. Davomiylik** - harakat yoki hodisa so‘zlovchi tomonidan kuzatilgan paytda, ana shu harakat yoki hodisaning davom etayotganligini ifodalaydi. Bu aspekt hozirgi va kelasi zamon shakli “-している” orqali ifodalanadi. Hozirgi zamon shakli o‘zbek tilida “-yap”, “-moqda” kabi qo‘shimchalar shaklida tarjima qilinadi:

松本さんはテレビでニュースをみている。Matsumoto

televizorda

yangiliklarni ko‘rmoqda.

Bu aspekt buyruq gaplarda “turmoq” so‘zi orqali tarjima qilinadi:

もうすこし待っていてください。Yana biroz kutib turing.

Kelasi zamon shakli esa -yotgan shaklidagi asosiy fe‘ldan so‘ng bo‘lmoq fe‘lini qo‘shish orqali ifodalanadi.

A: 今日午後3時ごろどこにいる。Bugun kechasi soat 3 larda qayerda bo‘lasan.

B: そのころ大学で勉強している。U payda universitetda dars qilayotgan bo‘laman.

Davomiylikning o‘tgan zamon shakli esa “-していた” ko‘rinishida bo‘lib, harakat va hodisa davomiyliги kuzatilgan payt o‘tgan zamonning ma‘lum bir vaqtiga to‘g‘ri keladi. Odatda, bu vaqtni bildiruvchi “-とき” (paytda), “-ごろ” (larda) kabi birliklar bilan ifodalanadi. O‘zbek tiliga “-gan edi” ko‘rinishida tarjima qilinadi.

朝6時ごろ、雨が降っていた。Ertalab soat oltalarda, yomg‘ir yog‘ayotgan edi.

Hozirgi zamon davomiylikni ifodalovchi “-している” va o‘tgan zamon davomiylikni ifodalovchi “-していた” ning farqi shundan iboratki, hozirgi zamon davomiylik aspektida nutq so‘zlangan payt (NSP) kuzatuv payti (KP) (harakat va hodisaning kuzatilgan payti) ga to‘g‘ri keladi. O‘tgan zamon davomiylik aspektida esa kuzatuv payt nutq so‘zlangan paytdan oldin sodir bo‘ladi. Kelasi zamon davomiylik aspekti esa kuzatuv payti nutq so‘zlangan paytdan keyin sodir bo‘lishini ko‘rsatadi. Buni quyidagi chizma orqali ko‘rishimiz mumkin.

Bu yerda muhim jihat shundan iboratki, harakat va hodisa kuzatilgan paytda harakat va hodisa davom etayotgan bo‘ladi. Va shu harakat va hodisaning qancha vaqt davom etganligi muhim emas.

### 3. Takroriylik - Bir xil harakat va hodisaning takrorlanishini ifodalaydi.

Bunda asosan gapning egasi bir kishi yoki bir necha kishi bo‘lishi mumkin. Gap egasi bir kishi bo‘lsa, “毎日” (har kun), “毎週” (har hafta), “毎年” (har yil) kabi so‘zlar ishtirok etib, aynan takroriylik aspektini ifodalanayotganligini bildiradi. O‘zbek tilida bu aspekt hozirgi zamon shakli orqali ifodalanadi.

Misol uchun:

私は毎日6時に起きている。Men har kuni soat oltida uyg‘onaman.

Gap egasi bir necha kishi bo‘lsa gapda gapning egasini ko‘pligini bildiruvchi so‘zlar: “多くの” (ko‘plab), “たくさんの” (ko‘p) ishtiroki muhim hisoblanadi. Va bu bir necha kishidan iborat gap egasining birin ketin kesimdan anglashilgan ish-harakatni bajarishi yoki holatda bo‘lishi davom etadi. O‘zbek tiliga asosiy hozirgi zamon shakli



yasovchisi “-moqda” deb tarjima qilinadi. Misol uchun:

世界では栄養失調で多くの子どもが亡くなっている。Dunyoda to'yib ovqatlanmaslik sababli ko'plab bolalar vafot etmoqda.

毎年約1万人が交通事故で亡くなっている。Har yili yo'l transport harakati qoidasi buzilishi tufayli o'n mingga yaqin odamlar o'lmoqda.

2. “テイル” zamon shaklning juda ham ko'plab ma'nolarni ifodalashi. O'zbek tilida har bir ma'no alohida qo'shimcha orqali ifodalanadi. Farqli o'laroq, yapon tilida esa so'z o'zaginging o'zgarishi bu ma'nolarni ifodalaydi. Bunga yapon tilidagi している shaklini misol qilib keltirishimiz mumkin. Bu shakl orqali davomiylilik, natija va boshqa aspektlar ifodalanadi. Bu yapon tilini o'zlashtiruvchi o'zbek tili so'zlashuvchilarga nutqda qaysi aspekt ifodalanayotganini aniqlashda qiyinchilik tug'diradi. Lekin bu muammoni yechimi sifatida, o'zbek tilidagi sifatdosh qo'shimchashi bo'lgan “-gan” birligi olindi. Shuningdek, yapon tilida fe'ning ma'no jihatidan turlari (holat ifodalovchi fe'llar, harakat ifodalovchi fe'llar va boshqalar) ni keng ko'lamda o'zlashtirish ham ushbu muammoga yechim bo'ladi deb hisoblandi.

3. Yapon tilidagi aspekt ifodalovchi ko'makchi fe'llarning zamon shakllari bilan ma'no jihatidan teng kelib qolishi. Misol uchun している va しつつある kabi birliklarning har ikkisi davomiylilikni bildiradi. Bu yapon tilini o'zlashtiruvchi ongida har ikkalasini teng qo'llay olish mumkin degan noto'g'ri tushunchaga olib keladi. Bu muammoga yechim o'laroq しつつある kabi aspekt ifodalovchi birliklarni o'zbek tilidagi ko'makchi fe'llarga taqqoslab o'rganish olindi.

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## KICHIK TADBIRKORLIK SUBYEKTLARINING EKSPORT FAOLIYATI RIVOJLANTIRISH

**Mullajanov Iskandar Tadjibayevich**

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universiteti o'qituvchisi

***Annotatsiya:** Ushbu maqola O'zbekiston Respublikasida kichik tadbirkorlik subyektlarining eksport faoliyati rivojlantirish, shuningdek, kichik tadbirkorlik subyektlarining eksport faoliyati rivojlantirish bo'yicha islohotlar hamda amalga oshirilayotgan tadbirlar o'z aksini topgan.*

***Kalit so'zlar:** kichik tadbirkorlik, elektron savdo maydonchasi, eksportini qo'llab-quvvatlash jamg'armasi, eksport salohiyati, raqamli platformalar, budjetdan tashqari jamg'armalar.*

### KIRISH

Mamlakatimizda kichik biznes, xususiy tadbirkorlik subyektlari va fermer xo'jaliklarining eksport salohiyatini yanada kengaytirish, ularga zamonaviy, chet el bozorlarida raqobatdosh mahsulot ishlab chiqarishni ko'paytirishda va uni eksportga chiqarishda zarur huquqiy, moliyaviy va tashkiliy yordam ko'rsatish, mamlakatimizning eksport qiluvchi tadbirkorlarini tashqi bozor konyunkturasi o'zgarishlari xavf-xatarlaridan ishonchli himoya qilishni ta'minlash maqsadida respublikamizda kichik biznes va xususiy tadbirkorlik subyektlarining eksportini qo'llab-quvvatlash jamg'armasi tashkil etildi. Bu esa o'z navbatida kichik tadbirkorlik subyektlarining eksport faoliyati rivojlantirish uchun huquqiy asos bo'lib hizmat qiladi.

### ADABIYOTLAR TAHLILI

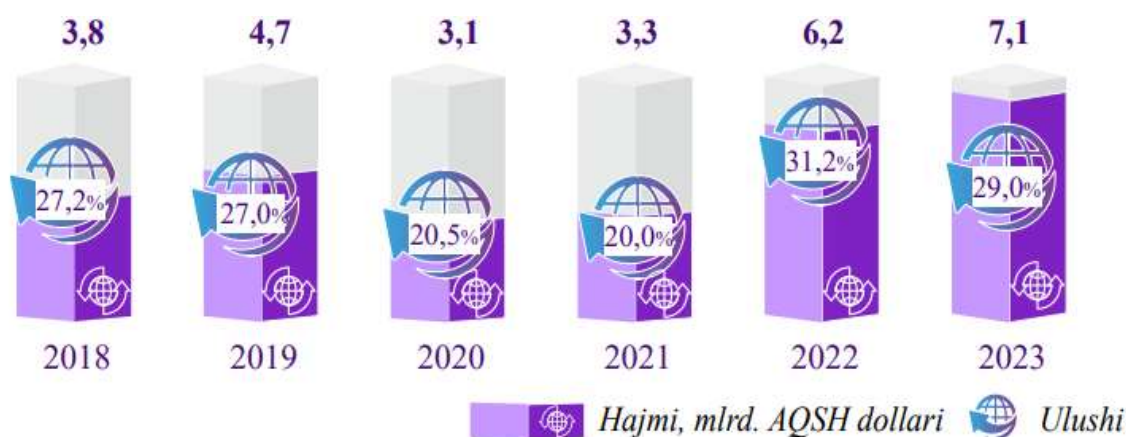
Mamasoatov D.R. Tadbirkorlik subyektlari tomonidan qishloq xo'jaligi mahsulotlarini sotish bo'yicha elektron savdo maydonchasidan foydalanishni takomillashtirish. Maqolada tadbirkorlik subyektlari tomonidan qishloq xo'jaligi mahsulotlarini sotish bo'yicha elektron savdo maydonchasidan foydalanish, shuningdek, tadbirkorlik subyektlari tomonidan yaratilgan tovar va xizmatlar elektron

savdo maydonchasi orqali sotishni tashkil etishning maqsadga muvofiqligi ko'rib chiqilib, buning natijasida tadbirkorlik subyektlari uchun elektron savdo maydonchalaridan foydalanish bo'yicha ko'rsatmalar ishlab chiqilgan.

Mamasoatov D.R. Tadbirkorlik subyektlari eksportini rivojlantirish samaradorligiga ta'sir etuvchi omillarni aniqlash istiqbollari. Maqolada tadbirkorlik subyektlari eksportini rivojlantirishda unga ta'sir etuvchi omillar jarayonlari batafsil tahlil etib yoritilgan.

## NATIJALAR

Mamlakatimizda olib borilayotgan iqtisodiy islohotlar xorijiy davlatlar bilan savdo aloqalarining jadal o'sishiga xizmat qilmoqda. Xususan, mamlakatning eksport salohiyatini oshirish bo'yicha qabul qilingan qarorlar mahalliy kompaniyalarga tashqi bozorlarda ko'proq tajriba orttirishga imkon beradi. Pirovardida ular jahon savdosida raqobatdosh ustunlikka ega bo'ladi. Respublikada bu borada so'nggi yillarda amalga oshirilayotgan eksportni rag'batlantirish, importni optimallashtirish va umuman olganda tashqi savdo muvozanatini ta'minlash maqsadida amalga oshirilgan chora-tadbirlar natijasida, 2024-yil yanvar-fevral oylarida respublikaning tashqi savdo aylanmasi 9,9 mlrd. AQSH dollariga yetdi va 2023- yilning yanvar-fevral oylariga nisbatan 940,3 mln. AQSH dollariga yoki 10,5 % ga ko'paydi. 2023- yilning yanvar-dekabrda kichik tadbirkorlik subyektlari tomonidan amalga oshirilgan mahsulot (ishlar va xizmatlar) eksporti hajmi 7,1 mlrd. AQSH dollarini yoki umumiy eksport hajmining 29,0 % ini tashkil etdi(1-rasm).

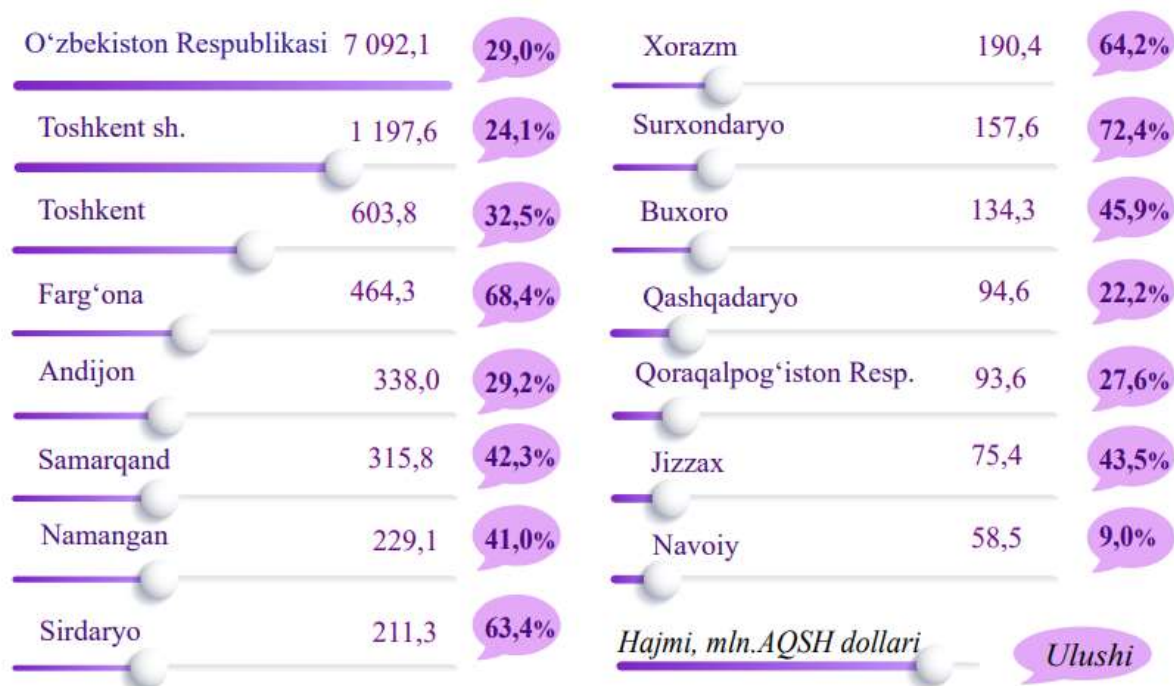


**1-rasm. Kichik tadbirkorlik subyektlarining mahsulotlar (ishlar va xizmatlar) eksporti hajmi va ulushi o'zgarish dinamikasi (2018-2023- yillarning yanvar-dekabrda)**

2023- yilning yanvar-dekabrda hududlar bo'yicha kichik tadbirkorlik subyektlari tomonidan amalga oshirilgan mahsulot (ishlar va xizmatlar) eksportining



jamiga nisbatan eng ko'p ulushi Surxondaryo viloyatida – 72,4 %, Farg'ona viloyatida – 68,4 %, Xorazm viloyatida – 64,2 %, Sirdaryo viloyatida – 63,4 %, Buxoro viloyatida – 45,9 % va Jizzax viloyatida – 43,5 % ni tashkil qildi. Eng past ko'rsatkich Navoiy viloyatida – 9,0 % ni tashkil etdi (2-rasm).



**2-rasm. Kichik tadbirkorlik subyektlari tomonidan amalga oshirilgan mahsulot (ishlar va xizmatlar) eksporti hajmi va ulushi (2023- yilning yanvar-dekabrida)**

## MUHOKAMA

Respublikada 2023- yilning yanvar- dekabrda YAIM tarkibida kichik tadbirkorlik subyektlarining ulushi 51,2% ni tashkil qilib, 2022- yilning tegishli davriga nisbatan 0,4 punktga kamaygan. Kamayishning asosiy sababi, yirik tadbirkorlik subyektlarida qo'shilgan qiymat hajmining oshishi bilan ifodalanadi.

Milliy iqtisodiyotning eksport salohiyatini kuchaytirish va uning tarkibida qo'shilgan qiymati yuqori bo'lgan mahsulotlar ulushini keskin oshirishda Tashqi bozorlarni diversifikatsiya qilish hamda tovarlar va xizmatlar eksporti hajmini oshirishda:

1. Eksportbop 10 ta turdagi tayyor mahsulotning har biriga 10 tadan yangi istiqbolli bozorlarni aniqlash.
2. Xorijiy mamlakatlar bilan O'zbekiston mahsulotlari uchun sertifikat, boj va yig'implarni yumshatish bo'yicha muzokaralar o'tkazish.

Shuningdek, “Yangi O‘zbekiston — raqobatbardosh mahsulotlar yurti” dasturi asosida milliy brendlarni xorijiy bozorlarga olib chiqish doirasida:

1. Xorijiy bozorlarga olib chiqiladigan milliy brendlar ro‘yxatini shakllantirish.
2. Milliy brendlarni xorijda targ‘ib qilish va xaridorlarga tanishtirish bo‘yicha chora-tadbirlar rejasini ishlab chiqish
3. Xorijiy bozorlarda ko‘rgazma va yarmarka tadbirlarini tashkil etish orqali milliy brendlar ostida mahsulotlarni targ‘ib qilish.
4. Yil davomida mahalliy korxonalarining xalqaro ko‘rgazmalarda ishtirokini 2 barobarga oshirish dasturini tarmoqlar va mamlakatlar kesimida tasdiqlash.
5. Rossiyaning Ivanovo, Vyetnamning Xanoy, Italiyaning Prata, Polshaning Lots shaharlarida to‘qimachilik savdo uylarini ochish.

Bugungi kunda mahalliy korxonalar tomonidan ishlab chiqarilayotgan eksportbop mahsulot va xizmatlarni eksport qilishdagi muammolarni tahlil qilish va ular yuzasidan takliflar ishlab chiqish lozim.

## **XULOSA**

Xulosa qilib aytish mumkin Mamlakatning eksport salohiyatini oshirish, eksportyorlarni davlat tomonidan qo‘llab-quvvatlash, eksportbop mahsulotlar nomenklaturasini kengaytirish maqsadida amalga oshirilgan islohotlar natijasida, eksportyorlar soni 3502 taga yetdi va ular tomonidan 2313,7 mln. AQSH dollari (nomonetar oltindan tashqari) qiymatidagi (2023- yilning mos davriga nisbatan 14,9 % ga kamaydi) tovar va xizmatlar eksport qilinishi ta’minlandi.

Shu o‘rinda mamlakatimizda kichik biznes va xususiy tadbirkorlikni yanada rivojlantirishda:

1. Kichik biznes va xususiy tadbirkorlikni yanada rivojlantirish uchun dastavval tadbirkorlik subyektlarini aniq moliyalashtirish manbalarini, shu jumladan aholi mablag‘lari, budjetdan tashqari jamg‘armalar, tadbirkorlar, tijorat banklari va moliya institutlarining kreditlari, xalqaro tashkilotlar va xorijiy davlatlarning grantlari, xalqaro standartlarga muvofiq kredit uyushmalari faoliyatini yo‘lga qo‘yish.

2. Kichik biznes va xususiy tadbirkorlarning davlat xaridlarida ishtirokini oshirish, tadbirkorlik sub’yektlarining davlat xaridlari sohasida yanada soddalashtirish kerak deb hisoblaymiz.

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## DIVERSIFIKATSIYA JARAYONINING ASOSIY TAMOYILLARI VA ULARNING MAZMUNI

**Otamurodova Shamsu Qamar Otamurodovna**

Termiz davlat universiteti o'qituvchisi

### ANNOTATSIYA

*Biz uzluksiz ta'limdagi diversifikatsiya jarayonining asosiy tamoyillari sifatida uning muttasil o'zgaruvchanlik, shaxsga qaratilganlik, muqobil variantlilik, insonparvarlik va yangilik kabi tamoyillarni belgilagan edik. Quyida sanab o'tilgan tamoyillarning har biriga xos xususiyatlarni va ularning ta'lim sifatiga ta'sir ko'rsatish darajasini ushbu maqola orqali alohida holda ko'rib chiqamiz.*

**Tayanch so'zlar:** tamoyil, o'zgaruvchanlik, shaxsga qaratilganlik, muqobil variantlilik, insonparvarlik, yangilik, ta'lim, diversifikatsiya, texnologiya.

Mohiyatan, jamiyat o'z talab va ehtiyojlarini o'zi qondirish xususiyatiga ega: aksar hollarda yangi, zamonaviy, mazmun-mundarijaviy jihatdan turfa bilimlarga bo'lgan talabni faqat yangi o'qituvchi yoki yangi ta'lim muassasasi vositasida qondirish mumkin degan qarashlar ham yo'q emas [1]. Shuning uchun hozirgi vaqtda tashabbuskor, yangi pedagogik texnologiyalar arsenaliga ega, ijtimoiy faol, o'z shaxsini rivojlantirishga muntazam intiluvchi o'qituvchilarni izlash faollashgan. Umuman olganda, ta'lim sifatini ko'tarishga nisbatan bu xildagi yondashuvlar yangilik emas. O'z vaqtida A.S.Makarenko ham shu xildagi pedagogik tamoyilni ilgari surgan edi: "Shaxsga hurmat qancha yuqori bo'lsa, unga talab ham shunchalar ortadi" [2].

Ma'lumki, zamonaviy ta'lim muassasasi – moslashuvchanligi bilan xarakterlanadigan va pedagogik jarayonlarning natijadorligiga intiluvchi yaxlit tizimdir. O'qitish shakllarining turli va variativ xususiyatli ekanligi, chuqurlashtirilgan o'qitish imkoniyatlarining mavjudligi, o'quv-metodik majmuani tanlash erkinligi o'qituvchidan, avvalo, o'z metodik paradigmasini o'zgartirishni talab qiladi. Buning hosilasi o'laroq, o'qituvchi:

1. Ta'lim mazmun-mundarijasi, 2. O'qitish texnologiyasi, 3. O'quv jarayonida o'qituvchi va o'quvchining roli kabi yo'nalishlarda o'z paradigmasini o'zgartirishiga to'g'ri keladi. Aslida, ta'limning mazmun-mundarijasida keskin va uzil-kesil o'zgarishlar tatbiq etilishi ta'limning sifatiga salbiy ta'sir qiladi, negaki, o'zgarish

maromlilik, ravonligi, “eskirgan materiallarning yangilanishligi” kabi xususiyatlari bilan ham ahamiyatlidir. Shuning uchun o‘qituvchi paradigmasi ta’lim mazmun-mundariyasi yo‘nalishida o‘zgarar ekan, bu o‘zgarish bosqichlilik tamoyiliga asoslanishi lozim. Dastlab, mazmun-mundarija tarkibidagi anchayin yorqin va esda qolarli materiallar o‘zgarishi hamda o‘zgargan holda ta’lim oluvchi xotirasida muhrlanib qolishiga erishishi lozim. Bu voqelikning psixologik ahamiyati ham mavjud bo‘lib, u o‘quvchini “yangiliklar, o‘zgarishlar tomonga yetaklaydi” [3]. Shu o‘rinda, o‘quv dasturlarining (ayniqsa, umumiy o‘rta ta’lim tizimida) “tarixiylik” xususiyatiga ega ekanligi, bu hol ta’lim oluvchiga o‘z o‘quv-bilish faoliyatida tegishli o‘zgarish sodir etishga monelik qilishini aytish lozim. Masalan, ma’lum bir o‘quv fani bo‘yicha yuqori kurslarda (umumta’lim maktablarida – yuqori sinflarda) o‘rganiladigan mavzu ta’limning quyi bosqichlaridan boshlanadigan ildizlarga ega. Mazmun-mundarijaviy o‘zgarishlar yasash esa materiallarning “tarixiylik” xususiyatlarini istisno etishni taqozo etadi. Uzluksiz ta’limdagi diversifikatsiya esa (xuddi marketing talablari asosida ta’lim xizmati ko‘rsatuvchi yuridik va jismoniy shaxslar faoliyatidagidek) o‘quv materialini “kelgan joyidan” yangilab ketishni nazarda tutadi va aynan o‘z muttasil o‘zgaruvchanlik tamoyili bilan ta’lim jarayoni sub’ektlarining “o‘zgarishlarini osonlashtiradi” [4].

O‘qituvchining o‘z-o‘zini o‘qitish texnologiyasi yo‘nalishida o‘zgartirishi ham dars jarayonida ayrim muammolarning kelib chiqishiga sabab bo‘ladi. Mazkur muammolar hozirgi davr bolalarning kitobga kam murojaat qilishlari, o‘rganilayotgan mavzuga doir ma’lumotlarni axborot texnologiyalari hamda ijtimoiy tarmoqlar orqali axborot ko‘rinishida olayotganlari ham sir emas. Ta’lim amaliyotida keng quloq yoygan bu holatning salbiy tomoni tomoni o‘qituvchining asosiy funksiyalari va o‘qitishning “tili” o‘zgarishi bilan bog‘liq. Masalan, muayyan bir o‘quv fani bo‘yicha “avval” foydalanilgan o‘quv darsliklari va qo‘llanmalarining mavzuga oid materialni yoritishda foydalangan uslubi, bayon etish shakli, mulohazalar yo‘nalishi axborot texnologiyalari vositasida xuddi o‘sha mavzu bo‘yicha taqdim etilgan materialdan farq qilishi, bu esa ta’lim oluvchilarda tushunmovchilik keltirib chiqarishi mumkin. Shu bilan birga ta’limga axborot texnologiyalarining keng joriy etilishi o‘qituvchidan o‘qitishning yangi shakllari, metodlari va metodikalariga murojaat qilishni talab qiladi: natijada esa o‘qituvchi o‘zining faoliyatini hosil qiluvchi bir necha funksiyalarini o‘zgartirishi yoki tubdan yangilashi zarur bo‘ladi (masalan, ma’lum bir mavzuni o‘rganishda bahs-munozara tashkil qilishi uchun o‘qituvchi bayonchilik funksiyasini tubdan yangilashi, o‘zida muvofiqlashtiruvchilik, boshqaruvchilik kabi funksiyalarni rivojlantirishi lozim) [5]. Bunday o‘zgarishlarning umumta’lim maktablarida yoki nisbatan katta jamoa hisoblangan OTMlarda qiyin kechishi mumkinligi ma’lum.



Sababi, an'anaviy muassasalarda eng avvalo pedagogik muhitni kommunikativ-ijodiy muhitga aylantirish uchun zarur bo'lgan pedagogik shart-sharoitlarni shakllantirish kerak bo'ladi: bu esa ko'p vaqt talab qiladigan davomli jarayon. Jamiyatning talab va ehtiyojlari natijasi o'laroq sodir bo'lgan uzluksiz ta'limdagi diversifikatsiya jarayonining hosilasi sifatida shakllangan ta'lim xizmatlari marketingida o'qituvchining o'qitish texnologiyasi yo'nalishida o'zgarishi muammosini hal etish yo'llari ko'zda tutiladi: gap shundaki, an'anaviy ta'lim muassasalari bilan gorizontalar ierarxiyada bir xil darajadagi zinani egallagan zamonaviy ta'lim xizmati ko'rsatish muassasasida aksar hollarda "tayyor o'qituvchi", ya'ni yuqori darajada kreativlikka ega bo'lgan mutaxassislar faoliyat ko'rsatadi [6].

Uzluksiz ta'limdagi diversifikatsiya jarayonining shaxsga qaratilganlik tamoyilining ahamiyati o'qituvchi va ta'lim oluvchi o'rtasida shakllanadigan hamda davomli ravishda barqarorlashib boradigan munosabatlarning yangilanishida namoyon bo'ladi. Biz ushbu o'rinda o'qituvchining shaxs sifatidagi sifatleri muhim ekanligini alohida qayd etishni lozim deb hisoblaymiz. Negaki, "ta'limning har qanday shakl, tur, ko'rinish, metod va texnologiyasida o'qituvchi ta'lim oluvchi uchun eng birlamchi va asosiy bilim manbai bo'lib qolaveradi. Garchi televideniye, axborot texnologiyalari, internet tarmoqlari, ekskursiya sayohatlari, ta'lim oluvchining shaxsiy intilishlari evaziga olingan bilimlar ham muhim sanalsa-da, baribir, ta'lim oluvchi nazarida o'qituvchi "hamma narsani bilguvchi" hisoblanadi: aks holda uning auditoriyada o'tirishidan ma'no qolmaydi" [5]. Biroq hozirgi davr o'qituvchisi uchun ta'lim oluvchilarni hayron qoldirish, qiziqtirish, yangi bilimlar taqdim etish oson emas. Chunki, "bola qanchalik ko'p bo'lsa, qiziqishlar shunchalik turfa" [6]. Bunday sharoitda o'qituvchi, eng avvalo, ta'lim oluvchilar shaxsini o'rganib chiqishi, reflektiv usullar yordamida ularning ta'lim olishning barcha komponentlariga bo'lgan munosabatni o'rganib chiqishi, shuningdek, olingan axborotni chuqur tahlil qilishi va taqdim etadigan bilimlarni ma'lum bir tizimga solishi lozim bo'ladi. O'qituvchining tashkilotchilik funksiyasi ustivor bo'lishi, uning pedagogik faoliyatini hosil qiluvchi tuzilma ta'lim oluvchilarning ijodiy potensialini ochishga qaratilishi muhim sanaladi. O'qituvchi jamoviy faoliyatni har bir o'quvchining faolligini oshirish natijasida rivojlantirishi, binobarin, har bir ta'lim oluvchini ta'lim jarayoni sub'ekti darajasiga ko'tarilishi uchun sharoit va kommunikativ muhit yaratishi talab etiladi. Ya'ni ushbu o'rinda "ob'ektiv jarayonli yondashuv o'rnini sub'ektiv-faoliyatli yondashuv egallaydi" [7]. Mazkur jarayon shaxsning doimiy, izchil ravishda ravnaq topib borishiga qaratilgan bo'lib, uning natijasida ta'lim oluvchining ta'limiy ehtiyojlari yanada ortib borishi kuzatiladi. Ko'rib turganimizdek, bu hol ta'limdagi diversifikatsiya jarayonining yanada tez sur'atlarda rivojlanishiga zamin yaratadi. Bu

o'ziga xos "diversifikatsiyaviy zanjir"ni oddiy hayotiy misol bilan tushuntirish mumkin. Atrofi kunlik ashyolar, predmetlar, turli ob'ektlar bilan qurshalgan odam tabiatni kuzatishga, olam kengligidan lazzat olishga harakat qilmaydi, lekin sal balandroqdan olamni kuzatishga ichki ehtiyoj sezadi. Intilish natijasida nisbatan balandroqqa chiqqach esa, olamning o'z tasavvuridagidan ancha keng ekanligini his qiladi va bu hissiyot yanada balandroqqa ko'tarilishga undaydi: shunday qilib, u yuqorilagani sari yanada ko'proq narsani ko'rishga, atrof-borliqni mukammalroq idrok etishga harakat qiladi, binobarin, shaxsning ehtiyoj va talablari ortib boraveradi. Shu barobarida, balandlikka intilgan shaxs yuqoriga ko'tarishi mumkin bo'lgan vositalarni axtaradi. Uzluksiz ta'limdagi diversifikatsiyaning shaxsga qaratilganlik tamoyili ta'lim jarayoni sub'ektlaridan ikki tomonlama faollik talab qiladi: bunda ta'lim oluvchining faolligi undagi bilish ehtiyojining ortishida, o'qituvchining faolligi esa unga bilish manbalarini taqdim etishida namoyon bo'ladi. Demak, uzluksiz ta'limdagi diversifikatsiya jarayonining shaxsga qaratilganlik tamoyili ta'lim jarayonida sub'ekt-faoliyatli yondashuvning takomillashuvini ta'minlaydi.

Uzluksiz ta'limdagi diversifikatsiya jarayonining muqobil variantlilik tamoyili quyidagi xususiyatlar bilan tavsiflanadi:

- ta'lim mazmun-mundarijasining ta'lim oluvchi ehtiyojlariga muvofiqligi;
- ta'limning sifatli ekanligi;
- ta'limning alohida shaxs ravnaqiga yo'naltirilganligi;
- tanlash imkoniyatlarining kengligi.

Biz bu xususiyatlarning har biriga alohida to'xtalib, mazkur tamoyilning ta'lim sifatiga ko'rsatadigan ijobiy ta'sirini asoslab berishga harakat qilamiz. Ta'lim mazmun-mundarijasining ta'lim oluvchi ehtiyoj va talablariga muvofiqligini tahlil etishda muayyan fan bo'yicha o'quv dasturlari va o'rganilishi ko'zda tutilgan mavzular majmuasi ko'zda tutilmaydi, zero, mamlakat bo'yicha ta'lim muassasalarining yuridik maqomidan qat'i nazar, barchasida tegishli me'yoriy hujjatlar (xususan, DTS) talablari asosida ishlab chiqilgan ta'lim dasturi amal qilinadi. Biz ayni o'rinda ta'lim mazmun-mundarijasi deganda muayyan mavzu bo'yicha eng yangi, zamonaviy ma'lumotlarning miqdor va sifat jihatdan ehtiyojni qondirishi lozimligini nazarda tutmoqdamiz. Masalan, OTMning pedagogika yo'nalishi talabasi "diversifikatsiya" tushunchasi bo'yicha faqat ensiklopedik mazmundagi ma'lumot bilan qanoatlanib qolmasdan, o'qituvchi yordamida bu atama bilan bog'liq tahliliy materiallarni ham o'zlashtirishi va mazkur mavzu bo'yicha o'z tasavvur doirasiga ega bo'lishi mazkur xususiyatning mohiyatini oydinlashtiradi.

Uzluksiz ta'limdagi diversifikatsiyaning muqobil variantlilik tamoyilining yana bir xususiyati ta'limning sifatli olib borilishi bilan bog'liqdir. Aytish kerakki,

o'qituvchi mehnatining tuzilmaviy tarkibi faqat bilim berish va uning o'zlashtirilishini nazorat qilishdangina iborat bo'lib qolmay, ta'lim oluvchini tashxislash, maqsadga qaratilgan bashorat, tashkiliy faoliyat, kommunikativ-rag'batlantirish, ijodiy tadqiqotchilik va tahliliy-baholash kabi faoliyat turlarini ham o'z ichiga oladi [4]. Pedagogik tashxislash ta'lim oluvchining o'quv-bilish va ijodkorlik, tadqiqotchilik imkoniyatlarini o'rganish, natijada esa o'z harakatlarini shunga muvofilashtirishdan iboratdir. Pedagogik tashxislash natijasida ta'lim oluvchi-o'qituvchi munosabatlarining yangi modeli (ko'rinishi) shakllanadi va bu munosabat rivojlanib, sub'ekt-sub'ekt munosabatlariga aylanadi. O'qituvchi mehnatining maqsadga qaratilgan bashoratni amalga oshirish faoliyati ta'lim oluvchining talablari va imkoniyatlari o'rtasidagi tafovutni o'rganish hamda mazkur o'rganish natijalariga qarab, ta'lim oluvchiga yondashishdan iborat. O'qituvchi mazkur faoliyatni amalga oshirish davomida ta'lim oluvchining qiziqish yo'nalishlari, o'zlashtirishi oson kechadigan bilim komponentlari haqida etarli darajada tasavvurga ega bo'lishi muhimdir.

Uzluksiz ta'limdagi diversifikatsiyaning muqobil variantlilik tamoyilining ta'lim sifatiga oid xususiyatida o'qituvchi mehnatining muhim tarkibiy qismlaridan biri tashkiliy faoliyat ham muhim ahamiyat kasb etadi. O'qituvchi ta'lim jarayonini tashkil etar ekan, ta'lim sifatini ta'minlashi mumkin bo'lgan o'qitish texnologiyasini tanlashdek muammoga duch keladi. O'qitishning tanlangan texnologiyasi ta'lim oluvchilarning ehtiyojlariga muvofiq va imkoniyatlari darajasida bo'lishi muhimdir [8].

O'qituvchi o'qitishning istalgan texnologiyasini tanlaganda ham, baribir, yana bir eng muhim faoliyatni amalga oshiradi. Bu – uning mehnatining samarali tarkibiy qismlardan biri bo'lgan kommunikativ-rag'batlantirish funksiyasidir. Kommunikativ-rag'batlantirish o'qituvchining reflektiv-tahlili kuzatish natijalari sifatida namoyon bo'ladi. Ma'lumki, dars jarayonlari jamoaviy faoliyat. Jamoaviy ta'lim olish – bu o'quv fani (yoki o'quv mavzusi) sohasiga jamoaviy tarzda “sho'ng'ish” demakdir: bunda ta'lim oluvchilar jamoasining barchasi deyarli bir “zinada” turadi va ular o'rtasida kommunikativ aloqalar o'rnatilishi natijasida mavzuga oid bilimlar shaxsdan shaxsga “ko'chib o'tadi” [9]. Uzluksiz ta'limdagi diversifikatsiya jarayonining muqobil variantlilik tamoyilining ta'lim sifatiga oid xususiyatida muhim o'rin tutuvchi kommunikativ-rag'batlantirish faoliyatining mohiyatini oydinlashtirish uchun A.Eynshteynning quyidagi ibratli fikrini keltirib o'tish mumkin: “Sizda bitta olma va menda bitta olma bo'lsa-yu, siz o'zingizdagi olmani menga bersangiz – menda ikkita olma bo'ladi; sizda esa yo'q. Agar menda bitta g'oya bo'lsa va sizda ham bitta g'oya bo'lsa-yu, ikkalamiz o'zaro almashsak, har birimizda ikkitadan g'oya bo'ladi”.

Uzluksiz ta'limdagi diversifikatsiyaning insonparvarlik va yangilik tamoyilining xususiyatlari esa yuqorida keltirilgan tamoyillarning umumlashmasi va yaxlit, birbutun ko'rinishda namoyon bo'lishi orqali tushuntiriladi.

Shunday qilib, uzluksiz ta'limdagi diversifikatsiya tamoyillariga xos xususiyatlarning ta'lim sifatiga ta'siri quyidagi ko'rinishlarda aks etadi, deya olamiz:

-shaxsning ta'lim olish imkoniyatlarini bozor munosabatlari sharoitida yuksaltirish va ta'lim yo'nalishini jarayon sifatida shaxs manfaatlariga qaratish;

-ta'limga erkin va demokratik jamiyat qurishning eng asosiy vositasi sifatida qarash;

-ta'limning mamlakatdagi iqtisodiy taraqqiyot, ijtimoiy-madaniy soha rivojlantiruvchi muhim omil sifatida alohida shaxs va jamiyat talablari asosida rivojlanib borishini e'tirof etish;

-ta'lim tizimini mufassal tarzda axborotlashtirish;

-ta'limning uzluksizligi ikkita ijtimoiy-iqtisodiy ahamiyatga molik vazifani – kadrlar resursini yaratish tizimini shakllantirish va bu tizimni uzluksiz, davomli ravishda yangilab borish kabi vazifalarni muvaffaqiyatli hal etishga qaratilganligi;

-ta'limning ilm-fan, ijtimoiy-iqtisodiy, ma'naviy-ma'rifiy va madaniy sohalar bilan keng ko'lamlı integratsiyalashuvi.

Demak, xulosa qilishimiz mumkinki, uzluksiz ta'limdagi diversifikatsiya mohiyatan yangilik bo'lib, ta'lim xizmatlaridan foydalanuvchilarning yangilikka intilishlari hosilasidir. An'anaviy ta'lim muassasalarida o'qitishni ta'lim xizmatlari marketingi asosida yo'lga qo'yish orqali "iste'molchilar"ning ta'limiy ehtiyojlarini qondirish uchun esa uzluksiz ta'limdagi diversifikatsiyaning asosiy tamoyillariga xos bo'lgan xususiyatlarni o'rganish va ularni ta'lim amaliyotiga joriy etish lozim bo'ladi.

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## РОЛЬ ДЖАДИДОВ В РЕШЕНИИ ОБЩЕНАЦИОНАЛЬНЫХ И СОЦИАЛЬНО-ПОЛИТИЧЕСКИХ ЗАДАЧ В КОКАНДСКОМ, БУХАРСКОМ И ХИВИНСКОМ ХАНСТВАХ

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*Аннотация.* В данной статье рассматриваются цели и задачи джадидизма, движения, которое было направлено на модернизацию и инновации в системе образования, включая создание новых школьных учреждений, типографий и издательств, а также разработку передовых методов обучения и стратегий национального развития. Адепты джадидизма выступали в качестве идеологов национально-освободительных устремлений. Возникнув на стыке XIX и XX веков, джадидизм оставался актуальным явлением до конца 1920-х годов и по сей день продолжает привлекать значительное внимание исследователей не только в Центральной Азии, но и за ее пределами, подчеркивая его значимость и влияние на исторические и культурные процессы в регионе.

**Ключевые слова:** джадидизм, идеологи, справедливость, история, движение, интеллигенция, газета, журнал, просвещение, новометодная школа.

Джадидизм, движение за обновление, произошло из образовательной инициативы, известной как новометодная школа или «усули жаид», инициированной Исмаилом Гаспринским. Сам термин «джадид», что в арабском языке означает «новый», стал применяться к лицам, которые, будучи вдохновленными образовательными концепциями Исмаила Гаспринского (1851-1914), знаменитого просветителя крымско-татарского происхождения, основывали школы нового типа. В этих учебных заведениях предлагалась программа, объединяющая как религиозное, так и светское образование [1]. Гаспринский активно продвигал свои прогрессивные идеи через газету «Таржимон» («Переводчик»), которая открывала своим читателям двери в мир современных и прогрессивных идей, направленных в будущее. Газета, основанная в 1883 году, быстро завоевала популярность среди образованных

людей в различных регионах, включая Маргелан, Ташкент, Бухару и Самарканд, распространяя влияние Гаспринского и его образовательного метода далеко за пределы Крыма, даже достигнув Средней Азии.

Джадидизм, термин, происходящий от арабского слова «джадид», что означает «новый», представляет собой течение, адепты которого были нацелены на инновации и внедрение современных образовательных подходов и учреждений, включая школы, типографии и издательства, а также на разработку новых методик и стратегий для достижения национального развития. Это движение зародилось в общественных слоях, где формировалась прогрессивная национальная интеллигенция и буржуазия, в период с конца XIX века до первой четверти XX века, преимущественно среди тюрко-мусульманских народов в таких регионах, как Крым, Кавказ, Поволжье и Средняя Азия [9].

В период своего существования, узбекское государство было разделено на три ханства: Кокандское, с административным центром в Ташкенте, Бухарское и Хивинское. Лидерами джадидистской идеологии в этих регионах выступали видные личности: в Ташкенте деятельностью отметились Мунаввар кары Абдурашидханов, Абдулла Авлони и Убайдулла Ходжаев; в Самарканде – Махмудходжа Бехбуди, Абдукадыр Шакури и Саидахмад Сиддики-Аджди; в Бухаре ключевыми фигурами были Фитрат, Файзулла Ходжаев и Садриддин Айни; в Ферганской долине – Хамза, Ибрат и Чулпан; а в Хиве – Палваннияз Ходжи Юнусов и Баба Ахун Салимов. Эти люди стали пионерами в реализации джадидских инициатив.

Джадидские лидеры не ограничивали свои усилия лишь созданием новометодных школ в Туркестане. Они также активно способствовали отправке молодежи для обучения за рубежом, в университетах России, Турции, Египта и стран Западной Европы. Приобретенные знания, как в области светских, так и религиозных наук, позволяли этим молодым специалистам служить своему народу и стране, занимая важные позиции в таких сферах, как медицина, инженерия, юриспруденция, агрономия, а также религиозное и государственное управление [5].

В числе молодых людей, отправленных для обучения в Турцию, оказался и Фитрат, который впоследствии стал одним из ведущих идеологов джадидизма. Получив начальное образование в традиционной школе и медресе, он проявил себя как одаренный и инновационно мыслящий молодой человек, проникнувшийся идеями джадидизма. По инициативе джадидской общины, Фитрат был направлен на учебу в Турцию, где с 1908 по 1913 год он стал свидетелем начала и успехов турецкой революции, боровшейся с феодальными

порядками. Полученный опыт и знания, особенно наблюдения за революционными изменениями в Турции, позволили Фитрату глубже проанализировать и критически переосмыслить ситуацию в Бухаре. Он пришел к выводу, что главной преградой на пути к просвещению и прогрессу является фанатизм среди религиозных слоев населения. Фитрат осознал, что для существенного улучшения условий жизни рабочего населения необходимо бороться прежде всего с невежеством и заблуждениями их руководителей, разоблачая их лицемерие и снимая маски фанатизма [6].

Книги Фитрата, созданные и опубликованные им в Турции, названные «Спор» и «Индийский путешественник», стали безжалостным разоблачением реакционного духовенства и основ эмирата. Эти труды, доставленные в Бухару под покровом тайны, оказали сильное воздействие на местную молодежь, вызвав в них резонанс и ускорив пробуждение критического сознания. В этих произведениях автор анализирует и критикует устаревшие порядки, призывая к реформам и просвещению, что и стало причиной глубокого впечатления на читателей, особенно среди молодого поколения.

«Это она, священная Бухара», отмечает Индийский путешественник, «кузница умов, подарившая миру 400 тысяч ученых и распространившая их знания по всем уголкам земли. Когда-то она была средоточием великой научной мощи... Но теперь, к сожалению, я вынужден признать, что этот однажды яркий факел просвещения, этот уголок райского счастья для человечества, этот идеально устроенный дом наук... при всей открытости путей к прогрессу, превратился в землю, окруженную стенами невежества и скованную цепями пренебрежения. Наши предки глубоко понимали значение великого изречения: «Разве равны те, кто знает, и те, кто не знает?». Осознавая значимость образования, они основали двести медресе, каждое из которых вмещало от 10 до 150 комнат, и создали 11 библиотек, собрав в них все книги, доступные в те времена. Без сомнения, все это было сделано нашими предками в нашу пользу. А что мы?.. Мы, их прямые потомки, имея в распоряжении все эти блага, остаемся несчастными, невежественными, дикими и бедными!..» [6].

Программа джадидов, выдающихся деятелей просвещения в Туркестане на рубеже XIX и XX веков, предполагала комплексные меры по преобразованию общества:

1. Инициирование реформы в сфере мусульманского народного образования с целью подготовки специалистов высокой квалификации в ключевых областях культуры, науки и техники.

2. Использование этих специалистов для стимулирования развития экономики, индустрии и сельского хозяйства Туркестана, целью которого было превращение региона в один из наиболее развитых в России с точки зрения культуры, науки и технологий.

3. Повышение качества жизни населения, улучшение его материального благополучия.

4. Формирование национального капитала и содействие росту количества обеспеченных и влиятельных лиц в обществе.

5. Содействие коренизации государственного аппарата через использование квалифицированных местных специалистов, что являлось бы значимым шагом на пути к созданию независимого узбекского государства.

Эти направления действий демонстрируют глубину и широту стремлений джадидов к социальным, экономическим и образовательным реформам в регионе.

Политическая программа джадидов, нацеленная на широкомасштабные социальные и образовательные реформы, не находила поддержки ни у царских, ни у советских властей. Для обеих режимов джадиды представлялись оппонентами, поскольку их идеи значительно отличались от официально пропагандируемых курсов. В результате джадиды столкнулись с серьезным противодействием: их инициативы подвергались запретам, их активность — преследованиям, а сами они — физическому устранению.

В эпоху советского режима борьба с джадидами обрела особую остроту. Советские власти, стремясь дискредитировать и ликвидировать джадидское движение, использовали лояльных им писателей и журналистов для проведения кампании по клеймению джадидов в печатных изданиях. Их обвиняли в национализме, идеологии буржуазии и предательстве революционных идеалов, пытаясь таким образом оправдать репрессии и их исключение из социально-политической жизни страны.

Джадидизм, выделяющийся своим уникальным подходом к просветительской деятельности и целенаправленностью на решение важнейших национальных и социокультурных задач, представлял собой яркое отклонение от устоев традиционного восточного просветительства и религиозной реформации. Это направление задавало новый вектор в развитии тюркских народов, в том числе и узбеков, открывая перед ними перспективы самоопределения и культурного возрождения.

В контексте советской истории джадидизм столкнулся с бескомпромиссной оппозицией со стороны государственной машины, видя в нем

угрозу для своих идеологических и политических основ. Движение, символизирующее пробуждение и укрепление национального самосознания тюркоязычных народов, подверглось жестоким репрессиям, которые замедлили процесс их исторического и культурного признания на международной арене, обрекли на зависимость от доминирующих идеологических доктрин и абсолютистских устремлений тоталитарного государства, стремившегося к ассимиляции и слиянию наций.

Тем не менее, несмотря на огромное давление и репрессии, джадидизм сохранил свою жизнеспособность и продолжал влиять на общественные процессы, хотя и в более ограниченных и контролируемых рамках, предоставляя основу для последующего возрождения национального сознания и культурной идентичности [9].

Несмотря на всеобъемлющее давление, которое испытывал народ во времена господства авторитарной системы, узбекский народ смог сохранить и укрепить свою национальную уникальность и самобытность. Глубокое уважение к культурным традициям и устойчивая надежда на реализацию прогрессивных идей джадидов поддерживали дух нации в ожидании перемен. Настоящим воплощением этих надежд и стремлений стало обретение Узбекистаном независимости, что открыло путь к ренессансу национальной культуры, образования и самоидентификации.

В этот новый исторический период Узбекистан смог восстановить и развить многие из просветительских и культурных начинаний, задуманных джадидами. Независимость предоставила уникальную возможность переосмыслить историческое наследие, интегрировать его в современные контексты развития общества и государства, а также продолжить дело джадидов в стремлении к просвещению, культурному возрождению и социально-политическому прогрессу.



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## THE NEED TO FORM THE STATE INVESTMENT STRATEGY

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***Annotation.** At the current stage, the main global problem of the world economy is to get out of the influence of the corona virus pandemic as soon as possible and further develop the national economy. The estimated pace of recovery is insufficient for global production to return to the 2022 levels predicted before the pandemic began. In addition, the recovery process is still going on in different ways in the countries of the world.*

***Keywords.** Development, investment strategy, economy, modernization processes, national investment strategy.*

**Introduction.** In Uzbekistan, there are two directions for achieving this goal: firstly, the energy and agricultural sector based on the development of industries with traditional competitive advantages of our country (oil and gas, metallurgy and agriculture, etc.); secondly, the direction based on the development of enterprises producing innovative, high-tech and science-intensive products.

Improving the development of an effective investment policy for the purpose of coordinating and implementing important tasks such as ensuring economic growth on an international scale and strengthening the investment process, improving the scientific and methodological foundations of forming effective mechanisms for mobilizing existing investment authority and opportunities, paying special attention to the development of a strategy for the development of investment authority not given.

At the current stage of strengthening the modernization processes in the economy, increasing competitiveness, improving the market mechanisms of economic management in Uzbekistan creates the need to form deep-rooted strategic management methods for determining long-term goals, tasks, ways and methods of achieving them, macro- and micro-level priority tasks.

In 2017-2021, the action strategy for the five priority directions of the development of the Republic of Uzbekistan emphasizes the need to "implement an

intensive investment policy" and strengthen investment attractiveness to attract foreign investors.

Each of these strategies has its own hierarchy of goals, which are achieved in certain ways and come with their own risks. It should be noted that the first strategy will be successful only with a steady increase in the demand for fuel, metals and other raw materials.

Despite the fact that Uzbekistan ranks high in the world in terms of proven reserves of natural resources, the expansion of old deposits and the development of new ones require large investment costs.

Special attention should also be paid to the financial risks arising in the stock and commodity markets when directing funds from energy resources to the stock market. Currently, it is very risky to buy securities of large corporations operating in the financial market.

Thus, financial risks are added to the risks associated with mineral exploration and mining, making the existing system extremely unstable. In addition, the enterprises of the fuel-raw materials complex are the most capital-intensive and highly specialized enterprises, and unlike machine-building plants, garment factories and agricultural firms, it is almost impossible to divert them to another sector.

The lack of a national investment strategy is manifested in the inconsistency between the sectoral direction of real investments and the tasks of economic diversification set by the country's leadership.

Regarding this issue, the President of the Republic of Uzbekistan Sh. Mirziyoev expressed the following thoughts: "Do you know what our biggest problem is? We do not have a well-planned, long-term single concept in the formation of investment programs.

The innovation-investment strategy should solve the problems of socio-economic development by increasing the competitiveness of the local industry, releasing new types of products of the world technical level. Solving these problems will require large financial resources, but as mentioned above, their volume will be much less than that of the fuel and raw materials sector of the economy.

The redirection of investment flows may slightly reduce the flow of energy revenues to the budget, but their decrease protects against the risks of price changes in the world energy market. In addition, oil and gas revenues, including foreign currency, are mainly used to finance imports, as a result of which import-substituting investments in the high-tech sector not only reduce total revenues, but also allow more rational spending of budget funds.

To solve the problem of modernization, it is desirable to attract foreign capital by creating a favorable investment environment in priority areas and economic activities. Undoubtedly, such areas include the export-oriented MINING industry, the financing of which from domestic sources has already become ineffective.

In the context of the pandemic, when special mechanisms and their own innovation management companies are created to support and serve the early stages of innovation development, it makes sense to change the structure of project management along with the increase in funding. In this situation, not only the amount of aid provided to the innovative sector of the economy, but also the mechanism of its implementation is important. Technoparks created by the decision of the Government of the Republic of Uzbekistan are of great importance.

In this situation, at a time when modern economic systems have lost their ability to self-regulate due to market imperfections, it is necessary to introduce a state of emergency, which provides for the following measures.

In order to change the country's capital structure in the conditions of low investment activity of enterprises, it is necessary to develop a national investment strategy that encourages foreign investments and directs budget funds to priority areas.

The national investment strategy should be considered as one of the main priorities determining the long-term development of the country.

The state strategy should first of all be aimed at increasing demand in the domestic market, for this it is necessary to radically change the composition of investments, focus on supporting projects with maximum social efficiency that bring positive socio-economic consequences for society.

The most important indicators of social efficiency are traditionally the growth of employment and the growth of average wages. Positive externalities increase citizens' purchasing power because they directly and indirectly increase consumer income. Such effects are typical for labor-intensive and knowledge-intensive industries, primarily mechanical engineering, light and food industry, science and education.

Agro-industry and infrastructure complexes, as well as light and food industry, should be the objects of the national investment strategy, their support should not only stimulate the demand for the products of the machine-building, chemical and metallurgical complex, but also provide social benefits, employment, income growth and, accordingly, the population expressed in the increase of purchasing power.

Taking into account the low level of adoption of innovative products in Uzbekistan's economy, it is appropriate to create a network of engineering management companies for the adoption of advanced foreign technologies.

Financing of research and development at the expense of foreign investments should solve the problem of technological backwardness of the economy and increase the competitiveness of the local industry producing products with high added value.

The initial impulse in the form of infrastructure development, creation of a preferential regime for investors and other factors can lead to an increase in investment activity. This, in turn, helps to improve the investment environment.

At the same time, there are ways to significantly increase the budget without spending money on improving the investment environment. These are - reduction of obstacles in the implementation of investment projects, fight against corruption, state guarantees, provision of information. Particular attention should be paid to shortening the duration of procedures carried out by state structures at various levels of the government, such as company registration, various departmental permits, connection to utility networks, and all types of permits. In the conditions of Uzbekistan, the duration of the pre-investment stage of the project causes some high-tech products, for example, communication, computers, etc., to exceed their life cycle.

The national investment strategy should set priorities, taking into account the financing characteristics of the regions and enterprises in various sectors of economic activity.

In the national investment strategy, large funds should be provided for the development of infrastructure in the regions and financing of enterprises of priority types of economic activity. Differentiation of state support depending on the form of ownership of the enterprise: if funds are sent directly to state unitary enterprises, then state support should be given to the private sector in the form of preferential loans for new construction, reconstruction and purchase of foreign enterprises.

In conclusion, it can be said that the implementation of an innovative investment strategy will yield positive results if it is supported by the reform of management institutions and foreign trade policy, and the restructuring of the financial and tax systems. The investment policy implementation mechanism confirmed the important leading role of the state in this regard. The leadership of the state in this regard is manifested in the management of investment activity, including state funds, investment policy based on the recommended strategy. Mechanisms for the revitalization of investment activity have a long-term nature, based on openness and continuity, with various forms and views of investment promotion and support, mobilizing its separate aggregates.

In general, the proposed general and specific mechanisms of the generation of investment wealth and its aggregates, methods of their improvement significantly improve the investment processes in order to ensure sustainable high economic growth



rates, economic and investment security of the state, effectiveness and efficiency of investment resources. allows for revitalization.

**Conclusions.** A relatively new mechanism used in world practice for the implementation of a long-term strategy of using investment authority is a programmatic approach. This mechanism is considered a working mechanism for solving many major issues of social and economic development of the country. Its ability is manifested in the selection and justification of targeted directions of socio-economic development through the provision of resources in a coordinated manner to achieve the desired goals, including the rational use of investment opportunities.

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## ISSUES OF ATTRACTING FOREIGN INVESTMENTS TO THE SPECIAL ECONOMIC ZONES OF THE COUNTRY

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***Annotation.** A special economic zone or free economic zone is a limited territory with a special legal status compared to the rest of the country. Often, special status is expressed in preferential tax or customs conditions for national or foreign entrepreneurs. The main purpose of creating such zones is to solve the problems of socio-economic development of the state, individual regions or sectors. The article covers the issues of attracting foreign investments to the special economic zones of our country.*

***Keywords.** Special economic zone, foreign investment, free economic zone, small industrial zone, tourist and recreational zone.*

**Introduction.** A special economic zone is an area that is subject to different economic rules than other regions of the same country in order to attract foreign investment and develop the region. On February 17, 2020, the Law "On Special Economic Zones" was adopted in Uzbekistan. Today, 22 free economic zones and 143 small industrial zones are operating in Uzbekistan. The new law envisages the separation of economic zones according to the type of activity.

A free economic zone is an area where the establishment of new production facilities, development of high-tech production, and active involvement in the development of production of modern competitive, import-substituting, export-oriented ready-made industrial products will be organized.

A special scientific and technological zone is an area where scientific organizations and other organizations in the field of scientific activity (technological parks, technology distribution (technology transfer) centers, innovation clusters, venture funds, business incubators, etc.) are gathered for the purpose of developing innovation infrastructure.

Tourist-recreational zone - in which modern touristic infrastructure objects (hotel complexes, cultural-health, trade-entertainment and other objects of tourist

importance), special activity and seasonal recreational recreation zones are to be built, providing the necessary conditions for providing services to tourists. area to be established for the implementation of investment projects.

Free trade zones include consignment warehouses, areas with special customs and tax regimes, as well as areas for handling, packaging, sorting, and storage of goods. Free trade zones are established at border points, airports, railway connections or other customs areas of the Republic of Uzbekistan.

A special industrial zone is an area where a special regime of management, economic and financial activity is introduced. Special industrial zones include service and production zones formed by allocating land plots for the establishment of necessary administrative, scientific-technological, production, engineering-communication, road transport and social infrastructure.

General requirements for investment projects proposed for implementation in the territory of special economic zones include:

Compliance with the requirements of legislation in the field of architecture and construction, technical regulation, ecology and environment protection, labor protection and industrial safety;

availability of funding sources;

compliance with special economic zone activities and industry specialization;

compliance of technological equipment and technological process indicators with modern energy efficiency requirements.

At the time of submission of the investment order, the investment projects proposed for implementation in the territory of the free economic zones must provide for the production of new types of products that are not produced in the Republic of Uzbekistan, or the production volume of which in the Republic of Uzbekistan does not cover the needs of the domestic market.

In free economic zones, the creation of a competitive environment, the domestic market is saturated, or there are local manufacturers producing similar products whose production volumes cover the needs of the domestic market are not allowed to be implemented.

Participants of special economic zones use tax benefits in accordance with the procedure stipulated in the Tax Code of the Republic of Uzbekistan.

Participants of special economic zones are exempted from paying:

customs fees for construction materials that are not produced in the republic and are imported during the construction period for the implementation of the investment project in accordance with the investment agreement (excluding value added tax and customs clearance fees);

□ customs fees (excluding fees for customs clearance) upon importation of similar technological equipment according to the approved list that is not produced in the Republic of Uzbekistan.

When raw materials, materials and components used by participants of special economic zones for production and sale of products for export are imported into the territory of the Republic of Uzbekistan, customs fees (with the exception of customs clearance fees) are not paid.

Participants of the special economic zone can pay the value added tax on import of goods with a delay of up to 120 days.

**Discussion.** Today, the number of special economic zones established in the world economy is increasing, that is, about 5,400. The creation and effective operation of special economic zones based on world experience will lead to economic growth of the country, reduction of unemployment, production of finished products with high added value using local raw materials and increase their export, strengthening of the country's currency and balance of payments, attracting new techniques and technologies to production. It is known to give a number of positive results. The main activity driver of special economic zones is investment. Therefore, the policies of many countries provide incentives and incentives related to the attraction of local and foreign investments to special economic zones, and create conditions for the activities of foreign companies.

According to world practice, various countries provide customs, tax and other financial and administrative benefits to local and foreign capital when establishing special economic zones in their territory. The customs privilege in the special economic zone envisages the reduction or complete elimination of export and import duties, and the application of a simplified procedure for foreign trade operations. Tax benefits include tax holidays, exemptions from value added tax and local taxes, property, profit, foreign employee income taxes, and full or partial exemption from taxes paid on the transfer of profits abroad. Financial benefits include a discount on the rent for the use of land plots and production facilities, preferential loans, and lower tariffs for utility services. Administrative privileges are granted by the regional administration for the purpose of registering enterprises, simplifying the procedure of entry and exit of foreign citizens and providing various services to enterprises. In most countries with special economic zones, "one-stop" or "24-hour" services for investors have been introduced, in which issues of issuing permits and licenses are quickly resolved in one place.

In addition, the main requirement for the influx of foreign investment into special economic zones is not the privileges and incentives mentioned above, but the

improvement of the territory, the condition of the infrastructure, that is, the smooth supply of water and electricity, the telecommunications network, access to the airport, and all the conditions for employees. factors such as availability of affordable housing are becoming primary. The reason is that there are many countries that relax legal norms in order to attract foreign investment, that is, there are many competitors, but not all of them have favorable conditions for foreign investors and foreign workers to live in the region. If these requirements are not met, they will not even consider investing in this area.

Today, a total of 21 special economic zones have been established in the Republic of Uzbekistan, the first of which was the SEZ "Navoi" in 2008, and the free economic zone "Angren" and the free economic zone "Jizzakh" in 2012-2013. Currently, there is a special economic zone on the territory of almost all regions. The figure below shows the volume of capital investments in 2000-2020. The amount of investments made in recent years has a tendency to grow significantly, and in 2000 it reached 732 billion. was equal to soums, 2020 202 trillion. amounted to more than soums.

The share of capitalized investments in the gross domestic product was 20 percent about twenty years ago, and this figure has reached 40 percent today.

However, the number of enterprises with foreign capital participation in the regions has a big difference. We can see from Figure 3 that the main foreign capital investments belong to the city of Tashkent and the Tashkent region, and the enterprises established on their basis are 7,124 and 1,334. The least number is recorded in the Republic of Karakalpakstan, where there are 164 enterprises with foreign investment. There are 239 enterprises with the participation of foreign capital in Navoi region, where the whole region is considered a free economic zone, and this indicator shows that the special economic zone is still unable to fully use its potential to attract foreign investors.

It should be noted that the residents of the special economic zone are given the same tax benefits regardless of the economic development and territorial location of the region. This does not provide an opportunity to attract foreign investors to remote and underdeveloped areas of the republic. Therefore, it is necessary to increase the tax benefits for special economic zones established in such regions, unlike special economic zones in other developed regions.

Currently, tax incentives for investors in the territory of the special economic zone of the Republic of Uzbekistan are granted for a period of 3 to 10 years, depending on the size of the investment. The minimum investment is 300,000 US dollars. According to foreign experts, this amount is an obstacle due to the economic situation



of local investors who want to use the opportunities of the special economic zone, and it is emphasized that this amount should be reduced to 100,000 US dollars.

Another disadvantage of taxing residents using the MIZ tax credit is the deadline. Usually, the beginning of tax relief is calculated from the date of receipt of the certificate of registration of the participant of the special economic zone. However, given that most special economic zones in Uzbekistan have been created in recent years and their infrastructure is still developing, it will take time for many investors to start production. Therefore, it would be appropriate to extend the period of application and calculation of tax credits until they start production. In order to develop the investment activity of special economic zones, it would be appropriate to regularly maintain official websites and provide them with investor-attracting information in the main languages of the world.

**Summary.** In short, the creation of special economic zones is of great importance in the socio-economic development of the region. In particular, we considered how important the investments, which are the main development force of the special economic zone, are gaining importance in the country's gross domestic product today. Therefore, it is necessary to take into account the opportunities available in the area, the state of the infrastructure, the potential of local personnel, the availability and convenience of access to the leading trade markets, and several other factors in the creation of such zones. The tax and customs benefits given to the participants of the special economic zone should be mutually differentiated depending on the region of the country in terms of economic development of the special economic zone. In addition, it should not be forgotten that living conditions created for investors in special economic zones are the primary factor for them. This is because tax and duty preferences may be applied in economic zones in other countries and may be very similar. It is also important not to carry out taxation until the resident of the special economic zone, who is enjoying tax benefits, has fully established his business.

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## TA'LIMDA MAKTAB VA OTA-ONALAR HAMKORLIGI

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### ANNOTATSIYA

*Ushbu maqolada oila va maktab hamkorligi tizimini rivojlantirish haqida. Oila va maktab bolalar hayotidagi ikkita markaziy muhitdir. Shuning uchun ularning hamkorligi ta'limning muhim omili sifatida qaraladi. Ta'lim natijalari, motivatsiya va ularning salomatligiga bu ikki markaz o'rtasidagi kolobaratsiya katta ta'sir ko'rsatadi. Hozirgi kunda uy va maktab ta'lim hamkorligidagi potensial keskinlikni ko'rsatadi, chunki maqsadlar, vakolatlar va ta'limdagi rollarga oid turli fikrlar nizolarga sabab bo'lmoqda. Bu maqolada ota-onalarning maktablar bilan hamkorlik qilish bo'yicha tajribasi, ehtiyojlari va talablari haqida hamda ota-onalarning umumiy qoniqish darajasi, ularning farzandlari maktabdagi hissiy farovonligi, hamkorlik sifati maktab va o'qituvchilarga bo'lgan ishonch bilan bog'liq masalalar muhokama qilingan.*

**Kalit so'zlar:** O'qituvchi, ota-ona, maktab, hamkorlik, inklyuziv ta'lim.

### KIRISH

Kishilik jamiyatining ijtimoiy-iqtisodiy taraqqiyoti tarixidan ma'lumki, bola shaxsining kamoloti oilada shakllanadi. Oila – jamiyat hayotining kichik bir bo'lagi bo'lib, har tomonlama sog'lom, barkamol, avlodni voyaga yetkazish uchun mas'uldir. Shu o'rinda maktabning ham mas'uliyati juda katta ahamiyatga ega. Oila va Maktab – bolalar va o'smirlarning sog'lom rivojlanishi va ta'lim muvaffaqiyatini ta'minlashda ikki muhim manfaatdor tomon hisoblanadi. Hozirgi kunda yashash tarzimizni har hil texnologiyalar yordamida yengillashtirib kelayabmiz, yengillik ko'paysa o'z o'zidan dangasalik va yoshlarimizda hayotga yengil qarash ortadi. Bunday yoshlarni bir narsaga undash, to'g'ri va noto'g'rini tushuntirish katta muammoga aylanib bormoqda. Bu muammolarni yechishda Maktab va oila hamkorligi mexanizmini to'g'ri yo'lga qo'ygan holda bajarishimiz mumkin. Maktab va oila hamkorligiga oid ishlar maktab istiqboliga qaratilgan. Muvaffaqiyatli hamkorlik avvalom bor bolalarning farovonligi

va yutuqlari uchun zarur tizim bo'lganligi sababli bu hamkorlik har ikki tamonlama istiqbolli bo'lishi kerak. Afsuski hamkorlikni to'liq yo'lga qo'ya olmaslikning sabablaridan biri, ba'zi bir o'qituvchilarmizning malakasi yetarli emasligidan jamiyatda ta'lim muassasalari haqida negativ fikrlar paydo bo'lishiga olib kelmoqda. Hozirda ko'p o'qituvchilar ayrim sabablarga ko'ra o'quvchilar bilan do'st bo'lishni o'ylab ham ko'rmaydilar, buning oqibatida o'quvchining faqat yomon taraflari ko'zga ko'rinadi. O'quvchi haqida faqat yomon tarafini ota onaga yetqazadi. Usha yomon o'quvchi kimningdur farzandi, har qancha yomonlasa bu teskari reaksiyaga olib keladi, ota-onaning ko'z oldida o'quvchi emas aksincha o'qituvchi yomon degan fikr paydo bo'ladi. Maktab va Oila hamkorligi shu nuqtada yakun topadi, endi bu jarayonda bolaning bu maktabdan bilimli, tarbiyasi va katta maqsadlar bilan chiqish ehtimoli judayam past darajada bo'lishi aniq. Ota-onaga farzandi yaxshi ekanini aytish ajoyib tuyg'u. Bu tuyg'u ota yoki onaning ish faoliyatiga, jamiyatga qolaversa farzandining tarbiyasiga ijobiy ta'sir ko'rsatadi. O'quvchining ijobiy yoki salbiy tomonlari haqida gapirganda o'qituvchi aniq va tiniq isbotlarga tayangan holda gapirishi kerak, ayniqsa salbiy tomonlar haqida gap ketganda ota onaga bu holat yechimini ham taqdim qilishi kerak. Ota-ona va o'qituvchi o'rtasidagi hamkorlik muhitini a'lo darajada bo'lishi uchun, farzand haqida fikr bildirganda rag'batlantiruvchi fikrlar, o'quvchining rivojlanishiga yordam beradigan konstruktiv usullarni taklif qilish, ota-onalar va o'qituvchi hamkorligi o'quvchining muvaffaqiyatiga qanday ta'sir borligi, o'quvchining kelajagi uchun raja tuzish uchun birgalikda ishlash kerakligi, va shuni ta'kidlab o'tish kerakki, agar siz bir jamoa bulib ishlasangiz o'quvchi aniq muvaffaqiyatga erishishi haqidagi tushuntirishlardan iborat bo'lishi kerak.

Mening 4 va 5 sinf farzandlarim bor, fanlarni o'zlashtirish imkoniyatlari menga ma'lum, katta farzandim kichigidan ko'ra matematik misollarni yechishi, sherlar yodlashi 80% ga yuqori(masalan matematikani katta farzandim tushuntirishimning yarmida tushunib bo'ladi, lekin kichkina farzandimga kamida 3 marta qayta qayta misollar bilan tushuntirish kerak, vaholanki 4 sinf matematikasi 5 sinfnikidan murakkabroq). lekin maktabga bo'lgan mehr, Sinf rahbariga bo'lgan muhabbati kichkina farzandimda 100% ga ko'proq. Sinf rahbarlari bilan suxbatlashib, maktabdagi muhitni o'rgangan holda kuzatishlar natijasidan men shunga 100% iqrora bo'ldim, ba'zi bir o'qituvchilar kelajagimiz iqtidorlari chirog'ini yonishga ulgurmasdan so'ndirib qo'yishmoqda. Statistika shuni ko'rsatadiki 7 sinfgacha bola yaxshi o'qimasa uning keyingi yuqori sinfdagi, litsey-kollej, oliy t'limda bilim olish ehtimoli judaha past, yoq desa ham bo'ladi.

Butun dunyoda rivojlanib kelayotgan sohalardan biri AI (sun'iy intellekt) hozirgi kunda ta'limga ham kirib kelmoqda, bu soha kirib kelishi bilan bir necha kasblar

qisqarishga olib keladi, bilimni AI yordamida olish osonroq bo‘lib qoladi. Lekin o‘qituvchining eng katta vazifasini sun‘iy intellekt bajarishi qiyin, o‘quvchining ichki kechilmalari, uning ijtimoiy ahvoli, jamiyatga kira olishi, va shu kani hissiy jarayonlar. Bu hususiyatlarni rivojlantirish o‘qituvchi va ota ona zimmasida qoladi, to‘g‘ri yo‘lga yo‘naltirish, joyi kelsa o‘qituvchi ota-onaning tutgan yo‘lini to‘g‘rilay olishi yoki aksi ota-ona o‘qituvchining tutgan yo‘lini to‘g‘rilay olishi va buni ikki tomon ham ijobiy qabul qilishi kerak bo‘ladi.

## XULOSA

Xulosa qilib shuni aytishimiz mumkinki, ota-ona va maktab hamkorligi qanchalik ko‘zimizga kichkina element bo‘lib ko‘rinmasin, bu element farzandlarimiz kelajagini belgilashdagi muhim element desak bo‘ladi. Farzandlarimiz ta‘lim olishlari va o‘z iqtidorlariga mos ravishda yo‘llarini topishida katta yordam beradi. Shuni aytib o‘tish joizki, agar ta‘limni biron bir ishlab chiqarish jarayoni bilan solishtiradigan bo‘lsak, ishlab chiqarishdagi har bir mahsulot elementlari mikron darajadagi o‘lchamlar bilan ko‘zdan kechiriladi, maxsulot sifatli chiqishi uchun belgilangan talablardan oshmasligi hamda kamaymasligi kerak, agar bu talablar yuqori yoki past bo‘lsa bu maxsulot brak hisoblanadi va uni qayta ishlanadi. Shundan so‘ng bu hato mutaxassislar tomonidan o‘rganiladi, sabablar aniqlanib bu hato takrorlanmasligi uchun kerakli ishlar qilinadi. Sifat tadbirkorning kelajagini belgilab beradi, maxsulot bozorida yutuqlarga erishishiga olib keladi. Qo‘pol qilib aytganda farzandlarimizdan sifatli maxsulot chiqarmoqchi bo‘lsak har bitta elementiga chuqur e‘tibor berishimiz kerak. O‘qituvchi, maktab ma‘muriyat, psixolog va ota-onalar bir guruh bo‘lib ish olib borsalar albatta bu yaxshi natija beradi. Buni real natijasiga erishish uchun yuqorida aytib o‘tganimizdek har bir kichik element be e‘tibor qolishi kerak emas.

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## ҲУҚУҚНИ МУҲОФАЗА ҚИЛИШ ФАОЛИЯТИНИНГ АКТУАЛ МУАММОЛАРИ, УЛАРНИ ТИЗИМЛАШТИРИШ, ШУНИНГДЕК, ИЛМИЙ-АМАЛИЙ ТАДҚИҚ ҚИЛИШНИНГ ИСТИҚБОЛЛИ ЙЎНАЛИШЛАРИ

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### **АННОТАЦИЯ**

*Мақолада ҳуқуқни муҳофаза қилиш фаолиятининг актуал муаммоларини таҳлилий ўрганиб, тизимлаштириш, уларни илмий-амалий тадқиқ қилишнинг истиқболли йўналишларини белгилаш юзасидан фикр юритилган. Шунингдек, ҳуқуқни муҳофаза қилиш фаолиятидаги муаммоларини илмий жиҳатдан ўрганиш юзасидан тадқиқот йўналишлари кўрсатилган.*

**Калит сўзлар:** *Ҳуқуқни муҳофаза қилиш фаолияти муаммолари, ҳуқуқни муҳофаза қилиш фаолияти муаммоларини тизимлаштириш, истиқболли йўналишлар.*

Ҳуқуқни муҳофаза қилиш фаолияти – бу қонун устуворлигини таъминлашга, фуқароларнинг ҳуқуқ ва эркинликларини ҳимоя қилишга, жиноятчилик ва бошқа ҳуқуқбузарликларга қарши курашишга қаратилган чора-тадбирлар тизимидир.

Илмий адабиётларда ҳуқуқни муҳофаза қилишнинг турли хил таърифлари мавжуд. Энг умумий таъриф шундан иборатки, ҳуқуқни муҳофаза қилиш – бу давлат органларининг қонун устуворлигини таъминлаш, фуқароларнинг ҳуқуқ ва эркинликларини ҳимоя қилиш, жиноятчилик ва ҳуқуқбузарликларга қарши курашишга қаратилган фаолиятдир.



Ушбу таъриф ҳуқуқни муҳофаза қилиш соҳасида давлат органларининг қуйидаги мақсадларга эришишга қаратилган фаолиятини таъкидлайди:

- Қонун устуворлигини таъминлаш – бу барча ижтимоий муносабатлар қонун билан тартибга солинадиган ва унга мувофиқ амалга ошириладиган фаолият.

- Фуқароларнинг ҳуқуқ ва эркинликларини ҳимоя қилиш – бу Конституция ва бошқа норматив-ҳуқуқий ҳужжатларда мустаҳкамланган инсон ва фуқаронинг ҳуқуқ ҳамда эркинликларига риоя этилишини таъминлашга қаратилган фаолият.

- Жиноятчилик ва ҳуқуқбузарликларга қарши кураш - жиноятчилик ва ҳуқуқбузарликларнинг профилактикаси, унинг олдини олиш, аниқлаш ва унга қарши курашишга қаратилган фаолиятдир.

Ўзбекистон Республикаси ҳуқуқни муҳофаза қилиш органлари тизими ўз фаолиятини қонунийлик, ошкоралик, жазонинг муқаррарлиги, инсонийлик, жавобгарликни табақалаштириш ва индивидуаллаштириш, жиноятлар ва бошқа ҳуқуқбузарликларнинг олдини олиш ва уларга барҳам бериш бўйича чоратadbирлар мажмуига мувофиқ амалга оширади ҳамда ҳуқуқ-тартиботни таъминлаш, фуқароларнинг ҳуқуқ ва эркинликларини ҳимоя қилиш, жиноятчилик ва ҳуқуқбузарликларга қарши курашишда муҳим ўрин тутди.

Сўнгги йилларда Ўзбекистонда жиноятчиликнинг олдини олиш тизимини ривожлантириш бўйича фаол иш олиб борилмоқда. Хусусан, ҳуқуқни муҳофаза қилиш органларининг жиноятчиликнинг олдини олиш соҳасидаги самарадорлигини ошириш, таълим, соғлиқни сақлаш, меҳнат ва бандлик, аҳолини ижтимоий муҳофаза қилиш тизимини такомиллаштириш чоралари кўрилди.

Ўзбекистон Республикаси ҳуқуқни муҳофаза қилиш органлари фаолияти самарадорлигини ошириш, уларнинг кадрлар ресурсларини мустаҳкамлаш, техник жиҳозланишини таъминлашга қаратилган чоралар кўрилмоқда.

Келгусида Ўзбекистон Республикаси ҳуқуқни муҳофаза қилиш тизими самарадорлигини янада ошириш учун қуйидагиларни ривожланишнинг янги босқичига кўтариш зарур бўлади:

- Ҳуқуқни муҳофаза қилиш фаолиятининг ҳуқуқий асосларини такомиллаштириш.

- Ҳуқуқни муҳофаза қилиш органларининг кадрлар малакасини ошириш.

- Ҳуқуқни муҳофаза қилиш органларини техник жиҳозлар билан таъминлаш.

- Ҳуқуқни муҳофаза қилиш соҳасида ўзаро ва халқаро ҳамкорликни ривожлантириш.

Ушбу чора-тадбирларнинг амалга оширилиши Ўзбекистон Республикасида ҳуқуқни муҳофаза қилиш фаолиятининг самарали амалга оширилишини таъминлайди, фуқаролар ҳамда жамиятни жиноятчилик ва ҳуқуқбузарликлардан ҳимоя қилиш даражасини оширади.

Олиб борилаётган ишларга қарамасдан, ҳозирги кунда Ўзбекистон Республикасида ҳуқуқни муҳофаза қилиш фаолияти илмий ва амалий ечимларни талаб қиладиган бир қатор муаммоларга дуч келмоқда. Ушбу муаммолар турли омиллар туфайли юзага келади, жумладан:

- Мамлакатдаги ўзига хос ижтимоий-иқтисодий шароитлар. Мамлакатдаги ижтимоий-иқтисодий муаммолар жиноятчилик ва бошқа ҳуқуқбузарликларнинг кўпайишига олиб келади, бу эса ҳуқуқни муҳофаза қилиш органлари учун қўшимча қийинчиликлар туғдиради. Масалан, Ўзбекистон Республикасида иш ўринларини етарли даражада яратишдаги муаммолар (меҳнатга яроқли аҳоли ўсишига нисбатан), бу натижасида келиб чиқаётган ишсизлик, меҳнатга ҳақ тўлаш миқдорларида белгиланган минимал даражанинг камлиги ва шу каби ҳолатлар жиноятчиликнинг динамикасига бевосита таъсир кўрсатади.

- Давлат ва жамият хавфсизлигига таҳдид ва тажовузлар. Терроризм, уюшган жиноятчилик ва гиёҳванд моддалар савдоси каби давлат ва жамият хавфсизлигига тажовуз ва таҳдидлар ҳуқуқни муҳофаза қилиш органларидан янгича ёндашув ва иш усуллари талаб қилади.

- Ҳуқуқни муҳофаза қилиш органлари ходимларининг касбий маҳорати ва малакасининг етарли эмаслиги. Ҳуқуқни муҳофаза қилиш органлари ходимларининг касбий маҳорати ва малакасининг етарли эмаслиги уларнинг ишидаги хатоларга, фуқароларнинг ҳуқуқ ва эркинликларининг бузилишига олиб келади. Масалан, фуқароларни асоссиз ушлаб туриш ва ҳибсга олиш, шунингдек уларга нисбатан зўравонлик қўллаш ҳолатлари амалиётда ҳалигача учраб туради.

- Ҳуқуқни муҳофаза қилиш фаолиятининг ташкилий-бошқарув ва ўзаро ҳамкорлик механизмларининг номукамаллиги. Бу эса ҳуқуқни муҳофаза қилиш фаолиятини самарали амалга оширишни мураккаблаштиради.

- Жиноятчиликка қарши курашда айрим жиноятларни камайтиришнинг самарасизлиги. Ўзбекистон Республикасида жиноятчиликнинг айрим турлари, жумладан, оғир ва ўта оғир жиноятлар, гиёҳванд моддаларни

сотиш ва сақлаш билан боғлиқ жиноятлар 2022 йилда 2021 йилга нисбатан ошган.

- Жиноятларни фош этиш юзасидан олиб борилаётган фаолиятдаги камчиликлар. Ўзбекистон Республикасида очилмаган жиноятларнинг юқори фоизи мавжуд бўлиб, бу фуқароларнинг ҳуқуқни муҳофаза қилиш органларига бўлган ишончини пасайтиради. Масалан, 2022 йилда йил давомида рўйхатга олинган жиноятларнинг 19,6 фоизи очилмаган.

- Ҳуқуқни муҳофаза қилиш органлари фаолиятида шахсларнинг ҳуқуқ ва эркинликлари бузилиши ҳолатлари. Бундай ҳолатлар кам бўлсада, фаолиятда учраб туради.

- Ҳуқуқни муҳофаза қилиш органлари ўртасидаги ўзаро ҳамкорлик масалалари тўлиқ ўз самарасини бермаётганлиги. Ҳуқуқни муҳофаза қилиш органлари фаолиятида баъзида органлар ўртасида ўзаро ҳамкорлик етарли эмас, бу ўзларига юклатилган ваколатлар доирасида вазифаларни бажаришда ўз салбий таъсирини ўтказди.

- Ҳуқуқни муҳофаза қилиш органларида кадрлар етишмовчилиги ёки ходимларнинг малака ва маълумотлари (олий, ўрта махсус) эгаллаб турган лавозимларига номувофиқлиги.

- Ҳуқуқни муҳофаза қилиш фаолиятининг ташкилий-бошқарув механизмларидаги камчиликлар (норматив-ҳуқуқий ҳужжатларнинг етарли эмаслиги, органлар фаолиятининг замонавий талабларига номувофиқлиги ва ҳ.к.).

Ҳуқуқни қўллаш муаммоларини ҳал қилиш учун қуйидаги чораларни кўриш зарур деб ҳисоблаймиз:

- Ҳуқуқни муҳофаза қилиш фаолиятининг ҳуқуқий асосларини такомиллаштириш. Бунинг учун ҳуқуқни муҳофаза қилиш фаолиятини тартибга солувчи ҳуқуқий нормаларни замонавий талаблар асосида доимий такомиллаштириб бориш.

- Ҳуқуқни муҳофаза қилиш органларидаги ходимларининг билим ва кўникмаларини, малакасини доимий равишда ошириб бориш.

- Ҳуқуқни муҳофаза қилиш соҳасида халқаро ҳамкорликни ривожлантириш. Бунинг учун ахборот, тажриба ва технологиялар алмашишда бошқа мамлакатларнинг ҳуқуқни муҳофаза қилиш органлари билан ҳамкорликни кучайтириш зарур.

- Жиноятчилик ва ҳуқуқбузарликларнинг олдини олиш тизимини такомиллаштириш. Бунинг учун жиноятчилик ва ҳуқуқбузарликларнинг олдини олиш бўйича самарали чора-тадбирларни ишлаб чиқиш ва амалга ошириш керак.

- Аҳолининг ҳуқуқни муҳофаза қилиш органларига бўлган ишончини ошириш. Бунинг учун ҳуқуқни муҳофаза қилиш органлари фаолиятининг очиқлиги ва шаффофлигини таъминлаш, шунингдек, фуқароларнинг ушбу органлар фаолияти тўғрисида хабардорлик даражасини ошириш зарур.

Ушбу чора-тадбирларнинг амалга оширилиши инсон ва фуқароларнинг ҳуқуқ ва эркинликлари ҳимоясини таъминлаш, шунингдек, жиноятчилик ва бошқа ҳуқуқбузарликларга қарши курашишда ҳуқуқни муҳофаза қилиш самарадорлигини ошириш имконини беради, фаолиятда янада қулай шарт-шароитлар яратади.

Юқоридагиларга асосан Ўзбекистон Республикасида ҳуқуқни муҳофаза қилиш фаолиятининг асосий муаммоларини таҳлил қилиш асосида уларни гуруҳлашнинг қуйидаги йўналишларини ажратиш мумкин:

*1-йўналиш. Жиноятчилик ва бошқа ҳуқуқбузарликларга қарши кураш.*

- Жиноятчилик ва ҳуқуқбузарликлар айрим турлари содир этилишининг юқорилиги;
- Жиноятларни фош этиш самарадорлигини етарли эмаслиги;
- Ҳуқуқни муҳофаза қилиш органлари ўртасидаги ҳамкорликнинг ўз самарасини тўлиқ бермаётганлиги.

*2-йўналиш. Қонун устуворлигини таъминлаш.*

- Ҳуқуқни муҳофаза қилиш органлари фаолиятида айрим ҳолларда фуқароларнинг ҳуқуқлари ва эркинликларининг бузилиши;
- Ҳуқуқни муҳофаза қилиш фаолиятининг ҳуқуқий асослари ва ташкилий-бошқарув механизмларининг номукамаллиги.

*3-йўналиш. Ҳуқуқни муҳофаза қилиш органлари ходимларининг касбий маҳорати ва малакаси.*

- Ҳуқуқни муҳофаза қилиш органлари ходимларининг касбий маҳорати ва малакаси етарли эмас;
- Айрим ҳолларда ҳуқуқни муҳофаза қилиш органлари ходимларини тайёрлаш ва қайта тайёрлаш тизимининг ўз самарасини тўлиқ бермаётганлиги.

*4-йўналиш. Жамоатчилик билан ўзаро муносабатлар.*

- Аҳолининг ҳуқуқни муҳофаза қилиш органларига бўлган ишончининг пастлиги;
- Ҳуқуқни муҳофаза қилиш органларининг жамоатчилик билан ўзаро алоқаларидаги шаффофликнинг етишмаслиги.

Ҳуқуқни муҳофаза қилишнинг долзарб муаммолари бўйича илмий-амалий тадқиқотлар ҳуқуқни муҳофаза қилиш органлари фаолияти самарадорлигини ошириш, қонун устуворлигини таъминлаш, фуқароларнинг

ҳуқуқ ва эркинликларини ҳимоя қилиш, шунингдек, аҳолининг ҳуқуқни муҳофаза қилиш органларига бўлган ишончини оширишнинг муҳим шартларидан биридир.

Илмий тадқиқотлар ҳуқуқни муҳофаза қилишнинг долзарб муаммоларини аниқлаш ва таҳлил қилиш, шунингдек уларни ҳал қилиш бўйича самарали чораларни ишлаб чиқиш имконини беради.

Ҳуқуқни муҳофаза қилиш фаолиятининг долзарб муаммолари бўйича илмий ва амалий тадқиқотлар ўтказиш учун қуйидаги усуллардан фойдаланиш мумкин:

- Назарий таҳлил.

Ушбу усул ҳуқуқни муҳофаза қилишнинг назарий асосларини, шунингдек ҳуқуқни муҳофаза қилишнинг долзарб муаммоларини ҳал қилишда мавжуд ёндашувларни аниқлаш ва таҳлил қилиш имконини беради.

- Эмпирик тадқиқот.

Ушбу усул ҳуқуқни муҳофаза қилишнинг ҳолати ва муаммолари бўйича эмпирик маълумотларни тўплаш ва таҳлил қилиш имконини беради. Масалан, фуқаролар ўртасида ҳуқуқни муҳофаза қилиш фаолияти ҳолати тўғрисида сўров ўтказишга, шунингдек жиноятлар тўғрисидаги статистик маълумотларни таҳлил қилишга қаратилган бўлиши мумкин.

- Моделлаштириш усули.

Ушбу усул ҳуқуқни муҳофаза қилишнинг долзарб муаммоларига турли хил ечимларни моделлаштириш ва уларнинг самарадорлигини баҳолаш имконини беради. Масалан, илмий тадқиқотлар жиноятчиликка қарши курашнинг турли усуллари самарадорлигини моделлаштиришга, шунингдек ҳуқуқни муҳофаза қилиш органлари фаолиятида фуқароларнинг ҳуқуқ ва эркинликларини ҳимоя қилишнинг турли механизмлари самарадорлигини моделлаштиришга қаратилган бўлиши мумкин.

Ҳуқуқни муҳофаза қилиш фаолиятининг долзарб муаммоларини илмий-амалий тадқиқ этишнинг **асосий йўналишлари** қуйидагилардан иборат:

- *Ҳуқуқни муҳофаза қилишнинг долзарб муаммоларининг пайдо бўлиши ва ривожланишига имкон берадиган сабаблар ва омилларни ўрганиш.*

Тадқиқотнинг ушбу йўналиши ҳуқуқни муҳофаза қилиш органларида мавжуд муаммоларнинг пайдо бўлиши ва ривожланишига олиб келадиган омилларни аниқлаш ва таҳлил қилишга қаратилади.

- *Ҳуқуқни муҳофаза қилиш фаолиятининг долзарб муаммоларини ҳал қилиш бўйича самарали чора-тадбирларни ишлаб чиқиш.*

Тадқиқотнинг ушбу йўналиши ҳуқуқни муҳофаза қилиш фаолиятининг долзарб муаммоларини ҳал қилиш бўйича аниқ чора-тадбирларни, жиноятчиликка қарши курашнинг янги усулларини, шунингдек ҳуқуқни муҳофаза қилиш органлари фаолиятида фуқароларнинг ҳуқуқ ва эркинликларини ҳимоя қилишнинг янги механизмларини ишлаб чиқишга қаратилади.

- *Ҳуқуқни муҳофаза қилишнинг долзарб муаммоларини ҳал қилиш бўйича мавжуд чора-тадбирлар самарадорлигини баҳолаш.*

Тадқиқотнинг ушбу йўналиши мавжуд чора-тадбирлар, жиноятчиликка қарши кураш, шунингдек ҳуқуқни муҳофаза қилиш органлари фаолиятини назорат қилиш тизимининг самарадорлигини баҳолашга қаратилади.

Ўзбекистон Республикасида ҳуқуқни муҳофаза қилишнинг долзарб муаммоларини таҳлил қилиш асосида илмий тадқиқотларнинг куйидаги **истиқболли йўналишларини** аниқлаш мумкин:

*Ижтимоий-иқтисодий ва сиёсий омилларнинг ҳуқуқни муҳофаза қилиш фаолияти ҳолатига таъсирини ўрганиш.*

Тадқиқотнинг ушбу йўналиши ишсизлик, қашшоқлик каби ижтимоий-иқтисодий омилларнинг, шунингдек коррупция ва давлат тизимининг самарасизлиги каби сиёсий омилларнинг ҳуқуқни муҳофаза қилиш ҳолатига таъсирини ўрганишга қаратилган (ишсизлик даражасининг жиноятчиликнинг турли турларига таъсири, иш ўринлари яратиш орқали жиноятчиликни камайтириш чораларини ишлаб чиқишга ва ҳоказо).

*Жиноятчилик ва бошқа ҳуқуқбузарликларга қарши курашнинг янги ва замонавий усулларини ишлаб чиқиш.*

Тадқиқотнинг ушбу йўналиши замонавий таҳдидларга жавоб берадиган жиноятчилик ва бошқа ҳуқуқбузарликларга қарши курашнинг янги усулларини ишлаб чиқишга қаратилади.

Бу соҳадаги истиқболли тадқиқотларга мисол сифатида кибержиноятчиликка қарши курашнинг янги усулларини ишлаб чиқишни келтиришимиз мумкин. Ушбу тадқиқот кибержиноятларни содир этишнинг янги усулларини ўрганишга, шунингдек уларнинг олдини олиш ва аниқлаш усулларини ишлаб чиқишга қаратилган бўлиши мумкин.

*Ҳуқуқни муҳофаза қилиш органлари фаолиятида қонунийлик ва тартибни таъминлаш муаммоларини ўрганиш.*

Тадқиқотнинг ушбу йўналиши ҳуқуқни муҳофаза қилиш органлари фаолиятида қонунийлик ва тартибни таъминлаш муаммоларини ўрганишга, шунингдек уларни ҳал қилиш чораларини ишлаб чиқишга қаратилган.



*Хуқуқни муҳофаза қилиш органлари ходимларининг касбий маҳорати ва малакасини ошириш муаммоларини ўрганиш.*

Тадқиқотнинг ушбу йўналиши хуқуқни муҳофаза қилиш органлари ходимларининг касбий маҳорати ва малакасини ошириш муаммоларини ўрганишга, шунингдек уларни ҳал қилиш чораларини ишлаб чиқишга қаратилган.

*Хуқуқни муҳофаза қилиш органлари ва жамият ўртасидаги ўзаро муносабатлар муаммоларини ўрганиш.*

Ушбу йўналишдаги истиқболли тадқиқотга мисол сифатида фуқароларнинг хуқуқни муҳофаза қилиш органларига бўлган ишончи муаммоларини ўрганишни келтиришимиз мумкин. Ушбу тадқиқот фуқароларнинг хуқуқни муҳофаза қилиш органларига бўлган ишончига таъсир қилувчи омилларни ўрганишга, шунингдек, фуқароларнинг хуқуқни муҳофаза қилиш органларига бўлган ишончини ошириш чораларини ишлаб чиқишга қаратилган бўлиши мумкин.

Хуқуқни муҳофаза қилишнинг долзарб муаммолари бўйича илмий тадқиқотларнинг истиқболли йўналишларини аниқлаш жиноятчиликнинг олдини олиш ва унга қарши курашиш, қонунийликни таъминлаш, хуқуқни муҳофаза қилиш органлари ходимларининг касбий маҳорати ва малакасини ошириш, шунингдек, аҳолининг хуқуқни муҳофаза қилиш органларига бўлган ишончини оширишнинг самарали тизимини ишлаб чиқишда муҳим қадамдир.

Хуқуқни муҳофаза қилишнинг долзарб муаммолари бўйича юқорида айтиб ўтилган амалий тадқиқотлар йўналишларидан ташқари қуйидаги истиқболли йўналишларни белгилаш ва бу борада тадқиқотлар ўтказиш мумкин бўлади.

- Жиноятчилик ва хуқуқбузарликларнинг олдини олишнинг янги тизимларини ишлаб чиқиш ва жорий этиш.
- Хуқуқни муҳофаза қилиш органлари ҳамда бошқа давлат ва маҳаллий ҳокимият органларининг ўзаро муносабатлари тизимини такомиллаштириш.
- Маҳкумларни реабилитация қилиш ва ижтимоий мослаштиришнинг янги усулларини ишлаб чиқиш.

Ушбу тадқиқот йўналишлари хуқуқни муҳофаза қилиш фаолияти самарадорлигини ошириш ва фуқаролар хавфсизлигини таъминлашда муҳим аҳамиятга эга.

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## THE SIGNIFICANCE OF BABUR'S SCIENTIFIC AND SPIRITUAL HERITAGE TODAY

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**ANNOTATSIYA:** *Ushbu maqolada Zahiriddin Muhammad Boburning hayoti va ijodi, Bobur barcha temuriy shahzodalar kabi maxsus tarbiyachilar, yirik fozilu ulamolar ustozligida harbiy ta'lim, fiqh ilmi, arab va fors tillarini o'rganishi, ko'plab tarixiy va adabiy asarlar mutolaa qilishi, ilm-fanga, she'riyatga qiziqishi yuqoriligi haqida, Amir Temur davlatining poytaxti, strategik va geografik jihatdan muhim bo'lgan Samarqandni egallash va Movarounnahrda markazlashgan kuchli davlatni saqlashqa qaratilgan harakatlari va Shimoliy Hindistonning Bengaliyagacha bo'lgan qismini o'ziga bo'ysundirgani, davlat boshqaruvi sohasida katta islohotlarni amalga oshirgani, uning ilmiy-ma'naviy merosining bugungi kundagi ahamiyati, Boburning asarlari va u haqida yozilgan asarlar tahlili, bugungi kunda Bobur merosining o'rganishning ahamiyati, tafakkur yuritmoq, yangicha fikrlamoq uchun albatta o'tmishni bilish zarurati to'g'risidagi fikr-muhazalar bayon qilinadi.*

**TAYANCH SO'ZLAR:** *Temuriylar, "Bobur" ("Sher"), Andijon, Samarqand, Kobul, Dehli, "Boburnoma", "Mubayyin", "Aruz risolasi", "Risolai volidiyya", "Mubayyin", "Yo'lbars na'rasi"*

**АННОТАЦИЯ:** *В данной статье рассказывается о жизни и творчестве Захириддина Мухаммада Бабура, как и все Тимурские князья, Бакур изучал военное образование, юриспруденцию, арабский и персидский языки под опекой специальных учителей, великих добродетельных ученых, прочитал множество исторических и литературных произведений, наука - о его высоком интересе к науке и поэзии, Действия Амира Тимура были направлены на захват Самарканда, столицы государства, имеющего стратегически и географическое значение, и сохранение сильного государства с центром в Моваруннахре, а также подчинение северной части Индии до Бенгалии, проведение крупных реформ в области общественного устройства администрация, Будет сделана важность его научного и духовного наследия сегодня, анализ произведений Бабура и произведений, написанных о нем, важность изучения наследия Бабура сегодня, необходимость познания прошлого, чтобы мыслить и мыслить по-новому.*

**КЛЮЧЕВЫЕ СЛОВА:** *Тимуриды, «Бакур» («Лев»), Андижан, Самарканд, Кабул, Дели, «Бобурнома», «Мубайин», «Аруз Рисола», «Рисолай Волидия», «Мубайин», «Рев тигра».*

**ABSTRACT:** *This article tells about the life and work of Zakhiriddin Muhammad Babur, like all Timur princes, Babur studied military education, jurisprudence, Arabic and Persian languages under the tutelage of special teachers, great virtuous scholars, and read many historical and literary works, science - about his high interest in science and poetry, Amir Timur's actions were aimed at capturing Samarkand, the capital of a state of strategic and geographical importance, and maintaining a strong state centered in Movarunnahr, as well as subjugating the northern part of India up to Bengal, carrying out major reforms in the field of social structure administration, The importance of his scientific and spiritual heritage today, the analysis of Babur's works and works written about him, the importance of studying Babur's legacy today, the need to know the past in order to think and think in a new way will be made.*

**KEY WORDS:** *Timurids, "Babur" ("Lion"), Andijan, Samarkand, Kabul, Delhi, "Boburnoma", "Mubain", "Aruz Risola", "Risolai Volidiya", "Mubayin", "Roar of the Tiger".*

“Among the kings of Asia in terms of generosity and bravery, talent, love of science and art, and successful practice of them  
No king can be found equal to Babur”.  
*William Erskine, translator of "Boburnoma".*

## INTRODUCTION.

Before talking about the significance of Babur's scientific and spiritual heritage today, it is permissible to dwell on Babur's life. Because Zahiriddin Muhammad Babur is a descendant of the Timurids and the founder of the great Babiri dynasty.

Babur (pseudonym; full name Zahiriddin Muhammad ibn Umarshaikh Mirza) on February 14, 1483 in Andijan is a major representative of Uzbek classical literature: a great poet; historian, geographer; a statesman, a talented general; the founder of the Baburi dynasty, the Timurid prince.

Babur's father - Umarsheikh Mirza was the governor of Fergana region, his mother - Qutlugh Nigorkhanim was the daughter of Khan of Mongolia and Tashkent governor Yunus Khan. Babur's mother was an educated and intelligent woman who actively supported Babur in his administration and accompanied him in his military campaigns. Umarshaikh Mirza's family lived in the arch of Andijan, the capital city. The mayor spent the summer months on the banks of the Sirdarya River, in Akhsi, and the rest of the year in Andijan.

Babur spent his youth in Andijan. Babur, like all Timurid princes, studied military education, jurisprudence, Arabic and Persian languages under the tutelage of special tutors, great virtuous scholars, read many historical and literary works, became

interested in science and poetry. Because of his courage and bravery, he received the nickname “Babur” (“Lion”) from his youth.

Following his father’s path, Babur devotes himself to the famous Sufi Khwaja Ahror and grows up in the spirit of his sect, remaining faithful to this belief until the end of his life. Later, in the work “Baburnoma”, Babur Khwaja Ahror’s spirit repeatedly saved him from inevitable destruction, illness and helplessness, and pointed out that he guided him in the most difficult conditions. After his father’s premature death in Akhsi, at the age of 39, the eldest son of the family, 12-year-old Babur, ascended the throne in June 1494.

Babur’s initial political goal was to capture the strategically and geographically important Samarkand, the capital of Amir Temur’s state, and to maintain and strengthen a strong state centered in Movarunnahr and restore Amir Temur’s kingdom.

Babur makes two unsuccessful campaigns to Samarkand. Babur faced great difficulties in providing the army. Some of the servants flee to Andijan and Akhsi. After that, some begs who remained in Andijan turned their backs on Babur and went to his brother Jahangir Mirza’s side. In 1500, Sultan Ali Mirza secretly surrendered Samarkand to Shaibani Khan without a fight. However, a certain part of the city’s inhabitants and nobles were in favor of the restoration of Timurid rule. They sent a letter to the governor of Fergana, Babur, and invited him to occupy Samarkand.

When Babur arrived in Samarkand with his army (240 people) in the late autumn of 1500, the people greeted him and opened the city gates. Shaibani Khan’s 600 soldiers left to protect the city will be destroyed. Shaibani Khan retreats to Bukhara. In a short time, all districts of Samarkand, the cities of Karshi and Guzor will recognize Babur’s governorship. But the city ran out of food supplies and famine began. When Shaibani Khan learned about this, he gathered a lot of strength and started marching to Samarkand again. In April 1501, Babur’s troops were defeated in a battle near the village of Saripul on the banks of Zarafshan. Babur retreats to Samarkand. The city was again besieged and it lasted for four months. The inhabitants of the besieged city were starving, and in the second half of 1501, Babur left Samarkand out of desperation and went to Tashkent, to Mahmud Khan. But all their campaigns fail. After that, Babur with 200-300 soldiers passed through the Hissar mountains to Afghanistan and took advantage of the internal strife there to capture Ghazni and Kabul. After Babur captured Kabul, he began to build an independent state, organized the army, and established strict internal discipline. Babur treated Kabul and Afghanistan in general as his own country, started construction, beautification, development of professions and agriculture. He established rest camps such as “Bogi Shahrora”, “Bogi Jahonoro”, “Ortabog”, “Bogi Wafa” and “Bogi Babur”.

On November 24, 1512, Babur was again defeated by the Shaybanites in the battle of Gijduvan and was forced to return to Kabul. Babur immediately gave up hope of capturing Mowaroonnahr and turned his attention to India. By the spring of 1519, Babur began to implement plans to conquer India and organized several campaigns over the next 5-6 years. Finally, in April 1526, in Panipat, he crushed the army of 100,000 people of his main rival, the Sultan of Delhi, Ibrahim Lodi, with 12,000 soldiers and captured Delhi. Soon after, he won over the second largest Indian warlord, Rano Sango, and subjugated the northern part of India up to Bengal. Babur, who chose Agra as his capital, began large-scale construction and improvement works. In this way, Babur founded the powerful Babur dynasty, which ruled India for about three and a half centuries.

Babur died at the age of 47 in Agra, the capital of the kingdom he founded, and was buried there, and later in 1539, according to his will, the hoki was brought to Kabul and placed in the “Garden of Babur” that he built.

#### **BABUR’S LITERARY HERITAGE.**

Babur was well aware of the past, literature and history, music and art, devoted to religious teachings, Babur was always in the circle of scholars and virtues, especially the people of creativity, professions and crafts. rgazib sponsored them, encouraged them materially and spiritually. Such loving attitude towards people of creativity and art was not in vain. Babur was creative by nature. From his youth to the end of his life, he was engaged in effective creative work, he did not stop his creativity in any conditions and situations, as a result, he left a rich scientific and literary legacy. Babur started writing rubai and ghazals at the age of 18-19. His ghazal “Topmadim” with radium and his rubai beginning with the verse “Yod etmas emish kishini ghurbatda kishi” are related to his life in those years. Babur’s poetic works were collected and made into a divan. Currently, his 119 ghazals, one masnu poem, 209 rubai’s, more than 10 optical holes and verses, more than 50 problems and more than 60 fards have been identified. There are also 8 masnavis with a total size of 270 bytes.

Babur concludes his scientific treatise on one of the main issues of Eastern poetry, aruz weight, its theory and practice. In 1518-19, he started his creative work on the royal work “Baburnoma”, which made the name of Babur famous in the world. In addition to the above-mentioned works of Babur, there were also a number of treatises specially devoted to the art of music and military affairs. But the text of the next two works has not yet been found. In “Hatti Baburiy”, the author edited the Arabic alphabet and adapted it to the criteria of the Turkish language and pronunciation in order to simplify and facilitate the writing.



According to the decree of the President of the Republic of Uzbekistan, in 1993, the 510th anniversary of Babur's birth was solemnly celebrated, and wide opportunities were given to study and research the scientific and spiritual heritage of Babur's work.

### **LITERATURE ANALYSIS AND METHODOLOGY.**

From Babur to us, a great scientific and spiritual heritage has been left in the fields of state administration, literature and history, music and art, and a number of other fields. Although some of the centuries have not been found and have not reached us completely, it is important to educate the young generation, who are growing up as a spiritually mature person in all aspects, by deeply studying and analyzing the works that have reached us.

In this article, methods such as comparison of data and materials, study of documents, analysis of statistical data, making proposals for the integration of the obtained necessary resources with the present day have been widely used.

The International Babur Foundation, founded on December 23, 1993 and headed by naturalist scientist Zakirjon Mashrabov from Andijan, has done great work in the study of Babur's work. The foundation's scientific expedition organized scientific trips by car to more than 10 Eastern countries, covered more than 200 thousand km, collected new information about the sites of Babur and the Baburites, their scientific heritage, and used them for scientific purposes. entered the property. Based on this information, more than 10 scientific, documentary, artistic works (Z. Mashrabov, S. Shokarimov: "Babur who spanned the ages"; S. Jalilov: "Babur's state of Ferghana", "Babur and Andijan"; Kamchibek Junior: "Indian yellow"; H. Sultanov: "Babur's dreams", "Baburiynama"; R. Shamsuddinov: "In the footsteps of the Baburis", "Baburii dynasty"; T. Nizam: "Three words", about 10 documentaries and video films (F. Rasulov: "Izidan Babur", "Holy Steps"; T. Roziyev: "Salute to Babur", "International scientific expedition named after Babur"; T. Hamidov: "Iftikhar", etc.) were created. the works gained great importance for the study of Babur's life and work.

Babur and to understand him more deeply are going on consistently. During the study of Babur's scientific and spiritual heritage, new discoveries can always be made.

In order to understand Babur better, Babur's works should be inculcated in the minds of the young generation from childhood. To understand and explain Babur, it is necessary to love and be loved. In my opinion, Babur's works have a great role in forming love for the Motherland and the nation in the hearts of the young generation.

Not only Babur's work, but also his rich life is an example for the younger generation. His creativity, patriotism, truthfulness should be an example for all of us. Babur's work encourages us all to awareness, goodness, and humility.



Babur's scientific and spiritual heritage today, we got acquainted with many articles and documents written about Babur, his works, and his life. In this process, we were once again convinced that Babur as a person was a highly spiritual person, and as a king, he was just and philanthropic.

## **RESULTS.**

A careful comparison of data and materials, Babur was once again made to study documents. Zahiriddin Muhammad Babur is one of the great people who had a great influence on the entire Asian civilization. As fate would have it, he occupied Afghanistan first, and then India, making a turning point in the historical development of these countries. Jawaharlal Nehru, the great child of the Indian people, says about this: "With the arrival of Babur, India became a powerful kingdom under the rule of a new dynasty. Therefore, the threat or probability of European attack has dropped to a level that is non-existent".

Both his parents and his grandmother paid special attention to the child's growth and upbringing, including his physical education. As a result, Babur grew up to be a brave young man. As the heir to the throne, he was trained in military affairs from a young age, and with the help of special teachers, they supervised his perfect learning of Arabic and Persian languages. He was taught to recite the Qur'an from an early age. As their faith grew stronger, they taught the laws of jurisprudence, history and Eastern literature. Babur grew up to be uninterested in the fleeting pleasures of everyday life, and he did not indulge in food and drink. Since childhood, he has been thinking about what is good and what is bad in life. He treated his friends and peers equally, regardless of their lineage. He never got used to ambition and pride. He did not lie, did not complain, and grew up to be kind-hearted. Babur is brought up to be smarter, more alert, wiser and wiser than others. He was distinguished from others by his good looks, spiritual freshness, intelligence and fine taste. Later, during the royal years, he did not indulge in excessive wealth, he did not indulge in the feeling of enjoying ornaments, he was accustomed to look at them with disdain. Such behavior can be observed throughout his life and in his state activities.

So, Babur was devoted to books and science from a young age. The main reason for this is the environment. Nowadays, if a parent can't look up from the phone, do they tell the child to read a book? Not at all. Because there is a saying in our people that "A bird does what it sees in its nest". This is primarily based on the example of parents.

"Boburnoma", which has received a worthy place in the treasury of world culture and has been translated into many languages, is studied as an important historical work,

and is still a source of discoveries for various fields of science. This work is particularly important in terms of researching mathematical numbers represented by letters. Boburnama is an important and unique monument in world literature and source studies; the first prose memoir and historical-scientific work in Uzbek literature. Author: Zahiriddin Muhammad Babur. It was written in the old Uzbek (Chigatai) language (about 1518/1519-1530). It is also known by such names as “Baburiya”, “Voqeoti Babur”, “Voqeanoma”, “Tuzuki Boburi”, “Tabaqoti Boburi”, “Tavorikhi Boburi”. Babur himself used the names “Vaqoye” and “Tarikh”. The historical and political events that took place in Central Asia, Afghanistan, and India in the years 1494-1529 are described with great accuracy in Baburnama, which are directly related to the author’s life and political activity.

In the history of our literature, no word artist has avoided the poetic art of “history”. Zahiruddin Muhammad Babur also paid serious attention to these art examples. In classical poetry, important historical events are expressed in special words and phrases. This art is based on a mathematical calculation called abjad. Our grandfather Alisher Navoi says about Abjad:

*My mind is the master of all the wise,*

*There was a school for children in the education of love alphabet.*

That is, the mind, which is the teacher of all people of intelligence and wisdom, became like a young child in the education of love alphabet.

There are some important historical indicators and dates in Baburnama, about which the author did not limit himself to the details of years and events, but used poetic lines or special expressions related to this historical reality. In such words and phrases, the reality finds its historical expression in the calculation of abjad, that is, when the letters of the words are converted into numbers.

Expressing the value of numbers with letters is called abjad and jimal calculation. “Abjad” is the collective name for eight words containing all 28 letters of the Arabic alphabet. Four of these words represent four letters, four represent three letters. The numbers represented by these letters are also called “alphabet calculation”, “alphabet order”. The words are: abjad, havwaz, hutti, kalaman, safas, khashat, sakhaz, zazzag’. It is a mistake to think that these words mean nothing. These are important factors for memorizing the alphabet, the table, memorizing the mathematical numbers represented by the letters, multiplying numbers, and deriving history from it. Letter numbering was said to exist in Phoenician-Aramaic alphabet in ancient times (“National Encyclopedia of Uzbekistan”). In Uzbek literature, abjad and jimal calculations were also used in writing secret letters. Sharafuddin Ali Yazdi explains that the author Amir Temur’s 71 years of life is expressed in the letters “Alif, lom,

mim” in the work “Zafarnama” and says: “This is one of the great surahs of the Qur’an”.

What is the reason and wisdom of expressing important historical events with special words and phrases through poetic art? Of course, it is not easy to remember the necessary dates and numbers for centuries and years. Therefore, through special words and phrases, the history of important events is ensured to be passed down from generation to generation. Along with all classical writers, Zahiruddin Muhammad Babur also used this art appropriately. Indeed, the secrets of history at the heart of letters are a world of knowledge that enriches thinking.

Babur is an all-round scholar and always worked on himself. He was never free from learning and research. It is necessary to teach these qualities to our current youth. He was interested in many fields and achieved many achievements in this field. Interest in Linguistics: Babur was fluent in many languages of his time. He spoke and wrote fluently in Persian, Turkish, Mongolian and Arabic languages. Similarly, Babur was also interested in learning the Hindi language and created some works related to this language.

Naturalism: Babur’s work “Boburnoma” contains extensive images of natural landscapes, flora and fauna. He wrote down in detail the natural beauties he saw during his travels, which shows his deep appreciation for nature.

Love for Gardening: Babur was very interested in gardening. He ordered the creation of several beautiful gardens in India, including those in Agra and Delhi. His love for horticulture can be seen in Ferghana Valley and Kabul, where he paid special attention to planting his favorite flowers and fruit trees.

Love for Music: Babur was very fond of music and knew how to play the rubab himself. He also participated in the creation of musical works and was in close contact with famous musicians of his time.

Personal Struggles: In Baburnoma, Babur writes openly about his personal feelings, difficulties and inner struggles. This is a rare feature in the historical records of medieval rulers. He also writes about his addiction to alcohol and his subsequent decision to quit.

Contribution to Literature: Babur interacted with influential writers of his time and contributed to the development of literature. He himself wrote a number of poems and ghazals.

Military Strategy and Innovations: Babur was known not only for his bravery on the battlefield but also for his military strategies and innovations. At the Battle of Panipat, he demonstrated his tactical skills, including the effective use of cannon and cannon.

Babur Mirza is known for his versatility, literary legacy and role in Indian history. His work “Boburnoma” is valued not only as a historical source, but also as a literary and cultural heritage.

### DISCUSSION.

In our country today, there are ample opportunities for the development of these areas.

The decision of the President of the Republic of Uzbekistan, adopted on January 25, 2023, “On the wide celebration of the 540th anniversary of the birth of the great poet and scientist, famous statesman Zahiriddin Muhammad Babur” is a huge event with a logical basis in the spiritual life of our country. It’s done.

As stated in the President’s decision, **“Today, when our beloved Motherland is entering a new stage of national development - the Third Renaissance period, fundamental changes are taking place in all aspects of our lives, the in-depth study and popularization of Babur Mirza’s priceless heritage is becoming even more important”** - he emphasized. The decision is extremely important due to the depth and comprehensiveness of its content. Because we are celebrating the happy birthday of our great and unique poet and great grandfather, based on the Program personally approved by our President Shavkat Mirziyoyev - in our country and on a global scale in a systematic manner and on a large scale.

In the years of independence, attention to the comprehensive study of the rich spiritual and educational heritage of our thinker grandfathers has increased. Including this, the opportunities for deep analysis and research of Babur’s creativity have expanded tremendously. In the past period, “Boburnoma”, “Mubayyin” legal work, Babur’s poetry collection were repeatedly published. Books and pamphlets, scientific and popular articles dedicated to the interpretation of these works are published regularly.

Indeed, in the following years, huge statues of Babur Mirza were erected in the cities of Tashkent and Andijan, and the international public fund named after Babur and the book museum “Babur and World Culture” operated by him are operating in the city of Andijan, where he was born and grew up “Babur encyclopedia”, “Babur Kuliyyot”, “Babur. Baburidiy. Bibliography”. The publication of important works called “Bibliography” and the creation of the magazine “Babur and the World” were recognized as a great event in our cultural life.

At the same time, this decision of our President is closely related to the declaration of 2023 - the year of attention to people and quality education in our country. Why, the issue of incorporating the most important aspects of learning the

creative heritage of Babur Mirza into the content of higher educational institutions and school education programs was defined as an urgent task by the head of our state.

This, in turn, opens more smooth ways to comprehensively study the sensitive books of Babur, in particular, “Baburnoma”, “Devon”, “Aruz Risola”, “Risolai Volidiyya”, “Mubayyin”. The most important thing is to present these rare works to readers and students with various descriptions and comments, to find out the core of their still undiscovered meanings.

Here, first of all, we will talk about the fact that Zahiriddin Babur’s shah and poetry were also engaged in the science of jurisprudence, in modern terms, jurisprudence, and he created an important work called “Mubayyin” on this topic. This book, written by Babur Mirza in the last years of his life, i.e. in 1521, for his sons Humayun Mirza and Kamran Mirza, is a large work explaining the basics of Islam and jurisprudence, including faith, salat (prayer), zakat, consists of five parts devoted to issues of Sawm (fasting) and Hajj.

“Hidaya” by Babur Burkhaniddin Marginani, “al-Jami’ as-Sahih” by Imam Bukhari, “Tawheed” by Imam Moturidi, “Rashahot ain al-hayat” by Fakhriddin Ali Safi, “Siroj ul-Muslimin” by Alisher Navai and other famous muhaddis, studied the works of jurists and thinkers carefully.

The scientific and creative heritage of Zahiriddin Muhammad Babur is a priceless treasure, of great historical and scientific importance. Especially, his creativity as a king, his great contribution to the development of science, and his fame as a poet and creator are known and popular all over the world. a compatriot fills the heart with pride.

## CONCLUSION.

Mr. Fritz Wuertle’s “Tiger’s Lament” contains the following unique sentences. Umarshaikh Mirza’s letter to his son Zahiruddin Muhammad Babur is in sync with our days:

“My son, God bless you! Listen to what your father says. You know I love peace because a peaceful country is a happy country. I believe in the loyalty of the Ahxi people. If you have something to say to me, always remember: whoever wants to build a house that will stand the test of time, should lay the bricks correctly, and not prepare the mixture in front of the oppressed people! Remember what is written in our holy book: God did not create the Earth and the sky for us to have fun! Always listen to the advice of experienced and wise people, do not ignore them lightly. However, not everyone who gives advice is considered an expert. And you are my son and heir, you are young, brave, always be smart and prudent.



He heard the roar of a tiger from Andijan while standing in the distant Austrian land, added his love and honor, and wrote a beautiful book about the life of our great ancestor and left us a legacy. We pay our respects to those who have contributed immensely .

As a socio-historical phenomenon, the scientific worldview always develops on the basis of inheritance. The outlook of each historical period is unique, and it is important to study the reasons for which doctrines were developed in this period, and how they came into existence. So, in order to think in a new way in society, it is necessary to know the past. Because a new way of thinking arises when studying the heritage of ancestors. Along with modern knowledge, studying the scientific and spiritual heritage of our great ancestors, including Babur, is important in educating young people.

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## SUG‘URTA MARKETINGINING ASOSIY MOHIYATI VA JORIY ETISH ASOSLARI

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*Annotatsiya.* Maqolada sug‘urta xizmatlari soxasida marketing faoliyatini asosiy mohiyati va joriy etish asoslari ochib berilgan. Shuningdek, sug‘urta bozorida marketingning tutgan o‘rni va qo‘llanilishi atroflicha yoritib berilgan.

*Kalit so‘zlar:* Sug‘urta, moliya, marketing, iqtisodiyot, iqtisodiyotni rivojlantirish, talab, taklif, himoya.

## ESSENTIALS OF INSURANCE MARKETING AND FUNDAMENTALS OF IMPLEMENTATION

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*Abstract.* The article reveals the main essence and the basics of marketing activities in the field of insurance services. Also, the role and application of marketing in the insurance market is covered in detail.

*Key words:* Insurance, finance, marketing, economy, economic development, demand, supply, protection.

## ОСНОВЫ СТРАХОВОГО МАРКЕТИНГА И ОСНОВЫ ЕГО РЕАЛИЗАЦИИ

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*Аннотация.* В статье раскрываются основная сущность и основы маркетинговой деятельности в сфере страховых услуг. Также подробно освещена роль и применение маркетинга на страховом рынке.

*Ключевые слова:* Страхование, финансы, маркетинг, экономика, экономическое развитие, спрос, предложение, защита.

**Kirish.** Bugungi kundagi zamonaviy sharoitda har qanday tadbirkorlik faoliyatning, jumladan, sug'urta sohasining iqtisodiy jihatdan rivojlanishi ostida marketing faoliyatini to'g'ri tashkil etilishiga bog'liqligi yotadi. Bunday sharoitda marketing mahsulot va xizmatlarni sotish orqali mijozning talab va istaklarini qondirishga qaratilgan inson faoliyatining turi hisoblanadi. Mahsulot va xizmatlarni rejalashtirish, boshqarish jarayoni va narx siyosati orqali ularni iste'molchilarga yetkazish va sotish muxim omil sanaladi.

### **Mavzuga oid adabiyotlarning tahlili.**

Sug'urta sohasida marketing va uning o'ziga xos vositalarni qo'llash bo'yicha iqtisodiy mazmuniga oid nazariy mulohazalar, ayrim nazariy, uslubiy va amaliy jihatlari xorijiy olimlar David Bland, Seth Kravitz, Lev Barinskiy, Matt Wilson, Aliev B.X., Arbuzova Yu.A., Zubets A.N. kabi olimlarning [1-5] ilmiy ishlarida tadqiq qilingan.

O'zbekistonlik iqtisodchi olimlar X.M.Shennaev, B.B.Ashrafxanov, M.M.Mirsadikov, Q.M.Qo'ldoshev, Abduraxmonov I.X.lar [6-9] sug'urta sohasida marketingning ayrim jihatlari va yo'nalishlarini tahlil qilishgan.

### **Tadqiqot metodologiyasi**

Mazkur maqolada ilmiy-nazariy asos sifatida sug'urtaga oid iqtisodiy adabiyotlar hamda ilmiy maqolalar, xorijiy va mahalliy iqtisodchi olimlarning O'zbekiston sug'urta bozorini rivojlantirish bo'yicha ilmiy asarlari o'rganilgan. Mavzuni o'rganish davomida adabiyotlar qiyosiy tahlili, mantiqiy va tarkibiy tahlil qilish, guruhlashtirish va qiyosiy taqqoslash usullaridan foydalanildi.

### **Tahlil va natijalar**

Sug'urta marketingi – bu sug'urta kompaniyalarining tijorat faoliyatini boshqarish va sug'urta bozorini tadqiq qilish usulidir.

XX asrning 60-yillari boshlarida rivojlangan g'arb mamlakatlarining sug'urta kompaniyalari sug'urta marketingidan keng foydalanishni boshladilar. "Sug'urta marketingi" marketing fanidan ajralib chiqdi va o'ziga xos xususiyatlari orqali marketingning mustaqil tarmog'iga aylandi.

Sug'urta marketingi bu rentabellikni, mijozlarni, bozorlarni egallash va saqlab qolish usullarini oldindan tahlil qilishdir. Sug'urta marketingi sug'urtalanuvchilarning ehtiyojlari va istaklarini to'liq hisobga olgan holda sug'urta kompaniyasining daromadini maksimal darajada oshirishga qaratilgan harakatlar majmuidir.

Iqtisodiy rivojlangan mamlakatlarda sug'urta marketingining rivojlanish jarayoni sug'urta kompaniyalarining kundalik hayotida to'liq tadbiriq etilishi, sug'urta mahsulotlarining iste'molchilar ehtiyojlariga moslashtirilishi, arzonlashuvi, ularning samaradorligini oshirish va optimallashtirishga, shuningdek, sug'urta tovonlarini tez

va oson to‘lab berishga asos bo‘lmoqda. Globallashuvning umumiy tendentsiyalari va O‘zbekistonga halqaro tajribaning kirib kelishidan kelib chiqqan holda, sug‘urta marketingining mijoz uchun ham sug‘urta kompaniyasi uchun ham sug‘urta faoliyatining samaradorligini oshirishga mo‘ljallangan mahsulotlar va dasturlar to‘plamining joriy etilishi bilan rivojlanib boradi.

Sug‘urta bozorini isloh qilish va jadal rivojlanishini ta‘minlash maqsadida jamiyatda sug‘urta madaniyatini va aholining sug‘urta bozoriga bo‘lgan ishonchini oshirish, shuningdek, sug‘urta sohasini ommalashtirish hamda respublika hududlarida uning salohiyatini kengaytirishga yo‘naltirilgan reklama va ma‘rifiy ishlarni tashkil qilish, yangi va zamonaviy sotish instrumentlarini joriy etish yo‘li orqali sug‘urta mahsulotlarini sotish va kanallarini kengaytirishga alohida ahamiyat berilmoqda.

“Sug‘urta marketingi” tushunchasining asosiy jihatlari quyidagi jadvalda keltirilgan. 1.1-jadval

### “Sug‘urta marketingi” tushunchasining asosiy jihatlari.

Tushinish aspekti	Mohiyati
Marketing-paradigma	Sug‘urta mahsulotlari (yoki sug‘urtalanuvchilar) bo‘yicha mavjud va mumkin bo‘lgan ko‘rsatkichlari nuqtai nazaridan sug‘urta bozorini aks ettirishi; Sug‘urta mahsulotlarining sug‘urta mukofotlariga almashuvi, axborot almashuvi, sug‘urta kompaniyalarining tartibga solish bilan bog‘liq munosabatlari yig‘indisi.
Marketing-faoliyat	Sug‘urtalanuvchilarning talab va istaklarini taxlil qilishga, sug‘urta xizmatlariga bo‘lgan talabni yanada samarali qondirishga, sug‘urta bozorini boshqarishga qatilgan faoliyatdir.
Marketing-biznes-jarayon	Sug‘urta mahsulotlarini yaratish va takomillashtirish hamda ularni sug‘urta bozorida amalga oshirish orqali jismoniy shaxslar ham, alohida guruhlarining ham ehtiyojlari va talablariga javob beradigan ijtimoiy, iqtisodiy va boshqaruv jarayonlaridir.
Marketing-nazariya	Sug‘urta bozorlarining marketing modellari, sug‘urtalovchilar xulq-atvori, sug‘urta mahsulotlarini ishlab chiqarish yo‘nalishi, narxlar, aloqa, reklama kanallari.
Marketing-amaliyot	Marketing tadqiqotlari, shu jumladan: ma‘lumot to‘plash, sug‘urta bozorini tahlil qilish, marketing usullari va strategiyalaridan foydalangan holda talabni o‘lchash va taxlil qilish.

Sugʻurta marketingi eng maqbul bozor munosabatlarini oʻrnatishga qaratilgan, manfaat va ehtiyojlarni hisobga olgan holda sugʻurta kompaniyasi va sugʻurtalanuvchilarning oʻzaro bir birini tushinishi va oʻzaro taʼsirini taʼminlaydigan tushunchalar va uslublar tizimi hisoblanadi.

**Sugʻurta bozori marketingiga qoʻyidagilar kiradi:**

A) sugʻurta bozori va sugʻurta portfelini tadqiq qilish va oʻrganish;

B) sugʻurta mahsulotlariga boʻlgan talablarni ishlab chiqish;

V) sugʻurta bozorida sugʻurta mahsulotlarini sotish yoʻnalishlarini tashkil etish.

**Sugʻurta bozori va sugʻurta portfelini tadqiq qilish va oʻrganish** – bu maqsadli segmentlarni ajratish bilan uni segmentatsiyalash, mijozning qoʻyidagi xususiyatlarini hisobga olgan holda amalga oshiriladi:

- sugʻurta ehtiyojlari va toʻlov qobiliyati;

- geografik va ijtimoiy-iqtisodiy taqsimot;

- sugʻurta mahsulotini sotib olish uchun mijozga turli xil yoʻllar bilan (qonunchilik doirasida) taʼsir oʻtkazish;

- sugʻurta kompaniyasiga mijoz jalb qilish xarajatlari;

- sugʻurta bozorining raqobatbardoshligi va raqobatchilarning taxminiy harakatlari;

- sugʻurta portfelini oʻrganish - sugʻurta hodisalarining yuzaga kelish ehtimoli, sugʻurtalanuvchilarning xususiyatlariga qarab sugʻurta kompaniyasining narxlarini tahlili, yaʼni sugʻurtalanuvchining geografik joylashuvi, ksbi, faoliyat turi, jinsi, yoshi, sugʻurta qilingan risklari va sugʻurtaga olingan mol-mulklari va boshqalar.

**Sugʻurta mahsulotlariga boʻlgan talablarni ishlab chiqish** – bu sugʻurta kompaniyalarining isteʼmolchilar talabiga javob beradigan xususiyatlarini aniqlash jarayonidir. Ushbu xususiyatlarga sugʻurtaga qabul qilinayotgan obʼektlar, sugʻurta qilinayotgan risklar va sugʻurta mahsuloti narxi, sugʻurta kompaniyasi tomonidan qoʻrsatilayotgan qoʻshimcha huquqiy xizmatlar, zararlangan mol-mulklarni taʼmirlash va boshqalar kiradi.

Sugʻurta marketingi bu bozorning yangi sharoitlarida sugʻurta kompaniyalari oldida turgan, bozor raqobatbardoshligi va isteʼmolchilarning sugʻurta xizmatlari sifatiga boʻlgan talablari bilan bogʻliq aniq maqsadlarga erishish vositasidir. Bunda sugʻurta kompaniyalarining maqsadlari har qanday qoʻshimcha funktsiyalarni bajarish bilan bir qatorda yetarli daromad olish va foydani maksimallashtirishdan iborat boʻladi.

Foydani koʻpaytirishdan sugʻurta kompaniyalari va sugʻurta vositachilari birdek manfaatdordir. Biroq, davlat tomonidan tartibga solish sugʻurta kompaniyasining faoliyatiga maʼlum cheklovlarni qoʻyadi, bu esa sugʻurtaning jamiyatdagi ijtimoiy roli bilan bogʻliqdir.

### **Sug'urta bozorida sug'urta mahsulotlarini sotish yo'nalishlarini tashkil**

**etish** - bu kompaniyalarning sifatli xizmatlarni ko'rsatishlari va sug'urta marketingi talab va taklifni muvozanatini ta'minlashga qaratilgan bo'lishi shart va bu qo'yidagi biznes jarayonlarning izchil amalga oshirilishini ta'minlaydi:

- salohiyatli mijozlar to'g'risida ma'lumotlar olish;
- sug'urta mahsulotlarini tahlil qilish va sug'urta mahsulotlarining narx siyosatini ishlab chiqish;
- raqobatchi sug'urta kompaniyalarining marketing strategiyasini aniqlash va yangi sug'urta mahsulotlari va bozorda sotish yo'llarini ishlab chiqish;
- sug'urta marketingining samaradorligini miqdoriy va sifat ko'rsatkichlari bo'yicha baholash.

Shunday qilib, sug'urta biznesining hozirgi holati va rivojlanish istiqbollari uchun marketingning ahamiyati juda kattadir. Bu sug'urta bozorida raqobatning ko'chayishi, sifatli sug'urta mahsulotlarini ishlab chiqish va reklama tadbirlarini ko'chatirish zarurati bilan belgilanadi. Marketing barcha bog'liq maqsadlarni o'zida birlashtira oladi. Bu bir tomondan, raqobat vositasi bo'lsa, boshqa tomondan sug'urta mahsulotlari va xizmatlarini rivojlantirishni sug'urtalanuvchilar ehtiyojlariga moslashtirishdir vositasidir. Shu munosabat bilan sug'urta marketingi sug'urtalanuvchilar ehtiyojlari va istaklarini to'liq hisobga olish orqali raqobat vositasi sifatida talqin etilishi mumkin.

### **Xulosa**

Xulosa qilib aytganda, mamlakatimizdagi ijtimoiy-iqtisodiy sharoitlar amaldagi sug'urta kompaniyalariga o'zining alohida talablarini qo'yimoqda. Shunday qilib, marketing strategiyasini iste'molchilar ehtiyojlariga qarata olgan va ularni birinchi o'ringa qo'yadigan kompaniyalargina sug'urta bozorida o'z faoliyatlarini muvaffaqiyatli davom ettira oladilar.

Shunday qilib, marketingni asosiy mohiyati raqobatbardoshlikni o'z ichiga oladi, shuningdek sug'urta mahsulotlarini tarqatish va reklama qilish bo'yicha aniq harakatlarni ta'minlaydigan marketing strategiyasini amalga oshirishni ko'zda tutadi.

Sug'urta kompaniyasi sug'urta bozorida o'zining mustahkam o'rniga ega bo'lishida, o'zining farqli marketing tizimini yaratishi va takomillashtirishi, shubhasiz, milliy sug'urta kompaniyalarning sug'urta xizmatlar bozorida faoliyat yuritishining muvaffaqiyat kaliti hisoblanadi.

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## АНАЛИЗ ЭФФЕКТИВНОСТИ МЕЖДУНАРОДНЫХ СИСТЕМ БОРЬБЫ С ОТМЫВАНИЕМ ДЕНЕГ И ФИНАНСИРОВАНИЕМ ТЕРРОРИЗМА В КОНТЕКСТЕ ОБЕСПЕЧЕНИЯ ФИНАНСОВОЙ СТАБИЛЬНОСТИ: ПРАВОВОЙ АНАЛИЗ И МИРОВОЙ ОПЫТ

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### **АННОТАЦИЯ**

*В данной научной статье представлен анализ эффективности международных систем противодействия отмыванию денег и финансированию терроризма в контексте обеспечения финансовой стабильности. Осуществляется правовой обзор международных стандартов и подходов, а также рассматривается мировой опыт в этой области.*

**Ключевые слова:** *отмывание денег, финансирование терроризма, финансовая стабильность, международные системы, противодействие, анализ, стратегии, преступность, экономическая безопасность.*

### **ABSTRACT**

*This scientific article presents an analysis of the effectiveness of international systems combating money laundering and terrorist financing in ensuring financial stability. It conducts a legal review of international standards and approaches, along with examining global experience in this field.*

**Keywords:** *money laundering, terrorism financing, financial stability, international systems, counteraction, analysis, strategies, crime, economic security.*

### **ВВЕДЕНИЕ:**

Финансовая стабильность является важнейшим аспектом глобальной экономики, однако современные финансовые системы подвержены угрозам, связанным с отмыванием денег и финансированием терроризма. В этом контексте, эти преступные деяния влекут за собой не только финансовые риски, но и подрывают доверие к финансовым институтам и даже нарушают

национальную и международную безопасность. Поэтому вопросы эффективного противодействия этим явлениям становятся крайне актуальными для мирового сообщества. В данной статье мы сосредоточимся на анализе эффективности международных систем борьбы с отмыванием денег и финансированием терроризма с учетом их воздействия на обеспечение финансовой стабильности. Проведенный анализ позволит выявить ключевые проблемные моменты и определить наиболее эффективные стратегии для преодоления этих угроз.

### **ЛИТЕРАТУРА И МЕТОДОЛОГИЯ:**

Для исследования использовались следующие научные методологии:

1. Критический анализ литературы по теме, включая работы таких авторов как Levi, M. и Walker, C.
2. Эмпирический анализ законодательства и международных нормативных актов, проводимый на основе документов Financial Action Task Force (FATF) и United Nations Office on Drugs and Crime (UNODC).
3. Сравнительное изучение различных стратегий борьбы с отмыванием денег и финансированием терроризма на основе опыта различных стран и регионов.
4. Применение правовых методологий, включая анализ правовых норм.
5. Использование современных методов оценки рисков, основанных на работах таких организаций, как International Monetary Fund (IMF).

Данные методологии позволили провести глубокий анализ эффективности международных систем борьбы с отмыванием денег и финансированием терроризма и их воздействия на финансовую стабильность.

### **РЕЗУЛЬТАТЫ**

Проведенный анализ выявил основные аспекты проблем, стоящих перед международными системами борьбы с отмыванием денег и финансированием терроризма в контексте обеспечения финансовой стабильности. Согласно исследованию Levi, M. ("Combating Money Laundering: A Comparative Perspective", 2015) и работе Financial Action Task Force (FATF) Guidance (2020), существует сложность современных финансовых схем и недостаточная координация международных усилий в борьбе с финансовыми преступлениями [1].

Сравнительный анализ различных стратегий и подходов, используемых в различных странах и регионах, выявил как успешные практики, так и проблемные аспекты в их реализации. Исследование "Financial Crime and Crises

in the Era of False Profits" (Walker, C., 2019) и работа FATF Guidance (2020) подтверждают значимость эффективности мер по предотвращению отмывания денег и финансирования терроризма на различных этапах финансовых операций [2].

На основе проведенного анализа были сформулированы рекомендации для улучшения существующих механизмов борьбы с финансовыми преступлениями. Работа Levi, M. (2015) и FATF Guidance (2020) предлагают усиление международного сотрудничества и применение инновационных технологий для предотвращения финансовых преступлений [3].

Кроме того, полученные результаты указывают на необходимость дальнейших исследований в этой области. Исследование IMF (2017) и работа Levi, M. (2015) подчеркивают важность более глубокого изучения новых технологий и методов борьбы с финансовыми преступлениями [4].

### **ОБСУЖДЕНИЕ**

Обсуждение результатов исследования выявляет сложные аспекты их применимости в современном глобальном контексте. Анализ показывает, что борьба с отмыванием денег и финансированием терроризма является критической составляющей обеспечения финансовой стабильности и безопасности на международном уровне. Важно отметить, что финансовые преступления перестали быть проблемой только для отдельных государств, превратившись в глобальное явление, которое может серьезно подорвать мировую экономику и безопасность.

Проведенный анализ демонстрирует, что существующие международные системы и механизмы борьбы с финансовыми преступлениями, несмотря на их значимость, все еще испытывают серьезные проблемы в своей эффективности и координации. Это вызывает необходимость в разработке более комплексных и инновационных стратегий и подходов к борьбе с финансовыми преступлениями на международном уровне.

Подробный анализ различных стратегий противодействия финансовым преступлениям, применяемых в различных странах и регионах, позволяет выявить как успешные практики, так и проблемные аспекты в их реализации. Несмотря на разнообразие стратегий, отмечается, что во многих случаях они не всегда адаптируются к особенностям конкретного контекста, что может снижать их эффективность.

Рекомендации, вытекающие из проведенного анализа, направлены на усиление международного сотрудничества, внедрение инновационных технологий и улучшение регулирования финансовых рынков. Однако, для

успешной реализации этих рекомендаций необходимо обеспечить широкую поддержку со стороны международного сообщества и эффективное взаимодействие всех заинтересованных сторон.

Таким образом, результаты исследования подчеркивают актуальность проблемы борьбы с финансовыми преступлениями и необходимость дальнейшего совершенствования международных стратегий и механизмов противодействия этому явлению. Дальнейшие исследования должны быть направлены на разработку более эффективных инструментов и стратегий борьбы с финансовыми преступлениями, а также на изучение их влияния на экономическую стабильность и безопасность мирового сообщества.

### **ЗАКЛЮЧЕНИЕ**

Исследование эффективности международных систем борьбы с отмыванием денег и финансированием терроризма в контексте обеспечения финансовой стабильности привело к выделению нескольких ключевых моментов. Во-первых, обнаружена сложность современных финансовых схем и недостаточная координация международных усилий в борьбе с финансовыми преступлениями. Эти факторы создают серьезные вызовы для обеспечения финансовой стабильности на глобальном уровне.

Во-вторых, сравнительный анализ различных стратегий и подходов к борьбе с финансовыми преступлениями выявил как успешные практики, так и проблемные аспекты в их реализации. Это подчеркивает необходимость разработки более комплексных и адаптивных стратегий, учитывающих специфику каждой страны и региона.

На основе вышеизложенного, формулируются следующие рекомендации для дальнейших действий. Во-первых, необходимо усилить международное сотрудничество в борьбе с финансовыми преступлениями, в том числе путем обмена информацией и опытом между странами. Во-вторых, важно продолжить разработку и внедрение инновационных технологий для выявления и предотвращения финансовых преступлений. Наконец, следует улучшить регулирование финансовых рынков с целью создания более надежной и устойчивой финансовой системы.

В целом, исследование подчеркивает важность эффективной борьбы с финансовыми преступлениями для обеспечения финансовой стабильности и безопасности на международном уровне. Дальнейшие усилия в этом направлении будут способствовать созданию более справедливого и устойчивого мирового экономического порядка.

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## COMPARATIVE ANALYSIS OF STUDENTS' PERCEPTIONS TOWARDS HIGHER EDUCATION IN SOUTH KOREA AND UZBEKISTAN: A MIXED RESEARCH APPROACH

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### ABSTRACT

*The purpose of this research is to compare the perceptions of students in South Korea and Uzbekistan regarding their respective education systems. The study aims to examine how students in both countries evaluate their systems. According to the results, Korean students assess their marking system with high levels of satisfaction, while Uzbek students express strong dissatisfaction.*

*Firstly, Uzbek students have a significantly higher workload compared to their Korean counterparts while Korean students experience a more focused and in-depth study approach, with only four subjects to concentrate on.*

*Secondly, in Uzbekistan, the implementation of the Higher Education Management Information system (HEMIS) has faced challenges, resulting in students' disagreement with the system. On the other hand, Korean students perceive their system well-organized and managed correctly. After observing students' viewpoints with surveys, this research suggests several measures to encourage satisfaction students of Uzbekistan.*

*First of all, it recommended reviewing the relevance of the curriculum and choosing proper subjects for the students' needs by involving professionals and experienced individuals.*

*Secondly, it will be the best way to implement the HEMIS system with all the opportunities, including Student's Personal Trajectory. It can be a good availability to students with more autonomy and choice in their study.*

*Lastly, reducing the number of subjects can cause the effective study process.*

**Key words:** *Comparative analysis, mixed research approach, students' perception, HEMIS.*



## INTRODUCTION

There are different ways of assessing students' knowledge among countries. In some places, these kinds of exams are very crucial, while in others, they are just a type of testing system. Evaluating students' knowledge during the study session is the most important part of education. Instructors or teachers can obtain enough information about their students and know how they taught them. It's worth noting that, while China's imperial examination system is one of the earliest documented examples of organized exams, there may have been other forms of assessments or examinations in different societies or cultures that predate it. However, the Keju system is widely recognized as one of the earliest and most influential instances of organized exams in history. The Keju system, also known as the imperial examination system, was a system of examinations used in ancient China to select candidates for government positions.

As we mentioned above, there are different types of examinations around the world. In this article, I am going to compare South Korea (hereafter Korea) and Uzbekistan's assessment of knowledge processes in higher education.

There are several researchers, such as Hikyoung Lee, Kathy Lee, and Suh Keong Kwon, who learned about the testing system of South Korea and compared it with other countries, but little attention has been paid so far to the differences between them and Uzbekistan or another country.

In order to evaluate students' knowledge in higher education, this study compares and examines the testing programs used in Uzbekistan and South Korea, two nations with widely differing educational systems. While Uzbekistan is actively involved in educational reform projects due to its rich cultural legacy, South Korea has acquired international reputation for its exceptional student successes and excellent educational standards. This study aims to provide light on the relative advantages, disadvantages, and underlying causes of assessment processes in these two nations by a thorough analysis of their contrasting testing systems. A thorough search of pertinent literature was done to guarantee a thorough analysis, and then a survey of 20 high school students was carried out to explicitly target their opinions on the testing systems in both South Korea and Uzbekistan.

There is no phrase in South Korea for combining the naming and evaluation of processes under a single heading. All colleges, however, have unique locations where students can simply enroll and research their interests. They pass the continuous, midterm, and final exams while enrolled in territory education classes. Furthermore, instructors have the ability to provide homework, projects, weekly tests, and other courses specifically designed for academic programs. South Korean university students' grades are determined by their performance on a range of tests, such as midterms, final exams, and continuous assessments, and are expressed as points. Students must earn a total of 15 credits for high school. In a semester, there are four academic programs.

In addition, they are required to take a class called field research. Students and instructors must collaborate on a specific research topic. And they receive four credits

for this course. A teacher must plan their curriculum two to three months prior to the start of the school year. Generally, there is a grading scale that goes from A to F, where A represents the highest grade and F denotes failure. Universities may have different grading scale breakdowns, however the general format is as follows: A: Superior B: Competent C: Satisfactory D: Fail on a marginal F.

Teachers require particular assignments for continuous and midterm exams, and they set deadlines for each. Students must perform those assignments in order to receive their marks. In the final exam process Korean students work on projects which is given by instructors or tests. Korean students complete projects assigned by their lecturers or take exams as part of the final exam procedure.

But as everyone knows, Uzbekistan has its own educational system because it is a developing nation. Let's define the word HEMIS deeply. As it is accepted widely, HEMIS is a generic platform that offers electronic services to professors and students by automating the key components of higher education. According to Khamdamov, Abdullayev, Elov, and Sultanov (2020), the implementation of the Higher Education Management Information System (HEMIS) is crucial for effective planning and management of administrative, educational, scientific, economic, and financial activities in higher educational institutions. HEMIS enables timely monitoring of the institution's target tasks and facilitates electronic data exchange among participants in the educational process. By employing specialized information systems, higher education institutions can achieve comprehensive automation of their activities, including the creation of a centralized database encompassing all types of institutions, student and staff information, and monitoring of administrative, educational, scientific, and financial activities (Khamdamov et al., 2020). These platforms were submitted to colleges in 2020, and as of right now, 154 of them are in use. The platform has multiple branches that assist students in identifying topics for their seminars and lectures as well as relevant books; they get access to their professors' marked assignments and extracurricular activities. To pass the exam, students must receive at least 60 out of 100 points. The platform compiles and computes the final results based on the cumulative exam, midterm exam, and final exam general grades of the students. After all, pupils were permitted to continue their education if they could obtain a score better than 60. There is still a chance for the remaining students to pass the revised test. If successful, they can proceed with their studies; if not, they must retake the prior course. Teachers have the authority to provide extra work to pupils and award them points during the semester. In this article, we would like to compare both countries testing system and gather students' views about this system by making special surveys.

### **METHODOLOGY**

The methodology employed in this research serves as a systematic framework for investigating differences of testing system of South Korea and Uzbekistan while evaluating knowledge of students in high education and shedding light on comparing both countries educational testing system by employing a mixed research method tailored to capture the intricate nuances and complexities of the phenomenon under study. People use mixed research methods in their articles for several reasons. Mixed

research methods involve combining qualitative and quantitative research approaches in a single study or article. Here are some common reasons why researchers choose to use mixed methods:

1. **Complementarity:** Qualitative and quantitative methods offer different strengths and weaknesses. By combining them, researchers can leverage the advantages of both approaches and obtain a more comprehensive understanding of the research topic. Qualitative methods provide in-depth insights, rich descriptions, and nuanced interpretations, while quantitative methods offer statistical analysis, generalizability, and numerical data.

2. **Explanation and investigation:** Researchers can investigate intricate phenomena and offer a more thorough explanation by utilizing a combination of methodologies. While quantitative approaches can evaluate these ideas and offer statistical support, qualitative methods can assist in generating hypotheses and exploring new areas of investigation. Researchers can present a more thorough grasp of the research problem by integrating the two.

3. **Practical considerations:** When researchers must deal with real-world restrictions or limits, mixed techniques might be helpful. For instance, whereas qualitative methods can offer a better insight of participant experiences, quantitative methods might be more effective in gathering large-scale data. Researchers can tailor data gathering procedures to their objectives and available resources by combining different methodologies.

4. **Holistic comprehension:** Certain research topics call for a deeper level of comprehension than just classifications or numerical summaries. Researchers can capture the depth and complexity of social phenomena, human experiences, and behavioral patterns by utilizing a combination of methodologies. Through the integration of qualitative and quantitative methodologies, scholars can acquire a more intricate understanding of the subject matter being studied. All things considered, the use of mixed research methodologies in articles gives researchers a versatile and potent toolkit to explore research issues from several perspectives, improve data validity, and give a more thorough grasp of complicated phenomena. Here are some more views about qualitative and quantitative methods:

According to Creswell (2007), qualitative research involves exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The research process includes emerging questions and procedures, collecting data in the participant's setting, analyzing data inductively to identify general themes, and interpreting the meaning of the data. Those who engage in qualitative research value an inductive style, a focus on individual meaning, and the portrayal of complex situations.

Quantitative data in research are typically numerical and analyzed using statistical procedures, including the conversion of verbal data to a numerical form through a scoring process (Ary, Jacobs, Sorensen, & Razavieh, 2010). The analysis of quantitative data provides evidence for or against the study's hypothesis. On the other hand, qualitative data consist of words and require the researcher to organize,

categorize, and code the data for description and interpretation. Despite not dealing with statistics, analyzing qualitative data is a challenging and time-consuming process (Ary et al., 2010, p. 32).

As we mentioned above we utilized a mixed research approach in our article to incorporate both qualitative and quantitative methods for data collection, thereby employing a comprehensive data collection approach.

## RESULT

In the next following pages you can get involve with questions of our survey which was prepared for both countries.

### What do you think about educational testing system of your institute/university?

1. Where do you study? (Please, write your institute/university name?)

2. How old are you ?

3. Is there any special platform in your current study place?

4. Have you got enough information about testing system of your study place?

5. Do you think the testing system of your institute/university is organized properly?

6. Have you got continuous, midterm, final exam in your university?

7. Have you got continuous, midterm, final exam in your university?

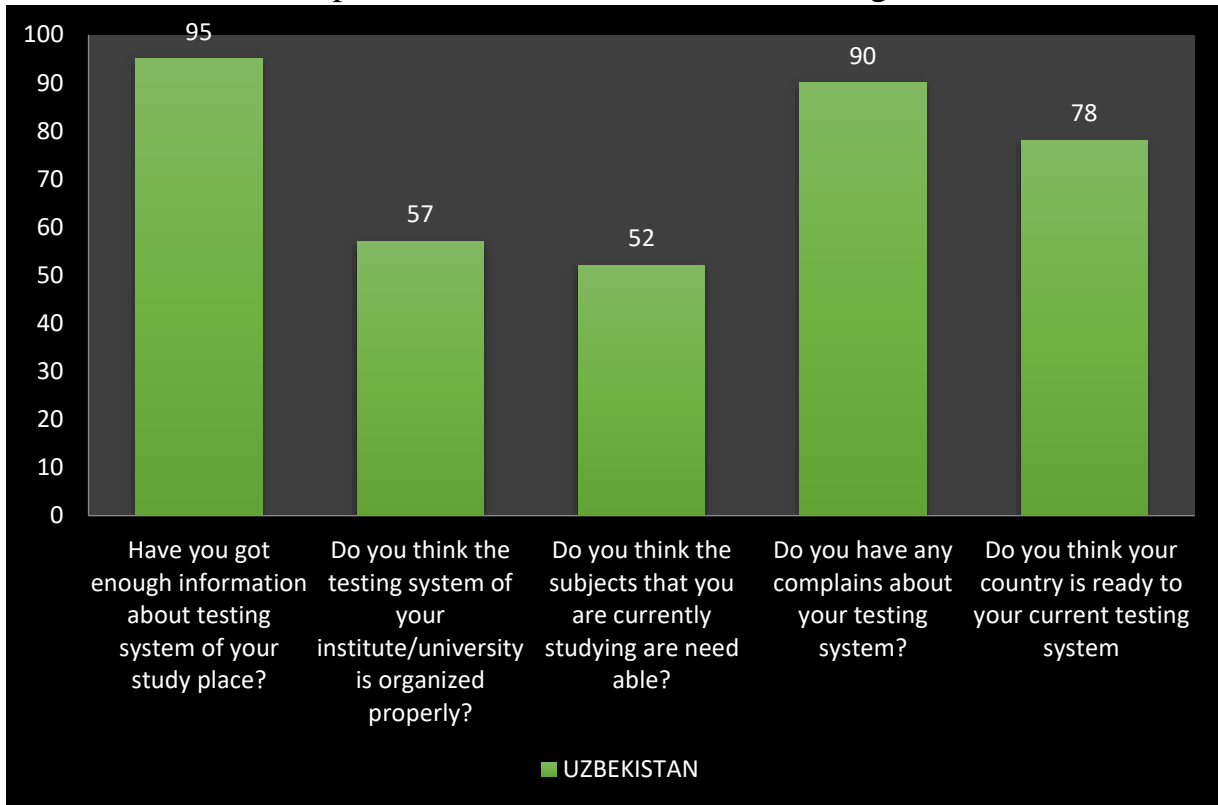
8. How many credits you need to earn in a session?

9. How many subjects you need to study in a session?

10. Do you think the subjects that you are currently studying are need able?

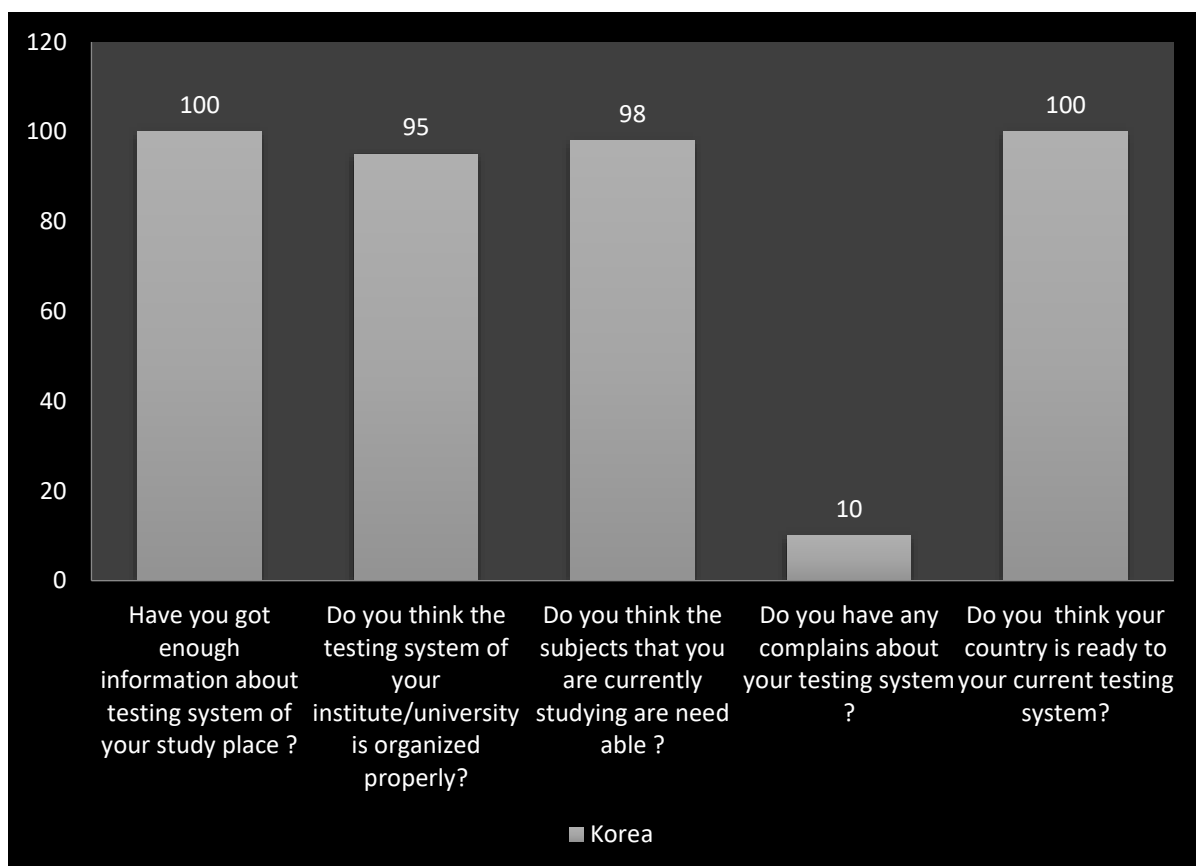
11. Do you have any complains about your testing system?

In two selected countries, I polled twenty students, ages eighteen and twenty-five, using the qualitative method to get their perspectives. The kids we work with are specifically chosen since they are enrolled in Uzbek and South Korean postsecondary institutions. They can collaborate with me in that scenario without any misconceptions. I requested that students complete an online survey that I could oversee remotely. These are the student responses that are illustrated with a diagram:



This bar interview sheds light on the general perceptions of students regarding the current testing systems in Uzbekistan and South Korea. It becomes apparent that students in Uzbekistan tend to hold a negative viewpoint towards HEMIS, whereas Korean students express a high level of satisfaction with their testing system, offering positive feedback. The students in both countries demonstrate awareness of their respective testing systems, as indicated by the chart. However, there is a contrasting perspective regarding the organization and implementation of the testing system. Uzbek students express disagreement with the notion of a well-organized system, whereas an overwhelming 95% of Korean students believe that their system is effectively managed. Based on the data, it can be observed that 52% of students in Uzbekistan do not perceive all the subjects they are taught as necessary. In contrast, almost 100% of Korean students consider these subjects to be their specialty and believe that their time is effectively utilized. The primary reason for this disparity is that Uzbek higher education students typically study 6-7 subjects per semester, whereas Korean students are typically enrolled in a maximum of 4 subjects. Consequently, in Uzbekistan, higher education students are required to accumulate 240 credits over the

course of 4 years, whereas Korean students only need to accumulate a total of 18 credits. The student complaints in Uzbekistan are significantly higher compared to those in Korea, indicating a notable contrast between the two countries. In Uzbekistan, the level of complaints is notably elevated as 90 %, whereas in Korea, the incidence of complaints is considerably lower as only 10 %. A significant majority of Uzbek students, approximately 78%, expressed the opinion that their country was not adequately prepared for the implementation of the credit module system. In contrast, Korean students did not voice any negative opinions about the system imposed on them and assessed that their country is fully prepared, with a perceived readiness of 100% for the proposed system.



The survey results indicate that Uzbek students expressed significant dissatisfaction with their higher education, whereas Korean students reported no issues or complaints. Uzbek students strongly voiced their dissatisfaction through the following statements:

- “This program does not adhere to its established criteria.”
- “The system does not cater to students’ preferences.”
- “Uzbekistan was ill-prepared for the implementation of this system.”



These statements highlight the discontent and concerns expressed by Uzbek students regarding their higher education system. Additionally, some students assessed this system as a highly corrupt version.

According to these results, we can see two types of feedback towards nearly same educational standards. But the question is why Uzbek students express strongly disagreement to their system and even evaluate it as an unnecessary way of teaching? What we can do to encourage them to study and satisfy with their system as Korean students?

## DISCUSSION

Students of Korea get involve with maximally 4 subjects while the workload for students in our targeted country, where they are expected to take 6 or 7 subjects in a semester, can be considered excessive and overwhelming. This heavy workload often leads to heightened stress levels among students. In this discussion part of my article I am going to give some suggestions about how to encourage Uzbek students to satisfy with their educational standard.

First, considering the relevance of the curriculum. Examining the curriculum makes sure that it is appropriate for students' requirements as well as for their future careers. As part of the curriculum design process, involving professionals and experienced individuals with sufficient knowledge in the subject of students will make the lessons more exciting and helpful for the students. Second, it's critical to guarantee that the credit-module system is implemented correctly. On October 8, 2019, the President of the Republic of Uzbekistan issued Decree No. 5847, entitled "On improving the development of higher education of the Republic of Uzbekistan until 2030." Over the following ten years, this edict seeks to further advance Uzbekistan's higher education system. Furthermore, as stated in decree number 5953 on March 2, 2020, the state program for enlightenment and economic development includes the Strategy of Actions on five sustainable directions, "Development of the Republic of Uzbekistan in 2017-2021," which emphasizes encouraging science and guaranteeing the implementation of initiatives by manufacturers' students are free to choose their own "Student's Personal Trajectory."

Students Personal Trajectory is a teaching tool that supports students in selecting their own learning style. They are free to select their subjects based only on personal interests. However, there are no such trajectories in the colleges and institutes that we have selected for our article.

Thirdly, lowering the number of subjects taken each semester can help reduce the feeling of overburden and provide room for more concentrated, in-depth learning.

This can foster in kids a greater appreciation and comprehension of the material they are learning.

It is important to note that addressing the concerns of Uzbek students and promoting satisfaction with their education system will require a comprehensive approach involving various stakeholders, including policymakers, educators, students, and parents. Continuous monitoring, evaluation, and improvement efforts will be necessary to ensure the effectiveness of the implemented measures and to create a positive learning environment for Uzbek students.

### CONCLUSION

In conclusion, the comparison of the testing systems in South Korea and Uzbekistan reveals notable disparities in student perceptions and satisfaction with their higher education systems. Korean students express high levels of satisfaction, while Uzbek students demonstrate significant dissatisfaction and discontent. The primary factors contributing to this disparity are the workload, organization, and implementation of the testing system.

Uzbek students face a heavier workload, as they are required to take a larger number of subjects per semester. This leads to increased stress levels and a perceived lack of time for in-depth study. In contrast, Korean students experience a more focused and in-depth study approach, with a smaller number of subjects to concentrate on. The implementation of the Higher Education Management Information System (HEMIS) in Uzbekistan has encountered challenges, resulting in student dissatisfaction and perceptions of corruption within the system. In contrast, Korean students perceive their system as well-organized and effectively managed. To encourage Uzbek students to be more satisfied with their educational system, several measures can be undertaken. Firstly, a thorough review of curriculum relevance should be conducted to ensure alignment with students' needs and future career prospects. This can involve involving professionals and experienced individuals in the curriculum design process to incorporate real-world requirements.

Secondly, students may have greater freedom and choice in their academic lives if the HEMIS system is properly implemented and the Student's Personal Trajectory is introduced. Students can select classes according to their interests and goals thanks to this individualized trajectory.

Last but not least, cutting back on the amount of subjects taken each semester can ease stress and offer students the chance to study more intently and thoroughly. This may promote a more profound comprehension and admiration of the topics being studied.

In summary, addressing the concerns of Uzbek students and promoting satisfaction with their education system requires comprehensive efforts involving policymakers, educators, students, and parents. By reviewing curriculum relevance, implementing the HEMIS system effectively, and reducing the workload, Uzbek students can be encouraged to have a more positive perception of their educational system and experience greater satisfaction with their higher education.

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## THE IMPORTANCE OF HAVING AFTER CLASS ACTIVITIES IN THE DEVELOPMENT OF SCHOOL CHILDREN

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### ABSTRACT

*The purpose of the research paper is to investigate the impact of after-class activities on the development of children according to social, cognitive, interactive and emotional areas. To conduct this research 40 different aged students have been involved and divided into several extracurricular activity groups including art, music, craft and sport. Survey method has been utilized in order to know the responds of students. 10 questions have been prepared beforehand and half of them were asked firstly as the pre-test assessment and other half was asked at the end of the research as the post-test assessment.*

*The analyses indicated significant improvements in different domains, for instance, the sport group showed enhanced physical fitness and teamwork skills. Art and craft activities were related to improved creativity and communication, musical activities showed their effect on children's emotional well-being. The outcomes indicate that organizing after-school programs outside of school hours have positive impact and serve them develop their weak points and nurture their talents. So, educators, parents and government should recognize the significance of after-class activities and equip them with essential tools for their success.*

**Key words:** *Extracurricular activity, after-class activities.*

### INTRODUCTION

Today, it is undoubtedly true that after class activities benefit young children in many ways. It is known that those classes are organized for children in the afternoon and in the evening after they have done their classes at school. They play an important role in children's development, and the significance of this program is recognized by

many scholars and scientists. After class activities not only help the children to fill the gap in their knowledge but also enhance their abilities, overall well-being, communicative and social skills. It is not compulsory and anyone voluntarily can attend when they have extra time.

They are organized differently than traditional lessons, for example, they can take place in libraries, outside of the school like, in parks, community centers and others. Several subjects can be taught and it may include maths, writing, art, PE, music, crafts and so on. Activities can be a great way to support them in subjects that they may be having difficulty with. However, after class programs can be a fun place. Programs offered in the classes can give children an opportunity to learn something new. Besides, it may enable them to enjoy and in some cases to find a career and job that they are interested in.

Several researches have been conducted and the thing which has been found out is that after class activities may have positive impact on various aspects of children's development. For instance, when they are engaged in PE, it promoted their physical fitness, teamwork and discipline. Art craft activities improved their creativity, motor skills and when they are involved in musical programs children's emotional well-being, self-confidence and cognitive abilities fostered.

Understanding the crucial role of these programs is not only important for teachers but also for parents and policy makers, too. When the value of extracurricular activities are widely recognized, more informed decisions are made and fundings could be provided to facilitate these classes with necessary equipment and tools. These initiatives may contribute to achieve goals and success that have been put by activity organizers.

## **METHODOLOGY**

The methodology used in this paper can provide readers with exact answers whether after class activities can help children perform better in both schools and social life or improve their overall well-being. So, 40 students from different classes were selected and their age was also different. Overall, 10 questions were asked in this survey method.

The respondents of the research were children aged 8-12. As I am teacher at Success center, I selected my own 40 students. First of all, I obtained parental consent from the parents of each child.

### **Procedure:**

1. Several after class activities were chosen such as, sport, art, craft and music lesson. It was based on the interests of children and recommendation of educators. The

opinions of parents were also taken in to consideration as they were the ones who are well informed about their children.

2. The selected children were assigned to 4 different after-class activity groups according to their own choice. But each group should have consisted of 10 children. The groups were as followings: sport, art, craft and music group. Every student was asked to attend after class activities which they were assigned.

3. As after class activities are scheduled three times a week at schools children were supposed to make extra time to attend to them with each sessions lasting for one and half an hour. The activities were conducted for a period of a month.

4. Before students started attending those classes all participants witnessed pre-test assessment which included questions related to cognitive abilities, social skills, physical fitness, and emotional well-being.

Questions are followings:

1. Do you face challenges when you are doing homework which was given you by your teacher?

Yes / No

2. Have you noticed that you need friendship and social interactions?

Yes / No

3. Are good at time management?

Yes / No

4. Do you think you would enjoy participating after class programs?

Yes / No

5. What is your favourite after class activity?

Art / Music / PE/ Craft

5. Following the one-month intervention period, all participants underwent a post-test assessment to measure changes in the developmental factors. The different questionnaires were used for the post-test assessment. The questions are as followings:

1. Do you think after-class activities helped you make new friends?

Yes/ No

2. Have after-class activities improved your skills or abilities in any specific area?

Yes / No

3. Do you find the classes to be enjoyable?

Yes / No

4. Are you motivated to attend the after class activities regularly?

Yes / No

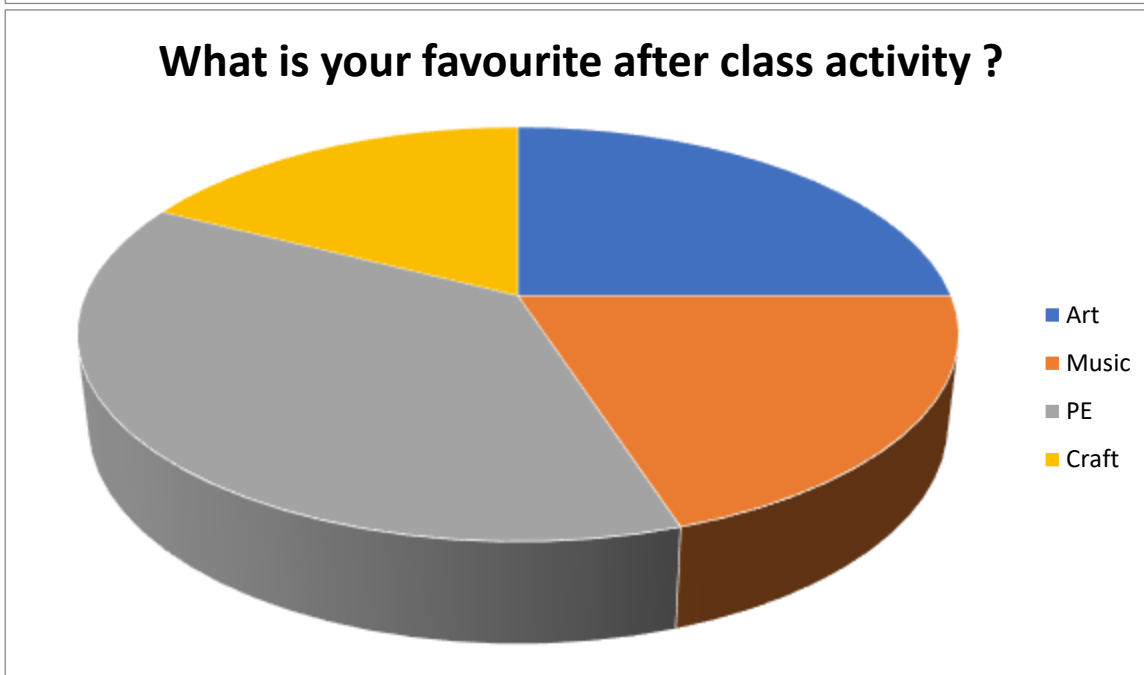
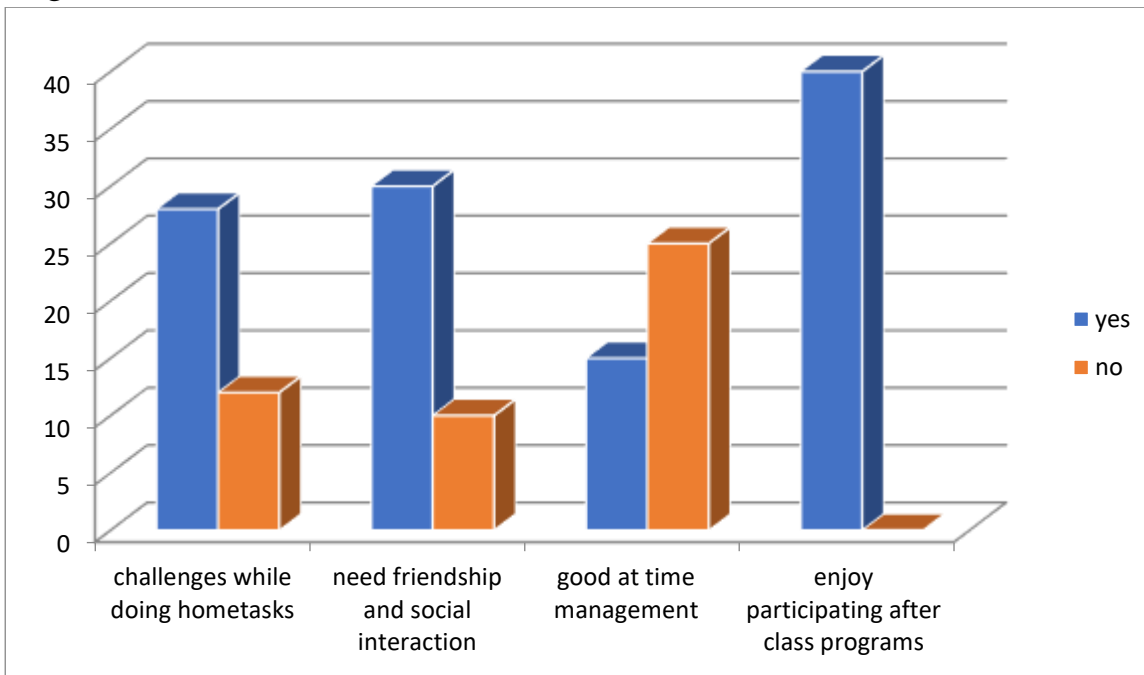
5. Do you believe after-class activities has helped you to perform better at school?

Yes / No



## RESULTS

The data collected from the pre-test and post-test assessments were analyzed to examine the impact of after-class activities on various aspects of children’s development. Statistical analyses were conducted to compare the different activity groups such as sport, art, craft and music. Results are illustrated utilizing quantitative method. Concerning the pre-test assessment results I intended to show it through diagram.

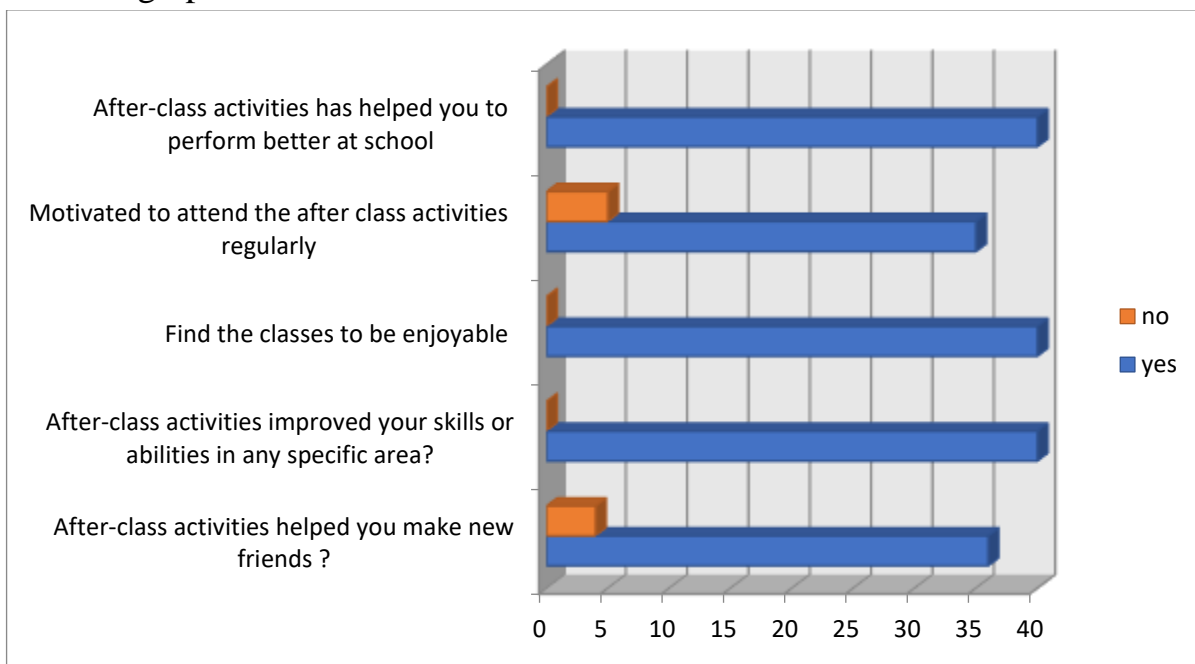


The graphs above depict data about the responds of children on different questions. It is visible that 70% of children come across some difficulties while doing the assignments whereas 30% of them said no. Likewise, 25% of the respondents

mentioned that they need more friends and expose to social interactions. This might be because of their introverted characters. But it is wonderful to find out that significantly more kids expressed with their answers that they had enough interactions with friends. Concerning the next question which was about the time management 63% of them told that they were not good at distributing their time. Finally, the last question was about their willingness to attend to after-class programs. The surprising thing was that 100% of children said they had an intention to do extracurricular activities.

The pie chart shows the percentage of subjects included in after-class programs. According to findings, 10 student favoured art, 8 of them liked musical sessions, PE likers made up 15 and 7 children chose craft. Although their numbers are not balanced they had to be divided to 4 distinct groups including 10 children.

Post-test assessment reveals following outcomes and I aimed to illustrate the results in graph form:



It is clear that results are satisfactory since students have proved the importance and effectiveness of extracurricular activities. Students participating in these activities showed improvement in their cognitive abilities. They experienced highest growth in their academic performance. The results also indicated that programs had positive effect on the development of their social abilities for example in teamwork and cooperation. Children who were involved in art and craft groups witnessed increase in their creativity and communication skills. The music group showed considerable improvement in their emotional well-being. Significant enhancement in physical fitness was also observed in sport group. All in all, results showed that these activities

play an important role in children's cognitive abilities, social skills, physical fitness and emotional well-being.

## **DISCUSSION**

The outcome of this study proves that extracurricular activities are crucial for enhancing kids' growth in different areas. Involving children in extracurricular activities can improve their physical, social and cognitive capacities. Furthermore, kids who engaged in sport on a regular basis during a month benefited from opportunities for physical activities. Children's mental well-being was also positively affected by music related activities, too.

However, there are some contradictory arguments to this issue. Unfortunately, making children too busy with such kind of activities cause them to get bored with their school and studies. Whenever students are overscheduled and under stress they may be prone to frustration, anxiety, and exhaustion.

According to David (1985) there are some children who studies when they are under control or being supervised, others may end up achieving their success and their goals independently without being pushed. Criticism of extracurricular activities is that they put restrictions within the life of children. Carl (2008) states that children should have freedom to make choices and develop their own ideas.

Overparenting is other problem which is concerned by others. Bernstein, Gaia; Zvi, Triger (2010) mention that after class activities are one symptom of overparenting. In overparenting parents have a tendency to heavily monitor their children's schedule for the sake of improving their overall academic performance at school. In the result, it may leave a long lasting impact on children leading them to consider themselves as having low self-esteem, stress and anxiety-related disorders. In her study Madeline (2006) examined the effects of after-class activities on children from socioeconomically privileged families. She detected that children of wealthy families have tendency to suffer from psychological disorders such as stress and depression.

## **CONCLUSION**

In conclusion, the results of this study provide evidence for the significance of after-class programs in improving children's development. Involving students in scheduled activities outside of constant school hours has indicated positive impact on cognitive abilities, social skills physical fitness, and emotional well-being of kids, especially participants in sport based activities fostered teamwork skills, cooperation and problem solving skills. Without any doubt these skills will be essential for them in various spheres of life in the future.

The thing which can not be neglected is the effect of art and musical activities in creativity, communication and emotional expression. Engaging kids in these kind of

activities enable them to explore and go beyond their imagination, they develop better motor skills, and help them express their inside world.

After-school programs should not be school and shouldn't feel like school or homework. They are often environment where kids can act freely and more open, allowing kids to be themselves and easily come across other like-minded kids. These programs give kids the opportunity to express and practice their social skills. Look for spaces that foster this environment and let kids experiment and even fail.

On the other hand, there have been numerous scientists who did not advocate the advantages of extracurricular programs by indicating their factors. At all times as they said after class activities can not be beneficial for all kids. It may have negative impact on some students but for some it could have positive effect. Not all students need being controlled. They do best and show their potential when they work independently without their teachers and parents. There are also some kids who do not think about their studies until they are told to do so.

In other cases, overscheduling students with so many activities can cause physical and mental diseases such as stress and tiredness. But the disadvantages of extracurricular activities can be overcome by the plus points of them.

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## STUDYING APPROPRIATE USAGE OF PROVERBS IN ABDULLA KAHHAR'S STORIES USING SEMANTIC METHOD

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### ABSTRACT

*This article studies the appropriate usage of proverbs in the works, especially stories of Abdulla Kahhar, one of the great creators of Uzbek literature and storyteller. The purposes and tasks of using them in the story are considered and their importance is discussed using semantic analysis method. Ideas are clearly proven by giving examples from several stories of writer. In this article, the reader will increase the interest of young people in the work of Abdulla Kahhar and help them to develop their translation skills.*

**Keywords:** *proverbs, a genre of folklore, epigraphs, effectiveness of the speech, phrase, moral lessons, cultural values.*

### INTRODUCTION

Proverb is a genre of folklore that has a deep meaning and a wise expression. Life experiences, history, mental state, culture and positive qualities of a certain nation are reflected in this genre, which is passed down from generation to generation. As for the dictionary meaning of the term proverb, it is derived from the Arabic language and means "**small work**", "**word**" or "**speech**". Usually, proverbs and wise words are used to increase the expressiveness and effectiveness of the speech. Referring to proverbs not only in everyday life, but also in works of various genres, makes the work more understandable.

There is no nation in the world that does not have its own proverbs. Because each people leave their life experiences accumulated over the centuries to generations through proverbs. Proverbs and sayings are universal which used a lot in the languages.

From ancient times, thoughts on human education were expressed in lexicological units, folk proverbs, texts, it is expressed in wise words, stable phrases, legends, epics. They depict courage, hard work, honesty, patriotism, respect for parents. In the famous Indian parable "Kalila and Dimna", Kaikovus's "Kabusnoma", Nasir Khisrav's "Saodatnoma", Yusuf Khos Hajib's "Kutadgu bilig", Mahmud Koshgari's "Devon-u lugotit Turk", Ahmad Yassavi's "Devon Hikmat", Ahmad Yugnaki's "Hibbatul-haqayiq" and many of Alisher Navoi's works it can be seen that proverbs are used and interpreted appropriately.

As a writer, Abdulla Kahhar, a bright manifestation of Uzbek literature, a writer with a sharp pen, is a writer who can use a lot of proverbs and wise words in his works, especially in his stories. He is sensitive to the Uzbek language and a penman who skillfully used its abilities in his prose works. He gave excellent examples using of the limitless possibilities of the native language in his comedies and made a great contribution to the Uzbek literary language and its development with his creativity.

Abdulla Kahhar found his truths both in life and in artistic creation. He is an artist who fought tirelessly for the truth. These truths tormented him deeply, in his heart there was a heavy vibration and arguments. But he has a conscious life and talent devoted his energy to these truths. To these truths that brightened his heart leaning on it, Abdulla Kahhar grew up, and these truths inspired by immortality. It was created by Abdulla Kahhar's hard work and every work has the stamp of eternal truth. Creative personality of Abdulla Kahhar extravagantly rich and extraordinarily generous. Therefore, the Russian scientist I. Barolina correctly notes that "Interest in Abdullah Kahhar's work is interest in his personality, human essence directly connected with his personal qualities - way of thinking, character, enthusiasm. His spiritual world is so vividly reflected in his works that his personality appears to be inextricably linked." It doesn't belong to everyone and it is not a characteristic that can be demanded from every writer. [ Kochkar, 1998]

In the stories of Abdulla Kahhar, various defects in life and human nature criticized. As long as mankind exists, stinginess, ignorance, greed, pride, arrogance, etc other defects, of course, live. Some people may have less of these defects, but that's it vices lower a person's dignity, prevent him from being truly perfect. The writer's stories can easily and quickly enter the heart with their conciseness and fluency. The reason is that most of the writers are natural and very understandable. A. Kahhar loves the national language he knew well, valued and approached him with responsibility. In his works, the openness of a single word was not felt, with the meaning of the images made up of concise expressions, it acquires more content than desired. In the episodes



and films taken from people's lives, as to see and feel deeply the tragic essence of the plot, the character and fate of the characters. Showing them through the expression of their spirit through vivid artistic details in Kahhar's works are the most important aspects of the art of storytelling.

The writer did not limit himself to using proverbs as words confirming his opinion or conclusions in his stories, but also used them appropriately in the titles and epigraphs of the works. In this article, research is conducted on the appropriate use of proverbs in the stories of Abdulla Kahhar, and several stories are studied through examples.

## METHODOLOGY

Using proverbs and sayings increases the vocabulary of every penman, makes his speech sharp and effective, serves to form a unique "voice". In particular, the proverbs used in the works of Abdulla Kahhar are a clear proof of the artist's individual skills. The artist uses proverbs correctly in the process of describing the inner world and feelings of his characters. The proverbs used as epigraphs of Abdulla Kahhar's stories in some works served to clearly express the idea and purpose of the work. For instance, for the story "**Bemor**" "*The sky is far, the earth is hard*" ("Osmon – yiroq, yer – qattiq"), for "**O'g'ri**" "*The death of the horse is the celebration of the dog*" ("O'tning o'limi – itning bayrami"), for "**To'yda aza**" "*Struggling in vain breaks the back*" ("Behuda chiranish belni sindiradi") are used as epigraphs.

Now, using semantic method, we tend to analyze several stories of writer which are used famous proverbs of Uzbek in order to increase the content of the work and make them an integral part of the composition of the stories. Kanade (2022) states that semantic analysis refers to a process of understanding natural language by extracting insightful information such as context, emotions, and sentiments from unstructured data. It gives computers and systems the ability to understand, interpret, and derive meanings from sentences, paragraphs, reports or any document of a similar kind. [Kanade, 2022]

The process of semantic analysis begins by studying and analyzing the dictionary definitions and meanings of individual words, also referred to as linguistic units. At the moment, in the tables which are given below, the relationship between words in Uzbek and English in the proverbs is examined to provide clear and appropriate understanding of the context. Proverbs in each work are investigated on the basis of a separate table.

**Table 1.** All the proverbs in this table are taken from the story “O‘g‘ri” by the writer.

	Proverbs in Uzbek	Translations of proverbs in English
1.	Tekinga mushuk oftobga chiqmaydi.	Without reason no cat comes out
2.	Quruq qoshiq og‘iz yirtadi	A dry reed can cut the mouth.
3.	Berganga bitta ham ko‘p, olganga o‘nta ham oz.	One is too much to give, ten is too little to receive
4.	O‘ynashmagil arbob bilan - seni urar har bob bilan	If you don’t dance with the skilled, you will be kicked by everyone.
5.	Begim deguncha kishining beli sinar ekan.	As long as the river flows, a person’s waist remains wrapped

**Table 2.** The proverbs which are given in Table 2 used in the story “Xotinlar”

	Proverbs in Uzbek	Translations of proverbs in English
1.	Oltin o‘tda bilinadi	Gold is recognized in fire
2.	Bo‘ydoqning aqli ikki ko‘zida bo‘ladi	The intelligence of a camel lies in its two eyes
3.	Ishi yo‘q it sug‘oradi	Idle hands are the devil’s workshop
4.	Suv ketar tosh qolar, O‘sma ketar, qosh qolar.	After the water recedes, the stones remain; After the storm passes, the grass grows

Abdulla Kahhar has been able to show unique examples of Uzbek proverbs appropriately in the different stories. In the Table 3, the proverbs are taken from a variety of small stories.

**Table 3.**

	Proverbs in Uzbek	Translations of proverbs in English	The name of story
1.	Suvsizlikni tuya ko‘taradi.	Waterlessness reveals its value	“Maston”
2.	Yo‘g‘on uziladi, ingichka cho‘ziladi	A lie gets tangled up, but the truth unfolds smoothly	“Bemor”
3.	Yer tepganni, el tepadi	What the earth kicks, the hand kicks	“So‘nggi vulqon”
4.	Ola qarg‘a qag‘ etadi, O‘z vaqtini chog‘ etadi	A crow picks up what it can carry, but it wastes its own time	“Bashorat”
5.	Mashqda qiynalsang, urushda qiynalmaysan.	If you endure hardship in training, you won’t suffer in battle	“Sep”
6.	Har kimniki o‘ziga, Oy ko‘rinar ko‘ziga	Each person sees the moon with their own eyes	“Muhayyo”

## DISCUSSION

Abdulla Kahhar was storyteller known for his folk tales and fables. When analyzing his stories according to semantic method, I can observe the usage of proverbs and the purpose of utilizing them in narratives. The proverbs serve various functions within the stories, such as conveying moral lessons, emphasizing cultural values, or adding depth to the characters and plot. They often convey wisdom or teach a moral lesson to the readers or listeners. By incorporating proverbs, Abdulla Kahhar aims to educate and impart traditional knowledge and values to the audience.

In terms of their syntactic aspect, the proverbs used in the stories may undergo some modifications or adaptations. This alteration could be done to fit the narrative structure, maintain coherence, or emphasize a particular point. Such modifications ensure that the proverbs seamlessly integrate into the storytelling and effectively convey the intended meaning.

Now, we analyze the utilization of the proverbs which are given in the tables in order to know the purpose of using these proverbs, how they fulfill their role in the narrative, and the modifications made to them syntactically.

1. *The centurion put the ox in great cash – as if he went out into the street – the ox would be found. After doing so much, something has to give. **Without reason no cat comes out.*** (Ellikboshi ho‘kizni naqd qilib qo‘ydi – go‘yo u ko‘chaga chiqsa bas – ho‘kiz topiladi. Shunchalik qilgandan keyin bir nima berish lozimda. **Tekinga mushuk oftobga chiqmaydi**). [A. Kahhar, “Dumli odamlar”, 2018, p 44] .

This proverb suggests that after putting in significant effort or taking specific actions, there may be further need for additional measures. It metaphorically emphasizes that the one whose ox was stolen should pursue a course of action that may be enough for the centurion.

2. *In the evening Kobil bobo went to visit Amin. A dry reed can cut the mouth, how much money can be taken? **One is too much to give, ten is too little to receive.** The old man and the old woman agreed and came to a decision. (Kechqurun Qobil bobo aminning oldiga boradigan bo‘ldi. **Quruq qoshiq og‘iz yirtadi**, aminga qancha pul olib borsa bo‘ladi? **Berganga bitta ham ko‘p, olganga o‘nta ham oz.** Chol-kampir kelishib, qarorga kelishdi). [A. Kahhar, “Dumli odamlar”, 2018, p 44]*

These proverbs serve as a cautionary reminder about potential consequences of dealing with something fragile or delicate. Just as a dry reed can cause harm or injury to one’s mouth, it suggests that interacting with fragile things can lead to unexpected

outcomes. It emphasizes the importance of being careful and think deeply to avoid undesirable consequences.

3. - *Gold is recognized in fire, said Sabirahkan, - the war will be over, and when we gather for entertainment, these days will remain like a fairy tale... After the water recedes, the stones remain; After the storm passes, the grass grows* ( - **Oltin o'tda bilinadi**, - dedi Sobiraxon, urush ham tamom bo'lar o'yin-kulgi uchun to'planganimizda bu kunlar ertakday bo'lib ham qolar... **Suv ketar, tosh qolar, o'sma ketar, qosh qolar**). [A. Kahhar, "O'tmishdan ertaklar", 2019, p 384]

The former conveys the idea that one's true nature becomes evident during challenging or testing situations. Just as the purity of gold is tested in fire, a person's true character are often showcased during times of difficulty. The latter highlights the resilience and endurance of certain elements in the face of adversity. It suggests that even when difficult times or obstacles pass, some things, like stones or grass, remain unaffected or even flourish.

4. *If you ask me, I'm in a military camp right now... I'm living up to the slogan "If you endure hardship in training, you won't suffer in battle", I've become a machine gun enthusiast.* (Meni so'rasangiz, hozir harbiy lagerdaman... "Mashqda qiynalsang, urushda qiynalmaysan" degan shiorni ortig'i bilan bajarmoqdaman, pulemyotga ishqiboz bo'lib qoldim). [ A. Kahhar, Asarlar: 5 jildlik, 1-jild, "Sarob : Roman va hikoyalar", p 334]

This proverb emphasizes the importance of preparation and hard work. It suggests that putting in effort and enduring difficulties during practice or training will ultimately lead to better performance and success in actual challenges or real-life situations. It highlights the idea that investing time and effort in preparation can help to minimize difficulties or setbacks in the future.

In general, it can be seen that Abdulla Kahhar used Uzbek proverbs in his stories in a fully expressive and appropriate way. Proverbs used as a clear proof of the ideas expressed by the characters ensured the effectiveness of the works and their comprehensibility to the reader.

## CONCLUSION

In conclusion, the use of proverbs and sayings in the speech increases the effectiveness of the speech. That's why proverbs are very common in everyday conversation, in artistic and historical works, they have been used continuously in journalism and this process continues even now.

Abdulla Kahhar is a famous and brilliant writer of Uzbek, with a sharp pen. In the stories by Abdulla Kahhar, there are many folk proverbs which are used effectively

and depict skillfully the political system of his time, the daily life of the people, the nation, who are living with difficulty. Also, in most cases, the proverb is original does not change its structure and uses a lot of words with opposite meanings, they can be used according to any part of the story. In general, proverbs are used for the purposes of enhancing meaning and exposing the situation of the story. The reader who reads the proverb before reading it will understand the meaning of the entire story. Proverbs and such as those contained in the works of Abdulla Kahhar, are centuries old in literature, developing without separation and preserving its form among other genres.

Abdulla Kahhar has his own style and voice in Uzbek literature, our literature is one of our great writers who made a significant positive contribution to its development. His brilliant work as a large art school, it has always been in the center of attention of artists. It is almost impossible to find artists who did not repeatedly refer to his works, could not benefit from his stylistic skill until recently, did not consider him as teacher. The process of literary education is full of content and enlightenment with the works of Abdulla Kahhar.

A great representative of our literature and Uzbek professional prose writer Abdulla Kahhar, who worked tirelessly for decades, has been part of our nation occupying his mind. There is no doubt that his thoughts, his artistically perfect and irrevocable stories, novels and poems, where the interpretation of characters is located, aphorisms which have not been touched will remain an object of reflection for many generations.

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## THE IMPORTANCE OF MODERN TECHNOLOGY FOR TEACHING ENGLISH TO PRIMARY SCHOOL PUPILS

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### ABSTRACT

*The purpose of this research is to determine the importance of using modern technologies in teaching English to primary school students. In order to facilitate the process of learning for young learners and provide them with more convenient opportunities, it is necessary to first investigate the environment in which they learn quickly and the factors that help them achieve quicker and more effective results in learning English.*

*Conducting research related to this topic, alongside gathering information from other relevant studies, demonstrates that integrating modern technologies in teaching enhances students' understanding and retention of new topics, significantly boosts their interest and enthusiasm for learning English and attending classes. The aim of using qualitative methods in this research is to identify how it influences primary school students. In this scenario, a class consisting of 15 students was divided into two groups based on a topic relevant to their grade level, and two different types of lessons were conducted. In the first lesson, traditional methods were used without any modern technologies.*

*English language cartoons, videos, podcasts, and audios help students immerse themselves in the English atmosphere and pay closer attention in class. In conclusion, modern technologies facilitate students' learning processes, make learning the English language easier, and transform this process into an engaging experience.*

**Key words:** *Modern technologies, teaching English, primary school students, learning process, traditional methods, digital tools, qualitative research.*



## INTRODUCTION

English is widely used all around the globe. It is obvious that with the assistance of technology English teaching process will be noticeably effective and productive. Teachers now have access to a variety of digital tools to enhance traditional teaching methods in the classroom. Educational technologies are very essential for learning English effectively, especially for primary school pupils. These technologies are mainly speakers, TVs, radios, electronic dictionaries, and electronic boards. They allow teachers to provide educational and interesting videos, cartoons, audios to students, and also have many other convenient features.

The purpose of this study is to examine basic effects of technology toward teaching English. The data was collected by using mixed research method, using questionnaire with pupils and observation in the classroom. Clearly, a study of this type is inevitably restricted by various constraints, notably the size of the pupils sample, and this was limited to pupils of primary school.

The paper is structured as follows. The first section presents an analysis of relevant research, focusing on tasks could contribute to make learning process easier for pupils using technology. The second part presents the methodology of the survey and an analysis of the findings, and the final section considers the implications of the technology to the productivity of the learning in terms of results of survey.

The evolving productivity of a teacher is largely associated with the in-classroom usage and the positive effect of multimedia technology on the learning process (Shyamlee & Phill, 2012).

## LITERATURE REVIEW

For many years, English teaching methods in many countries are characterized by the traditional one- way teaching mode, known as test-oriented teaching methods. Words, expressions, and collocations are learned by memorization, which constitutes a heavy burden for learning ( Wang & Dostal 2017, pp. 3814-3820). As for English education, modern technologies such as computers and networks are now being used in classrooms for instruction in composition, literature, decoding, reading comprehension, spelling, vocabulary, grammar, usage, punctuation, capitalization, brainstorming, planning, reasoning, outlining, reference use, study skills, rhetoric, handwriting, drama, in short, for every area of language arts (Bruce & Levin, 2001). Many studies conducted in recent years have indicated that modern technology can improve English teaching and learning (Wang, Teng and Chen, 2015, pp, 100-104).

Couvaneiro and Pedro (2015) researched the use of tablets in teaching English as a foreign language. 53 Portuguese 8th-grade students and two teachers were involved in the study. The result indicated the positive effects of the tablets on the

teaching-learning process, which were proved by the development of English oral competence of students. Explaining the increase in technological engagement, rightly indicates towards students get more motivated while working on computers and using modern devices than working with textbooks (Cutter, 2015). Media, for quite a long time, has been a part of teaching English (Shyamlee & Phill, 2012). Media such as Books, Newspapers, TV and Radio offer learners and teachers practical and creative ideas (Nawaila & Bicen, 2018). It, as a device, may be utilized by instructors to enhance the listening, speaking, analyzing and writing talents of their college students (Cox et. al, 1999b).

### **METHODOLOGY**

Qualitative method was used to determine the impact and importance of modern technology on the process of learning English for students. There were a total of 15 students, who first had traditional lessons, meaning no use of videos, electronic boards or speakers. The topics were explained by the teacher on the board and the vocabulary was memorized through regular repetition. Handouts were used for doing exercises during the lesson. Another different lesson was held with the students, and in this lesson, modern technologies were more effectively utilized than in the first lesson. The teacher used an electronic whiteboard to make the topic more understandable to the students during the process of teaching English, and through it, the teacher uploaded videos related to the lesson topic for the students. In the video, the new grammar topic, which was explained in the lesson through an interesting cartoon, was better learned, and examples of how to use the newly learned vocabulary in sentences were also demonstrated. Additionally, by utilizing a speaker, the opportunity to listen to the speech of native speakers was created for the students. In addition to further enhancing the reliability of the research findings; a questionnaire was conducted among 50 students to delve more deeply into the relevance of modern technologies to them and to better understand their impact on students. The following is the complete list of questions in the questionnaire:

1. How do you memorize new words?
2. Do you find it helpful to learn new topics through PowerPoint presentations?
3. Do you find topics presented on the blackboard interesting?
4. What do you think about watching animated movies related to the subject?
5. What are convenient ways for you to improve pronunciation?
6. Do you enjoy listening to podcasts?
7. Do educational video games help you learn English effectively?
8. How do you feel about receiving homework assignments from teachers?
9. How do you usually find the translation of new words?

### 10. How do you learn the pronunciation of new words?

Through these questions, it is quite easy to grasp the relationship of students with modern technologies. Moreover, this questionnaire holds significant importance in enhancing the precision of the research, as it allows not only to gather opinions on students' perceptions regarding modern technologies but also to investigate the most effective methods for learning English and how they find it convenient to learn.

### **RESULT**

It is hard to argue against the use of technology in English training in a society where the internet controls everything. Other forms of technology and media, such as websites, applications, podcasts, workbooks, e-learning, and videos, are helpful. One of the most difficult aspects of teaching a second language is getting students to learn English; there are many factors that go into making this effort successful. To succeed, educators must invest a great deal of time and effort in figuring out the most fulfilling, applicable, and effective teaching strategies.

#### *Listening*

In a traditional way, during a lesson without modern technology, students might be deprived of the opportunity to hear the pronunciation and speaking style of native speakers. Therefore, in the conducted lesson, students faced some difficulty in memorizing new vocabulary, which affected their engagement in class. Certainly, the teacher taught the pronunciation of new words to the students, and the students repeatedly practiced these new words to better retain them in their memory, playing interactive games to reinforce their memorization. However, none of these methods replaced the importance of listening to audio recordings of native speakers and analyzing them. Hence, in the first test lesson, 70% of the students were marked as successful in learning to pronounce new words correctly and remember them well through a question-answer session. This implies that out of a total of 15 students, if 10 of them successfully internalized both new words and their pronunciation correctly, it was evident that the remaining 5 students experienced challenges in pronouncing the words accurately.

In contrast, during the second lesson where students listened to audio recordings of native speakers, they were very pleased and this helped them to be more attentive and focused in class, aiding them in learning new vocabulary faster and more effectively. Furthermore, some students who found it challenging to internalize certain new words through conventional methods, upon listening to the conversations of native speakers, discovered a keen interest in the class and realized that learning new words without difficulties and obstacles was achievable. Listening to the audio recordings of native speakers allowed students to envision how real English speakers converse, and

it provided valuable assistance in their learning process towards mastering correct pronunciation.

### ***Grammar***

When a new grammar topic was introduced in a traditional manner, students did not display any noticeable reluctance or disinterest in the verb activities. They performed various exercises related to the new topic, aiding them in better understanding the topic. However, when the same topic was presented through modern technologies and utilized effectively, the indicators of students' understanding of the new topic and the results obtained from question-answer sessions were significantly higher than before. In this scenario, students were introduced to the new grammar topic using an electronic whiteboard and benefited from various colorful clusters and other interesting schemes, enhancing their curiosity towards the topic. Additionally, the presentation of an engaging animated film related to the topic created a favorable environment for students to retain the topic better and deepen their understanding.

At the end of the first test lesson, where a test was conducted based on the lesson learned, if out of 15 students, 4 students scored 100% and 4 students scored less than 50%, in the second test lesson conducted using modern technologies, out of 15 students, 6 students scored 100%, and 2 students scored less than 50%. This clearly indicates the critical role of modern technologies in teaching English; with their utilization, teachers can structure lessons in a more effective and engaging way.

According to the questionnaire results, it became apparent that 70% of students prefer preparing for lessons using modern technologies. For example, out of 50 students, 20 students responded to question 1, regarding how they learn new words, by stating that they watch English videos and animations, while 15 students indicated that they learn through listening to English audio, and the remaining 15 students mentioned revising and studying through reading texts. Furthermore, 80% of the students provided positive responses to questions related to modern technologies. For instance, nearly 90% of the students believed that listening to English music, movies, animations, and podcasts is a highly effective method for improving pronunciation. This indicates that modern technologies have already become an indispensable part of English language learning for primary school students. Another reason for this is that they provide convenience and accessibility to students. In conclusion, based on the final summary from the questionnaire, it is evident that modern technologies are crucial tools that 70% of students rely on in learning the English language.

### **DISCUSSION**

Most young students have extensive access to information through the Internet, providing teachers with a wide array of tools to encourage and improve various

language abilities. In Turkey, a quasi-experimental study was conducted by Isik and Yilmaz (2011) to evaluate the effectiveness of computer-assisted listening instruction on listening comprehension of 21 students. The results showed that the experimental group which received multimedia-aided instruction scored significantly higher than the control group which received traditional language instruction. Vacca (2008) suggests that when the students are guided, supported and provided with the necessary materials, they become more responsible for their learning, more motivated, and more successful.

It is known that modern technologies have finally gained a significant place in learning the English language, but it is essential to maintain a balance between traditional education and the use of modern technologies in teaching to avoid potential challenges that may arise. Spending too much time on the computer from an early age can negatively affect academic success due to the low concentration, lack of attention and disorganization, undeveloped language skills, creativity, and imagination seen in children as a result of excess computer use (Cordes & Miller, 2000; Palmer, 2015).

A consistent increment in the utilize of computerized innovation at domestic and in school situations has been detailed to cause an increment in musculoskeletal issues (Harris & Straker, 2000; Kelly, Dockrell, & Galvin, 2009). In expansion to mental variables such as observing uneasiness and physical complaints (migraine and stomach torment) (Harris, Straker, Pollock, & Smith, 2015), musculoskeletal clutters are related with such physical variables as sex, age, body mass record (BMI), and introduction to inactive exercises. Innovation is seen as a solid apparatus for positive alter but it must be displayed in the right ways (Muir-Herzig, 2003).

Therefore, teachers should refrain from using the electronic board or computer throughout the entire lesson. Continuous staring at the screen can have a negative impact on students' eyesight. Consequently, striking a balance between traditional methods and the use of modern technologies in teaching is crucial. According to research findings, the role of the teacher in maintaining this balance between traditional and modern methods is significant.

If we look at the conclusions drawn from the research, the widespread encouragement of using modern technologies in teaching primary school pupils helps enhance students' knowledge levels and boosts the speed of learning in a highly effective manner. In addition, teachers should pay attention to the content, relevance to the students' age, and significant emotional states when using various cartoons, videos, or audios for educational purposes in order to focus on the main meaning. Concern should also be paid to the cognitive and emotional effects that these technologies have on the development of children (Brown, 2011).



## CONCLUSION

The use of new technology allows students to be much more creative and participative in the classroom. They prepare a basis of knowledge outside the classroom engaging with all the content in the course, when they arrive to the classroom they share this knowledge with the rest of the students and the teacher to demonstrate what they have learnt and reinforce it in a coordinated way. Educational technology allows students to be much better prepared for class, and provides teachers with attractive resources to make their classes much more human and sociable, where all students have the opportunity to participate regardless of their level.

When teachers use modern technologies in their lessons to allow students to demonstrate their abilities and knowledge, it is their responsibility to maintain order during the lesson and monitor the proper use of modern technologies. In this case, the teacher's task is to demonstrate to students how to effectively and efficiently utilize modern technologies, as well as to serve as an example in their proper use. If it is not possible to avoid using modern technologies, teachers should strive to deliver engaging lessons to students by making effective use of them.

Additionally, based on research results, it is evident that a significant portion of students show a positive attitude towards utilizing modern technologies during lessons, and they actively support and encourage this usage. Moreover, employing these technologies positively impacts students' learning levels, particularly for primary school pupils who find lessons with modern technologies such as cartoons, various animations, and videos to be very engaging, stimulating, inspiring, and enhancing their desire to learn.

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## THE EFFECT OF SOCIAL MEDIA ON TEEN'S BEHAVIORS

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### ABSTRACT

*This paper examines the impact of social media on teenagers' behaviors. With the rise of social media platforms in recent years, adolescents have become increasingly engaged in online interactions, leading to significant changes in their attitudes, emotions, and behaviors. Social media platforms, while offering unparalleled opportunities for socialization, self-expression, and information access also present significant challenges including cyberbullying, privacy issues, and an increased risk of mental health problems. At the same time, we can not imagine our lives without social networks in today's developing age. First, by teaching the young generation how to use social networks, it is possible to teach them the knowledge and skills of social networks. In this research paper, I tried to find out their interest in the phone and the internet, as well as how many hours they spend on the Internet, through questions from 30 students using the qualitative method. Conversely, social media can also support teenage identity formation, provide educational content, and foster connections with peers who share similar interests. The findings emphasize the need for a collaborative approach among parents, and educators to support teenagers in achieving a balanced and healthy digital life.*

**Keywords:** social media, digital life, social media platforms, mental health problems.

### INTRODUCTION

In the past decade, the proliferation of social media platforms has revolutionized how we communicate, interact, and perceive the world around us. This transformation has been particularly profound among teenagers, for whom social media has become a dominant mode of communication and a significant influence on their socialization process. The omnipresence of platforms such as Instagram, Snapchat, and TikTok in

the lives of adolescents has prompted a growing body of research into the effects of social media on their behaviors, mental health, and overall well-being. This paper seeks to explore these effects, both positive and negative, with a focus on how social media influences teenagers' social interactions, self-esteem, body image, and sleep patterns, among other aspects of their behavior.

As digital natives, today's teenagers navigate a complex online landscape that previous generations did not encounter during their formative years. The ease of access to information, coupled with the ability to connect with peers across the globe, presents unique opportunities for learning, self-expression, and community building. However, alongside these opportunities are challenges including the risk of cyberbullying, the pressure to conform to unrealistic standards of beauty and success, and the potential for overuse, which can lead to addiction and displacement of offline activities. This introduction sets the stage for a comprehensive examination of the nuanced ways in which social media impacts adolescent behavior. Through an analysis of existing literature and empirical studies, the paper will delve into the mechanisms by which social media can shape the identities, aspirations, and social interactions of teenagers. Furthermore, it will discuss the psychological implications of social media use, including its association with anxiety, depression, and other mental health issues. By synthesizing current findings, this research aims to offer insights into the complex relationship between social media and teenage behavior, providing a foundation for recommendations on how parents, educators, and policymakers can support teenagers in navigating the social media landscape healthily and productively.

## METHODOLOGY

The methodology used in this paper provides readers with exact answers on how social media platforms affect young generations' studies and also if they show their negative impacts on their mental health problems. So 20 students from different classes were selected and their ages were also different. Overall, 8 questions were asked in the survey method.

The respondents of the research were pupils aged 14- 16. As I am a teacher at Smart land Center, I selected from other teachers' pupils during lesson time. Because I am a teacher of beginner-level learners.

There are two parts to this questionnaire. The first part contains personal information, names are not included to maintain the privacy of the participants and to keep the data confidential. The second part caters to social media usage among the identified respondents. It encloses questions for the identification of the contents favored by the participating groups. Answers to these questions lead to how social

platforms affect their understanding of their field of study and also have harmful results in their health problems.

To gather sufficient data, specific procedures are followed. Permission to conduct the study among the English learners is acquired by sending a letter of request to the junior school principal. When granted permission, a consultation among the prospective respondents is held to come up with specific dates for the conduct of the survey.

Open communication is established to build rapport with the survey participants to minimize hesitations in answering the survey questions.

1. How frequently do you use social media platforms (e.g., Facebook, Instagram, Snapchat, Twitter) on a typical day?
  - Once a day or less
  - 2-3 times a day
  - 4-6 times a day
  - More than 6 times a day
2. What is your primary reason for using social media?
  - Connecting with friends and family
  - Sharing personal experiences and updates
  - Following celebrities or influencers
  - Entertainment and leisure
  - Other (please specify)
3. Have you ever experienced cyberbullying or negative interactions on social media?
  - Yes
  - No
4. How do you feel social media affects your self-esteem?
  - It boosts my self-esteem
  - It has no impact on my self-esteem
  - It sometimes lowers my self-esteem
  - It frequently lowers my self-esteem
5. Do you compare your life to the posts and images you see on social media?
  - Rarely or never
  - Sometimes
  - Often
  - Always
6. Have you ever made changes to your physical appearance (e.g., clothing, makeup) to align with social media trends or standards?
  - Yes
  - No
7. How often do you feel pressure to present a "perfect" image of yourself on social media?
  - Never

- Rarely
  - Sometimes
  - Often
8. Have you ever felt excluded or left out due to social media activities or posts?
- Yes
  - No
9. How much time do you spend on social media per day, on average?
- Less than 1 hour
  - 1-2 hours
  - 2-3 hours
  - More than 3 hours
10. Have you ever experienced a decline in academic performance or productivity due to social media usage?
- Yes
  - No

Through these questions, it is quite easy to grasp the relationship of students with social media. Moreover, this questionnaire holds significant importance in improving the precision of the research.

## RESULT

If we consider the results of this survey, it can be seen that many young people nowadays spend a significant amount of time on internet platforms, and their valuable time is often spent online. They encounter various mental issues, but alongside them, some young people only use internet networks for positive purposes, such as gathering information and engaging in learning activities related to different subjects. I will now open up the results of this survey in various spheres.

- **Increased Social Connectivity:** Social media provides teenagers with opportunities to connect with friends, family, and peers. It can enhance social interactions, facilitate communication, and strengthen relationships.

- **Influence on Self-Esteem and Body Image:** Extensive exposure to carefully curated and idealized images on social media platforms may contribute to negative body image perceptions and lower self-esteem among teenagers. Comparisons with others' seemingly perfect lives and appearances can lead to feelings of inadequacy and dissatisfaction.

- **Cyberbullying and Online Harassment:** Social media platforms can be a breeding ground for cyberbullying, harassment, and online abuse. Teenagers may experience negative psychological effects, such as increased stress, anxiety, and depression, as a result of these experiences.

- **Impact on Mental Health:** Excessive social media use has been associated with higher rates of mental health issues among teenagers, including symptoms of anxiety,

depression, loneliness, and poor sleep quality. However, it's important to note that the relationship between social media use and mental health is complex and can vary among individuals.

- **Academic Performance and Productivity:** Research suggests that excessive time spent on social media may be linked to lower academic performance and decreased productivity among teenagers. Frequent distractions, multitasking, and reduced focus on educational activities can contribute to these effects.

- **Information Overload and Misinformation:** With the abundance of information on social media, teenagers may be exposed to misinformation, rumors, and false narratives. This can impact their ability to critically evaluate information and make informed decisions.

From the answers, we can understand that 80 percent of students try to use the Internet regularly during their daily activities. More than 70 percent of young people like to make friends through the internet, be active on various social networks, and get acquainted with videos on various topics. Around 30 percent use the internet for educational purposes.

It's important to emphasize that the effects of social media on teens' behavior can vary widely among individuals. Factors such as individual characteristics, patterns of use, and the quality of online interactions can influence the outcomes. Additionally, positive aspects of social media, such as access to educational resources and support communities, should also be acknowledged.

## DISCUSSION

The effects of social media on teens' behavior have been the subject of extensive research and discussion in recent years. Numerous studies have explored the potential impacts of social media use on various aspects of teenagers' lives, including their mental health, self-esteem, social interactions, and academic performance.

One prominent area of concern is the influence of social media on teens' mental health. Research has indicated that excessive use of social media platforms is associated with higher rates of anxiety, depression, and feelings of loneliness among teenagers. The constant exposure to carefully curated and idealized images on social media can contribute to negative body image perceptions and lower self-esteem. Moreover, cyberbullying and online harassment are prevalent issues, with social media platforms serving as a breeding ground for such behavior, leading to adverse psychological effects on teens. The impact of social media on social interactions and relationships is another important aspect to consider. While social media can provide opportunities for teens to connect with friends, family, and peers, there are concerns



about the quality and depth of these connections. Some studies suggest that excessive reliance on social media for social interactions may lead to a decrease in face-to-face communication skills and a sense of social isolation.

Academic performance is also a topic of interest in the research on social media. Excessive time spent on social media platforms can be a significant distraction and negatively impact teens' focus, attention span, and productivity. Multitasking between social media and academic tasks may lead to decreased academic performance and hinder the development of effective study habits. The dissemination of information and exposure to misinformation are additional concerns. While social media can provide access to a wealth of information, it also exposes teens to misleading or false content. This can challenge their ability to critically evaluate information and make informed decisions, potentially shaping their beliefs and behaviors. It's important to note that the effects of social media on teens' behavior can vary among individuals, and not all outcomes are negative. Some teenagers may utilize social media platforms for positive purposes, such as gathering educational resources, learning new skills, or engaging in supportive communities. To gain a comprehensive understanding of the effects of social media on teens' behavior, researchers employ various methodologies, including surveys, interviews, and longitudinal studies. These approaches help to identify correlations, explore underlying mechanisms, and establish causal relationships between social media use and behavioral outcomes. Overall, the research on the effects of social media on teens' behavior highlights both the potential benefits and risks. It emphasizes the importance of promoting responsible and mindful use of social media platforms, while also fostering digital literacy skills to navigate the online world effectively.

## CONCLUSION

In conclusion, the research on the effects of social media on teens' behaviors highlights a complex and multifaceted relationship. While social media platforms offer opportunities for connectivity, information sharing, and self-expression, they also pose certain risks and challenges to adolescents. The findings suggest that excessive use of social media can have detrimental effects on teens' mental health, including increased rates of anxiety, depression, and feelings of loneliness. The constant exposure to idealized images and the prevalence of cyberbullying contribute to negative body image perceptions, lower self-esteem, and adverse psychological consequences. Furthermore, social media use can impact teens' social interactions by potentially reducing face-to-face communication skills and fostering a sense of social isolation. Academic performance may also be compromised as excessive time spent on social media can lead to distractions, decreased focus, and reduced productivity.

It is crucial to acknowledge that not all effects are negative. Some teens utilize social media for educational purposes, skill development, and positive social connections. Additionally, the research highlights the potential for social media to disseminate information and provide support to communities. To address the challenges posed by social media, it is important to promote responsible and mindful use among teenagers. Encouraging digital literacy skills, teaching critical thinking, and providing guidance on online safety are essential. Parents, educators, and policymakers should collaborate to develop strategies that foster a healthy balance between social media use and other aspects of teenage life.

Further research is needed to delve deeper into specific aspects of social media use and its effects on teens' behaviors. Longitudinal studies can help establish causality and better understand the long-term impacts. By continuously expanding our knowledge in this area, we can develop interventions and guidelines to mitigate the potential negative effects and maximize the positive aspects of social media on teens' behaviors.

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**COMPREHENSIVE ANALYSIS OF STUDENTS' AND TEACHERS'  
ATTITUDES TOWARDS EFFECTS OF AI (ARTIFICIAL INTELLIGENCE)  
ON HIGHER EDUCATION: A MIXED APPROACH**

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**ABSTRACT**

*Artificial Intelligence (AI) is cropping up day by day as an essential part of our developing era. This research paper illustrates a comprehensive analysis of the impacts of AI on higher education finding its alternative influences on educating, learning, and the overall education system. Drawing on recent developments and findings, this paper highlights some positive and negative sides of the usage of AI and the teachers' and students' views on the role of AI and its effects on their work and study.*

*Firstly, the article begins by providing background information about AI like its meaning, main aim, and types. Then, other researchers' opinions and works about AI have been studied. It mentions the advantages and disadvantages of AI and some changes in the education landscape by showing some data about tutoring systems, automated assessment tools, and adaptive learning platforms.*

*Secondly, the survey was conducted to check people's concepts whose work is related to education about AI. In the survey, although AI is being one of the main tools in education, there are still some people who do not have background data about AI. Because of these sorts of misunderstandings of teachers about AI, students are using AI in order to accomplish their tasks by plagiarizing.*

*Finally, studying all the information and research, the views of the targeted population of the survey were discussed. Most of them responded that AI plays a crucial role in education according to its benefits like time-saving, getting reliable information in a short time, and getting feedback.*

## INTRODUCTION

With the development of computer systems and machines, AI has cropped up as the most useful way to make accomplishments much easier. AI or Artificial Intelligence refers to the development of computer systems that can perform tasks that require human intelligence.

Although some different researchers have observed the efficiency and effectiveness of AI on teaching and learning in education, I want to focus on students' and teachers' opinions, not only about opportunities but also the challenges of using this method of studying in higher education. The main aim of this research was to examine the merits and demerits of AI usage by students and educators of higher education.

Let's observe the meaning and main aims of AI. AI stands for Artificial intelligence which is the machine doing several accomplishments like humans. It can carry out some tasks, solve some problems, or give ideas that can be helpful for people and assist them in achieving their goals.

The concept of AI has cropped up since 1950 when it was explained as the ability of machines that can accomplish any task. Everybody realizes that AI is altering every part of our life. It is going to be spread widely all around the world by paving the way for people to think over all information to be combined and analyzed. Today everybody knows that interests are increasing by the day with huge advances. For example, more and more people talk in Generative AI programs like ChatGPT. Since it carries on providing people with immediate responses to their requests, AI can not lose its reputation among people and also learners. Several programs of ChatGPT have been cropping up which are free of charge and are a handful for the public.

We can say that AI is a technology that is an imitation of human skills. For example, problem-solving, conception, and creativity. It can accomplish things that are thought "smart" (Aruna Pattam, 2021). There are a lot of types of AI according to its work and functions. For instance, capabilities, functionalities, and technologies. Now let's look at their differences briefly. First of all, narrow AI does explicit accomplishment while general AI (also known as "Strong AI") shows a huge range of efforts as the same as people like being able to do multifunctional actions and creating machines (Manish Verma, 2023). As for functionality, despite answering quick questions, reactive machine AI is weak in memorizing. However, there is another function of AI that can store memory, it is called limited memory. Limited memory AI can store past information, and it can work effectively in the short term. In the following, we are going to be aware of the new concept of AI which has not been realized yet. Theory of mind AI is related to psychology. It works with emotions and

strives to anticipate people's future lives. It tries to understand feelings, and beliefs and communicate as people.

### METHODOLOGY

This study employs a mixed methods research design to comprehensively investigate the impacts of AI on higher education and people's understanding of it. By combining qualitative insights from interviews with quantitative data from surveys, the research aims to shed light on the complexities and potential implications of AI integration in the higher education landscape. The findings will contribute to informed decision-making processes for institutions, policymakers, and practitioners in harnessing the benefits of AI while addressing the associated challenges.

Firstly, several studies were observed, and then a survey of 11 students and teachers was conducted to know about their views about the influence of AI on education.

The paper consists of distinguished parts. First of all, information was provided related to different experiences of using AI for various purposes from masters of higher education, researchers who conducted studies on this topic, and their opinions about the advantages and disadvantages of AI. The second section shows the analysis of the survey conducted from the targeted population. Finally, the last section presents the implications of integrating AI into higher education.

Now, let's look at and analyze some factors why researchers choose a mixed method given in the following stage:

- Enhanced understanding.

Providing a comprehensive understanding of the research topic can give enough contextual information with numerical data. Quantitative data can offer statistical evidence and generalizability, while qualitative data can provide rich, contextualized insights and help uncover underlying reasons and motivations.

- Comprehensive analysis.

Mixed methods research often involves integrating qualitative and quantitative data during analyzing data. It can provide readers with deep insights, not with general understandings.

- Contextualization.

The information which is gained with the qualitative method can assist readers with performing social and cultural reasons on the topic through interviews or surveys.

In qualitative research, we have studied notions of other researchers according to the merits and demerits of AI on education. Now, we are going to observe their views.

When it comes to the advantages and drawbacks of Artificial intelligence, first of all, the merits of it are going to be observed. Initially, it can be useful for decreasing the number of human errors. Individuals occasionally make some mistakes in discrepant fields whereas artificial intelligence can provide accuracy and exactness (Nikita Duggal, 2024).

In addition, people can work productively within 3 or 4 hours in a day. Some breaks and days off also are needed for humans while robotics can be available at any time. They do not need breaks or time off. Furthermore, they can think quickly and do multiple tasks at a time by providing satisfactory results (N. Duggal, 2024). Another advantage of it is for teachers and lecturers. Currently, most educators prefer using artificial intelligence to save time and work with fast service (Khawlah M. Al-Tkhayneh, Emad M. Alghazo & Dina Tahat 2023. p.106). For instance, artificial intelligence can do some office work like making presentations, and some documents. Additionally, it can check student's tasks and also evaluate them. Of course, this sort of work takes much time, therefore, educators prefer to use them rather than wasting their energy on tasks. AI can help students to check their tasks and also can give feedback to correct their mistakes. Furthermore, students ask anything, anytime, and anywhere, and AI sufficiently answers their questions. AI can give them advice or answers according to their level. This thing is also available (Carlie 2023). Although several people are working and achieving their purpose with the help of artificial intelligence, there are some disadvantages.

It can yield a negative impact on student's self-development because of less communication with teachers. As we know if a student works with an educator while doing some crucial tasks, they can learn some important parts by making mistakes. If they use only artificial intelligence to attain their purpose, they will lose interaction with teachers as they will not make mistakes.

, another drawback of AI is having issues with personal data. As we know, AI involves teachers' and students' personal information. It can decrease the safety of privacy. For instance, Italy prohibited using ChatGPT because of the problem which is mentioned above ( Norbert Annus, 2023, p.3).

As far as I am concerned AI increased the number of plagiarized works among all people even if they are teachers or students. They are asking for their demands, AI is fulfilling them. They can make their presentations and also some crucial accomplishments as it is causing them to lose their professional skills.

In the following research, we have surveyed teachers and students to check their understanding of AI and their opinions about its effects.



## RESULT

In the following stage, you will be aware of the questions of the survey:

1. **Where do you study or work? ( institute, school, educational center)?**

2. **Who are you?**

- Teacher
- Student
- both

3. **How old are you?**

- 18-25
- 26-30
- 31-40

4. **Have you got enough information about AI ( artificial intelligence)**

- yes, I Have
- No, I haven't. What is it?
- Not much. I heard it, but I don't know

5. **What do you think is good for teachers?**

6. **Is it good for students?**

7.

**How familiar are you with the concept of artificial intelligence ( AI) in the context of higher education?**

- I am familiar enough
- I am not familiar enough

8.

**Have you noticed any changes in the way AI is being used in higher education?**

- Yes. There are too many changes
- No. Nothing has changed

9.

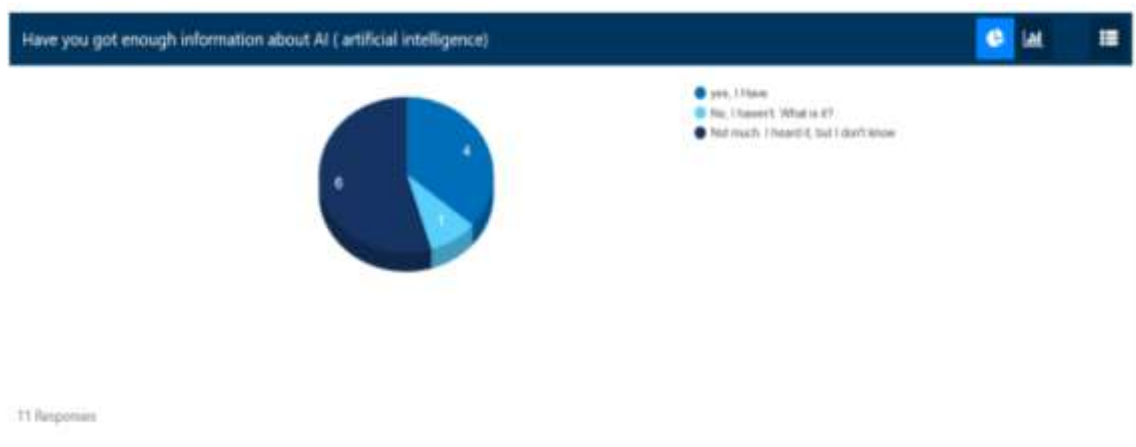
**Are you aware of any specific AI-based tools, or platforms that are being used in higher education?**

- yes
- no

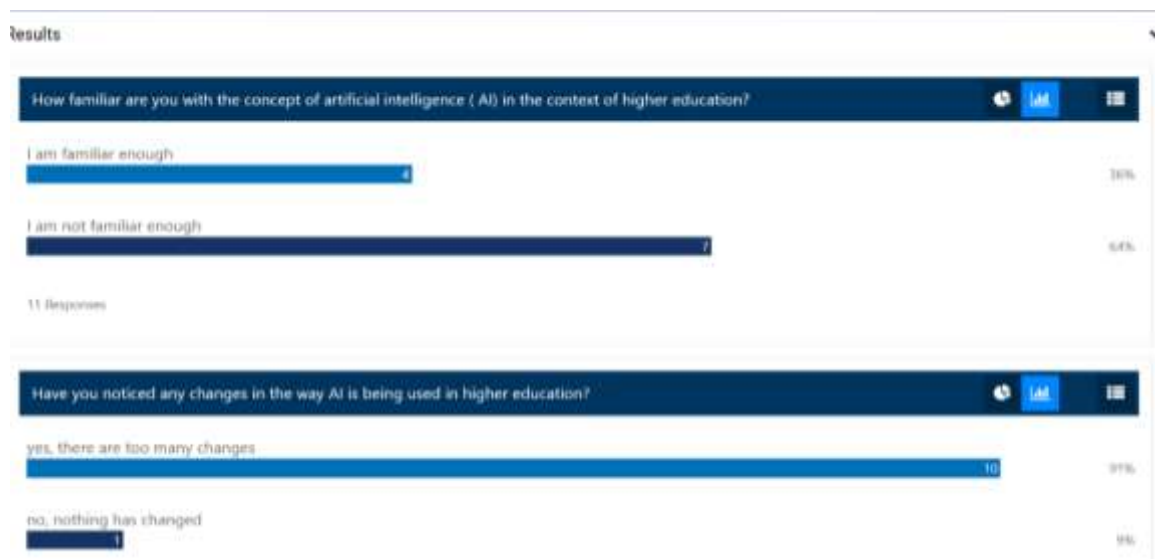
10. **To what extent do you believe AI technology can enhance personalized learning experiences for students in higher education?**

11. **How do you perceive the overall impact of AI on the future of higher education?**

I surveyed 12 students and teachers of the institute and educational center who are 18-41 years old. I chose to work with them as they are studying and working in education and might have enough information about AI rather than other people.



In the answers to the survey, we can see that more than half of respondents have enough understanding about AI whereas a third of them heard about AI but do not have information about the main aim of AI. Only 1 respondent has no data about it.



As we can see, at the beginning of the survey around 50 % percent of respondents had enough information about it but now when it comes to the concept of

AI in the context of higher education the trend made up 36%. I can easily say that in our country most people are not fully aware of AI. Although, they know about robots, virtual assistants, and also the purposes of AI in commerce and medicine, they do not have an adequate understanding usage of AI in higher education. Therefore, they do not know the alterations that made our education very different from the past.

Yes 3 responses

Exactly

I am not sure it is good or bad, but without AI as well teachers can do their work I think with the help of books and internet websites too.

Yes of course

Using computers enough

Sure

It is good for teachers

Absolytely

Yes it is very good

11 Responses

Is it good for students? AI Analysis

Yes 4 responses

For sure

I would say somehow good. They can check their writings with the help of AI and also sometimes learn new things.

Somehow

I don't know

Partly

Certainly

Yes I think so

All of them think that AI is good for themselves because it makes their tasks easier and more effective.

To what extent do you believe AI technology can enhance personalized learning experiences for students in higher education? AI Analysis

Yes 2 responses

In many ways, that's for reference letters, resumes and even research papers

It can help somehow. But in many times , students use AI even to do their homeworks or tests instead reading and finding by themselves

Completely agree

?

Of course

It offer more facilities and convinients

It is very good 🍌

More information

10 Responses

How do you perceive the overall impact of AI on the future of higher education AI Analysis

If used properly it will have positive effect

It gives as good resluts if we both teachers and students use it properly

Big

Very high

😊

I didn't think about it

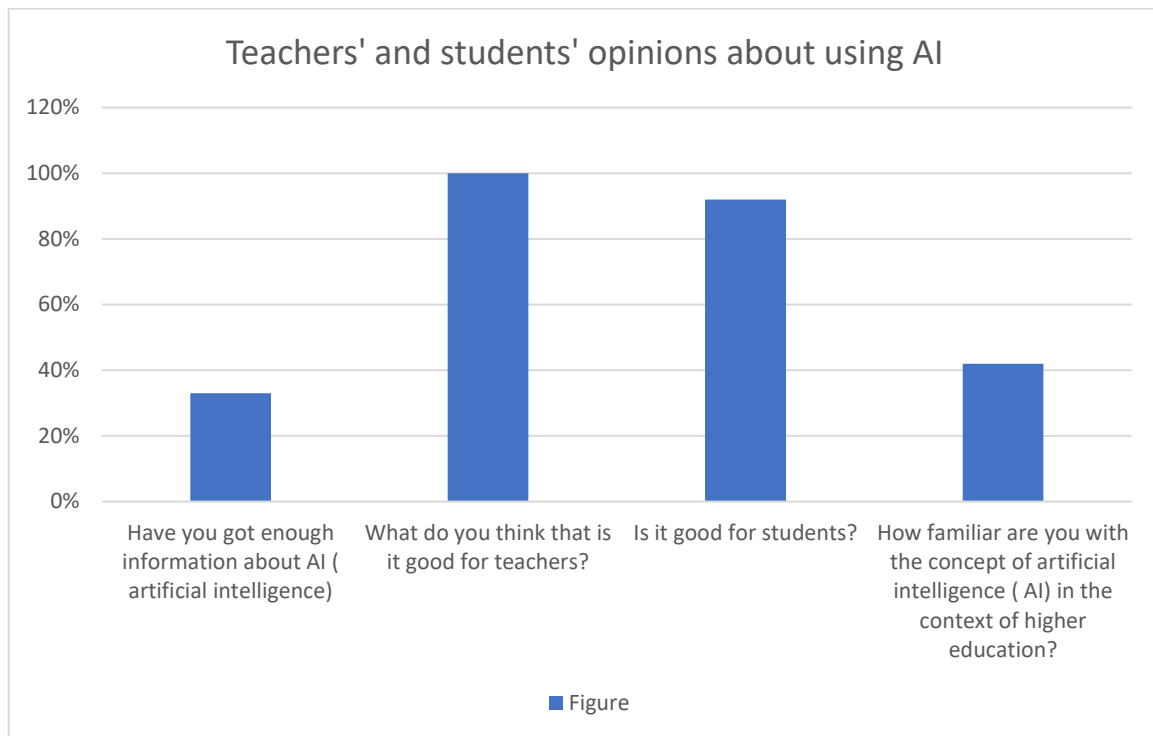
Good

There is no any impact

Positive

8 Responses

They know some advantages and most of them expect AI will be used more widely in the future.



The given bar chart illustrates the opinions and general understanding of teachers and students. Obviously, in our country, most people do not have enough information and understanding about artificial intelligence.

First of all, in the first bar, we would like to know about respondents' background knowledge about AI. Only a third of the targeted population has adequate information about AI. Since AI has been appearing moderately in our country, many people only heard about it without knowing its aim and function. Then, in the following stage, respondents were asked whether using AI is good for teachers in education or not. All of the teachers and students agreed educators to use AI in education according to some benefits. In the next trend, the same question was asked but not for teachers, or students. Accounting for 92 %, nearly all of the respondents thought that utilizing AI is useful for students. Finally, we wanted to check their idea about AI in the context of higher education.

The trend for it constituted 42% and showed there is still have inadequate understanding of using AI in higher education.

**DISCUSSION**

As we can see from our survey, most respondents of the targeted population agreed on the view of utilizing AI in higher education because of some provided

benefits. As it is widely accepted that, AI has the greatest role in education by changing our education system. In the following stage, I am going to give some suggestions to use AI in a positive way in education.

First of all, AI can be a productive way for students to accomplish their tasks, and ask some things which they find difficult while carrying out some crucial tasks. Students can get a huge amount of reliable information with the help of AI. Despite providing these sorts of benefits, AI can give students to work in their comfort zone also. Students do not have to expend their time to go somewhere or face some issues to find satisfactory results.

Secondly, AI can be a tutor for everyone as it explains information deeply. It gives students virtual assistants, guidance, and study tips. Virtual assistants like ChatGPT give immediate responses to questions. It can give some feedback and broaden explanations which can help students avoid making mistakes.

Another benefit of AI according to people's view is for students who are not physically active. They can study and learn with the help of AI without a teacher. In this case, they do not need a special educator or are facing difficulties in getting reliable information or asking for tips.

## CONCLUSION

To sum up, artificial intelligence is leading to create humungous alterations in education. Even though there are some negative sides of robots of artificial intelligence, there are several benefits sides to utilize in the education system. While there are some demerits of AI creating some challenges to people like finding job vacancies in adequate numbers, the merits of it outweigh over disadvantages.

Firstly, they can personalize the learning experience by catering to individual needs and preferences. Adaptive learning systems can analyze student data and provide tailored content, feedback, and support, leading to improved academic outcomes. Additionally, AI can automate administrative tasks, freeing up valuable time for educators to focus on teaching and engaging with students. Furthermore, AI can facilitate access to education, breaking down barriers of time and distance.

Moreover, AI can revolutionize research in higher education by analyzing vast amounts of data, identifying patterns, and generating insights that can accelerate scientific discoveries and innovation. AI-powered tools can also aid in plagiarism detection, ensuring academic integrity. However, it is crucial to address potential challenges associated with AI in higher education. Ethical considerations such as data privacy, algorithmic bias, and the responsible use of AI must be prioritized. Institutions need to invest in training educators and students to develop the necessary digital literacy skills to navigate the AI-driven landscape effectively.

It is important to note that some individuals are not utilizing the benefits of AI in higher education for the intended purpose. Instead, they use AI to complete tasks without putting in the necessary effort themselves. This often leads to the use of plagiarized data, which negatively impacts productivity and reliability. In my perspective, students should work on their skills and avoid relying completely on AI technology.

In summary, AI has the potential to enhance learning experiences, improve administrative processes, and foster innovation in higher education. While challenges exist, a proactive and responsible approach to integrating AI into higher education can lead to a more inclusive, personalized, and efficient educational ecosystem. By embracing AI technologies and leveraging their potential, higher education institutions can prepare students for the demands of the future and contribute to societal progress.

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## DAVLAT BOSHQARUVIDA QONUNIYLIKNI TA'MINLASHDA SUD NAZORATINING TUTGAN O'RNI

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“Sud ostonasiga qadam qo‘ygan har bir inson, O‘zbekistonda adolat hukm surayotganiga to‘la ishonch hosil qilishi kerak. Aks holda, buyuk nemis faylasufi Immanuel Kant aytganidek, “Adolat yo‘qolgan paytda, hayotning qadrini belgilaydigan boshqa hech narsa qolmaydi”.  
*O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev*

### ANNOTATSIYA

*Mazkur magistrlik dissertatsiyasi davlat boshqaruvida qonuniylik tushunchasi, qonuniylikni ta'minlash usullari, nazorat va kontrol tushunchalari, xususiyatlari, davlat boshqaruvida qonuniylikni ta'minlashda sud nazorati tushunchasi va o'ziga xos xususiyatlari, davlat boshqaruvida qonuniylikni ta'minlashda Konstitutsiyaviy va ma'muriy sud nazoratining tutgan o'rni, bu borada xorijiy davlatlar qiyosiy tahlili, davlat boshqaruvida qonuniylikni ta'minlashda sud nazoratining huquqiy asoslari yoritib berilgan. Konstitutsiyaviy va ma'muriy sud ish yurituvini rivojlantirish bo'yicha tavsiya va takliflar berilgan.*

**Kalit so'zlar:** *Qonuniylik, ko'ppartiyaviylik, huquq, Xalq qabulxonalari, jaholat, ma'rifat, vatanparvarlik, taraqqiyot strategiyasi, milliy g'urur, qadriyatlar, davlat ramzlari.*

Bizga ma'lumki, O'zbekiston Respublikasini “2017–2021 yillarda rivojlantirish bo'yicha Harakatlar strategiyasi”ning ikkinchi yo'nalishi bo'lmish “Qonuniylikni ta'minlash va sud huquq tizimini takomillashtirish” sohasida olib borilayotgan islohotlar samarasini yanada oshirish, sud-huquq tizimini yanada takomillashtirish,

davlat boshqaruvida qonuniylikni taminlashda sud nazoratini kuchaytirish, fuqaro va tadbirkorlarning huquq va qonuniy manfaatlarini ishonchli himoya qilish choralarini kuchaytirish, odil sudlovni samarali ta'minlash hamda sudyalar hamjamiyati rolini oshirish bo'yicha izchil ishlar olib borilmoqda. O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyev 2020 yil 24 yanvar kuni Oliy Majlisga murojaatnomasida "Sud ostonasiga qadam qo'ygan har bir inson, O'zbekistonda adolat hukm surayotganiga to'la ishonch hosil qilishi kerak. Aks holda, buyuk nemis faylasufi Immanuel Kant aytganidek, "Adolat yo'qolgan paytda, hayotning qadrini belgilaydigan boshqa hech narsa qolmaydi". Bu haqiqatni hech qachon unutmasligimiz kerak. O'zbekistonda sudyalar qonunlarning tolmas himoyachilari, adolatning mustahkam ustunlari bo'lishi lozim"<sup>1</sup> – degan fikrni ilgari surdi.

Davlat boshqaruv sohasida qonuniylikni ta'minlashda sud organlari nazoratini ta'minlash borasida chuqur islohatlar o'tkazish, sudyalar mustaqilligini ta'minlash bugungi kunda muhim bo'lgan masalalardan biri bo'lib qolmoqda. Shu bois mamlakatimizda davlat boshqaruvida qonuniylikni ta'minlashda sud nazoratini tizimli o'rganish barobarida, yuridik fan va amaliyot nuqtai nazaridan asoslantirilgan xulosa, taklif va tavsiyalarni ishlab chiqish dolzarb vazifa hisoblanadi.

Davlat ushbu funksiyani amalga oshirish uchun quyidagi yo'nalishlarda faoliyat ko'rsatadi:

*birinchidan*, aholining huquqiy ongi va huquqiy madaniyatini shakllantirish;

*ikkinchidan*, qonunlar ijrosini ta'minlash va ular ustidan qat'iy nazorat o'rnatish;

*uchinchidan*, fuqarolarni konstitutsiyaviy huquqlar va erkinliklar bilan ta'minlaydigan qonunchilikni yaratish;

*to'rtinchidan*, huquqni muhofaza qilish organlari tizimini shakllantirish;

*beshinchidan*, qonunchilik va huquqiy tartibotni mustahkamlash.

Qonun va qonunosti hujjatlariga to'la rioya etishni ta'minlovchi vosita va sharoitlar qonuniylikning kafolatlari hisoblanadi. Bunday kafolatlarning ijtimoiy-iqtisodiy, siyosiy, tashkiliy, mafkuraviy, maxsus yuridik jihatlari bor. Jamiyatning iqtisodiy rivojlanish darajasi, turli shakldagi mulkchilik. jamiyatdagi iqtisodiy erkinliklar qonuniylikning ijtimoiy-iqtisodiy kafolati bo'ladi.

Davlat boshqaruvida qonuniylikni ta'minlashda davlat boshqaruvi organlari tomonidan qo'llaniladigan bir necha usullar mavjud.

<sup>1</sup> O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoevning Oliy Majlisga Murojaatnomasi, 2020 yil 24 yanvar. //url: <https://prezident.uz/>

Shu jumladan, bu borada mamlakatimizda qonuniylikni ta'minlashda davlat boshqaruv organlari huquqiy asoslarini yaratish va yaratilganlarini qayta ko'rib chiqish masalasi qo'yilmoqda. Davlat boshqaruvida qonuniylikni ta'minlashda Prezidentlik instituti ham muhim rol o'ynaydi. O'zbekiston Respublikasi Konstitutsiyasining 93-moddasiga muvofiq O'zbekiston Respublikasi Prezidenti fuqarolarning huquqlariga va erkinliklariga, O'zbekiston Respublikasi Konstitutsiya va qonunlariga rioya etilishining kafilidir deb belgilab qo'yilgan. Bu borada Prezident virtual qabulxonasi tashkil etildi. Bugungi kunga kelib Prezident virtual qabulxonasiga 4 million 988 960 ta murojat kelib tushgan va shulardan 4 million 882 125 tasi ko'rib chiqilgan<sup>1</sup>.

Davlat boshqaruvi jarayonida qonuniylikni ta'minlashda sud organlari ham alohida ahamiyatga ega. Shuning uchun ham so'ngi yillarda sud tizimida ham keng islohatlar amalga oshirilmoqda. Misol uchun O'zbekiston Respublikasi Prezidentining 2020 yil 24 iyuldagi "Sudlar faoliyatini yanada takomillashtirish va odil sudlov samaradorligini oshirishga doir qo'shimcha chora-tadbirlar to'g'risida"gi PF-6034 sonli farmoni sud tizimini yangi bosqichga olib chiqdi. Bunda sud tizimi qayta takomillashtirilib, vazifalar aniq taqsimlanib, sud mustaqilligi ta'minlandi. Bu islohotlar inson huquqlari va qonuniy manfaatlarini himoya qilishda muhim qadam bo'ldi.

O'zbekiston Respublikasi Konstitutsiyaviy sud normativ huquqiy hujjatlarni Konstitutsiyaga nomuvofiqligi bo'yicha huquqiy javobgarlik mexanizmini takomillashtirish;

Konstitutsiyaga nomuvoffiq bo'lgan normativ huquqiy hujjat yoki uning bir qismini bekor qilish, o'zgartirish yoki qo'shimcha kiritish mexanizmini yanada rivojlantirish;

Ma'muriy sudlar tomonidan ishlarni ko'rishda buzulgan huquqlarni tiklash usullarini yanada kengaytirish;

Idoraviy normativ huquqiy hujjatlarni ma'muriy sud tomonidan haqiqiy emas deb topilgan g'ayriqonuniy hujjatni bekor qilish yoki o'zgartirish mexanizmini rivojlantirish.

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<sup>1</sup> [https://pm.gov.uz/oz#/\(murojat etilgan sana: 15.04.2021\).](https://pm.gov.uz/oz#/(murojat%20etilgan%20sana%3A%2015.04.2021))

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## THE IMPACT OF SOCIAL MEDIA ON ACADEMIC PERFORMANCE AND STUDENT WELL-BEING IN HIGHER EDUCATION

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### ABSTRACT

*This study explores the impact of social media on academic performance and student well-being in higher education through a mixed-methods approach. Findings indicate that social media is widely used for academic purposes, with students recognizing its influence on academic performance, peer connection, and well-being. While social media enhances access to educational resources and contributes to academic achievement, its impact on time management skills and stress levels varies among students. Educators and institutions may need to support students in navigating the benefits and challenges of social media to promote a balanced and productive learning environment.*

**Key words:** *Social media, academic performance, well-being, higher education, analysis, potential, stress, findings.*

### INTRODUCTION

In recent years, the universality and influence of social media among the students have become increasingly significant. Platforms such as Facebook, Instagram, Tik Tok, and Twitter offer students opportunities to connect, communicate, and share information. While social media can provide valuable networking chance and access to resources, there is growing concern about its potential risk on academic performance and student well-being in higher education settings.

This research paper aims to explore the complex relationship between the use of social media, academic performance, and the well-being of students. The prevalent nature of social media in students' lives creates important questions about how it may be affecting their ability to focus on academic responsibilities and maintain a healthy

balance between online and offline activities. Through a comprehensive literature review, this paper will examine existing research on the effects of social media on student learning outcomes, connection with course material, and overall academic performance.

Furthermore, it will investigate the possible link between frequent social media usage and increased levels of stress, anxiety, and feelings of isolation among students. Additionally, this study will investigate how educators, institutions, and students themselves can tackle the issues presented by social media and employ its advantages to improve learning experiences and mental well-being. By understanding the influences on students' social media usage and identifying successful strategies for promoting responsible online behavior, this paper aims to offer valuable knowledge for supporting student achievement and holistic development in higher education. In conclusion, this goal of this research paper is to enhance our comprehension of how social media affects academic success and student well-being in higher education, and to provide practical recommendations for creating a positive and productive digital learning environment for students.

## LITERATURE REVIEW

Social media has become an integral part of daily life for many individuals, especially for higher education learners. With the rise of social networking platforms such as Facebook, Instagram, and Snapchat, students are constantly connected to their peers and the world around them. While social media offers numerous benefits, such as increased communication and collaboration opportunities, it also poses potential challenges for students' academic performance and well-being. Some of these studies reported positive association between social media usage and student academic performance while other studies reported negative association between social media usage and student academic performance. We observed that studies that showed positive effects were mostly earlier than those that reporting negative effects. Several studies have explored the relationship between social media use and academic performance in higher education. A study by Junco (2011) found that students who spent more time on Instagram had lower GPAs compared to those who spent less time on the platform. The study suggested that excessive use of social media may disturb students from their academic responsibilities and impact their ability to focus on their studies. Similarly, a study by Kirschner and Karpinski (2010) found a negative correlation between Instagram use and academic performance, with students who reported spending more time on the platform also reporting lower GPAs. The study suggested that the constant distractions and interruptions from social media may



obstruct students' ability to concentrate on their coursework and negatively impact their academic achievement. In addition to academic performance, social media use has also been linked to student well-being in higher education. A study by Sidani, Shensa, Radovic, Miller, Colditz, and Primack (2016) found that excessive use of social media was associated with higher levels of stress and anxiety among college students. The study suggested that the pressure to constantly stay connected and engage with social media may contribute to feelings of exhaustion and burnout among students. Furthermore, social media use has been linked to sleep disturbances and decreased mental health among college students. A study by Levenson Shensa, Sidani, Colditz, and Primack (2016) found that students who spent more time on social media reported poorer sleep quality and higher levels of depression and anxiety. The study suggested that the constant exposure to social media may disrupt students' sleep patterns and negatively impact their overall well-being.

## **METHOD**

According to the literature, it is found that mentioned studies have been conducted to focus on exploring the impact of social existence factors in social networking sites on students' well-being and their academic performance. The above studies as discussed more focus on the students' intention to use and the reasons of using social networking sites in their daily lives. Therefore, more emphasis should be placed on investigating how social networking sites can positively contribute to students' academic purposes. In addition, from the literature, it can be found that almost all studies have used statistical approaches for data analysis. The study will involve recruiting college or university students from various disciplines and academic levels (undergraduate and graduate students) to participate in the research. The survey will target a different age group of students to ensure a thorough examination of how social media influences academic performance and student well-being in higher education.

### **Quantitative Survey**

Participants will be asked to complete a survey questions that includes about social media usage habits, academic performance, and their success. The survey will be organized online to establish convenience and accessibility for participants. Questions will relate topics such as frequency of social media use, types of social media platforms used, time spent on social media, academic grades, study habits, stress levels, and overall happiness. In order to assess how social media impacts academic performance, we identified specific factors known as social media influence factors, including: time, platforms, friends, groups. Time refers to the amount of time a customer spends on Internet, also variety of platforms is used, friends and groups refer

to the number of friends and groups on social media. We believe that these kind of essential elements affecting student academic performance and their well-being. This survey will identify students' conditions and students engaging in curricular and extra-curricular activities. The survey questionnaire will be distributed to 100 sample of undergraduate and graduate students from various disciplines. Participants will be encouraged to provide honest and detailed responses to each question to ensure the reliability and validity of the collected data.

The questionnaire might be included following questions, if the survey include group discussion or interview:

1. How frequently do you use social media platforms for academic purposes?
2. To what extent do you believe that social media usage affects your academic performance?
3. Have you ever experienced distractions from social media while studying?
4. Do you feel that social media positively impacts your well-being as a student?
5. How often do you engage in social interactions related to your academic studies on social media?
6. In your opinion, does social media play a role in connecting you with peers for academic collaboration?
7. Have you noticed any correlation between your social media activity and your level of stress or anxiety as a student?
8. How do you perceive the influence of social media on your time management skills for academic tasks?
9. Do you believe that social media enhances your access to educational resources or information?
10. To what extent do you think that social media contributes to your overall academic success and satisfaction as a student in higher education?

### **Data collection**

- Interviews: In-depth interviews will be conducted with a subset of students to gain detailed insights into their personal experiences and perspectives on how social media affects their academic performance and well-being.
- Focus Groups: Focus group discussions will be organized with students to facilitate group interactions and explore shared experiences related to social media usage in the academic context.
- Observations: Observations of students' social media behavior in real-time will be conducted to gather practical insights on how they engage with social media platforms and its potential impact on their academic performance and well-being.

Ensure informed consent from participants before data collection, maintain confidentiality and anonymity, and adhere to ethical guidelines throughout the research process. By employing a mixed-methods approach and incorporating diverse data collection methods, this study aims to provide a nuanced understanding of how social media impacts academic performance and student well-being in higher education.

## RESULT

This table indicates in which aspect the groups are active in numbers. A survey was conducted with 100 students from each group.

No	401GROUP	402 GROUP	403 GROUP
TIME	<b>78 student</b>	<b>86 student</b>	<b>82 student</b>
PLATFORMS	<b>91 student</b>	<b>99 student</b>	<b>98 student</b>
FRIENDS	<b>77 student</b>	<b>79 student</b>	<b>82 student</b>
GROUPS	<b>95 student</b>	<b>91 student</b>	<b>66 student</b>

After analyzing the survey data collected from undergraduate and graduate students on the impact of social media on academic performance and student well-being in higher education, several key findings emerged:

1. Frequency of Social Media Usage: The majority of students reported using social media frequently or always for academic purposes, indicating that it has become an integral part of their educational experience.
2. Perception of Social Media’s Impact on Academic Performance: A significant portion of students believed that social media usage had a moderate to significant impact on their academic performance, with distractions being a commonly reported issue.
3. Connection with Peers and Academic Collaboration: Students acknowledged the role of social media in connecting them with peers for academic collaboration, highlighting its value in facilitating communication and group work.
4. Influence on Well-being: While some students perceived social media as positively impacting their well-being as a student, a notable proportion reported experiencing stress and anxiety related to their social media activity.
5. Educational Resources and Time Management: Many students agreed that social media enhances their access to educational resources and information, but opinions were divided on its influence on time management skills for academic tasks.
6. Overall Satisfaction and Academic Success: The majority of students believed that social media contributes moderately to significantly to their overall academic success and satisfaction as a student in higher education.

These findings suggest a nuanced relationship between social media usage, academic performance, and student well-being in higher education. Educators and institutions may need to consider implementing strategies to help students navigate the benefits and challenges of social media to foster a balanced and productive learning environment.

**Questionnaire  
Appendix**

Social media is now an essential part of our daily lives. It is crucial for us as a society to examine and comprehend the impact of social media on us. This brief questionnaire aims to achieve that goal. Your answers will remain anonymous and will not be shared with any other use

Kindly tick the appropriate answer to each question:

1. Gender

<b>Male</b>	<input type="checkbox"/>
<b>Female</b>	<input type="checkbox"/>

2. Age Group

<b>Below 20 years</b>	<input type="checkbox"/>
<b>20 to 35</b>	<input type="checkbox"/>
<b>Above 35</b>	<input type="checkbox"/>

3. How many hours a day do you typically spend on social media?

<b>Approximately 1 hour</b>	<input type="checkbox"/>
<b>Approximately 3 hours</b>	<input type="checkbox"/>
<b>Approximately 5 hours</b>	<input type="checkbox"/>
<b>More than 5 hours</b>	<input type="checkbox"/>

4. How many social media platforms do you actively use?

<b>1</b>	<input type="checkbox"/>
<b>2</b>	<input type="checkbox"/>
<b>3</b>	<input type="checkbox"/>
<b>4</b>	<input type="checkbox"/>

5. Which social media platform do you use frequently?

<b>Telegram</b>	<input type="checkbox"/>
<b>Facebook</b>	<input type="checkbox"/>
<b>Instagram</b>	<input type="checkbox"/>

<b>Twitter</b>	
<b>YouTube</b>	
<b>If other</b>	

6. Roughly how many friends are you connected with on social media?

<b>Above 100</b>	
<b>Above 250</b>	
<b>Above 400</b>	
<b>Above 600</b>	

7. How many social media groups are you a member of?

<b>5</b>	
<b>10</b>	
<b>15</b>	
<b>If other have</b>	

8. How much time do you spend studying independently in daily basis?

<b>1 hour</b>	
<b>2 hours</b>	
<b>3 hours</b>	
<b>4 hours</b>	
<b>If other</b>	

### CONCLUSION

In conclusion, the research on the influence of social media on academic performance and student well-being in higher education reveals a complex relationship. While social media offers advantages such as enriched connectivity and access to educational resources, it also presents challenges like distractions and impacts on time management skills. The findings suggest that students understand social media as playing a significant role in their academic experience, influencing their academic performance, well-being, collaboration with peers, and total satisfaction.

Moving forward, it is essential for educators and institutions to acknowledge the impact of social media on students and implement strategies to help them navigate these digital platforms effectively. By promoting responsible and balanced social media use, fostering communication and collaboration through these platforms, and encouraging students in managing distractions and maintaining focus on academic tasks, higher education can establish a positive and conducive learning environment for student success.

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## ALISHER NAVOIY ASARLARIDA SUV LEKSEMASINING IFODA IMKONIYATLARI

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***Annotatsiya.** Mazkur maqolada Alisher Navoiy asarlarida suv leksemalarining, gidronimlarning qo‘llanishi va ularning ma‘nolari haqida qisqacha ma‘lumot beriladi.*

***Kalit so‘zlar:** yorug‘lik, go‘zallik, yomg‘ir, baliq, dard, iztirob, tozalamoq, bulut.*

***Аннотация.** В данной статье представлена краткая информация об использовании водных лексем, гидронимов и их значений в произведениях Алишера Навои.*

***Ключевые слова:** свет, красота, дождь, рыба, боль, страдание, уборка, облако.*

***Annotation.** This article provides brief information about the use of water lexemes, hydronyms and their meanings in the works of Alisher Navoi.*

***Keywords:** light, beauty, rain, fish, pain, suffering, cleaning, cloud.*

Navoiy asarlarida suv so‘zi yo‘q bo‘lmoq, erib bitmoq, ro‘yo (xom-xayol), go‘zallik, ma‘shuqa, Alloh vasli, ishq-muhabbat, mehr-muhabbat, ko‘z yoshi, yor ko‘zi, yor labi, bo‘sa olmoq, may, yorug‘lik, poklik, shudring (suvi dona), yomg‘ir tomchisi, qut-baraka, tiriklik (abadiy hayot), singari ma‘nolarini ifoda etgan. Quyida ulardan parchalar keltiramiz.

Kamoli sur‘atidin sarvi gulro‘

Ravon aylab uzori o‘tidin suv. (“Farhod va Shirin”)

Ushbu baytda oshiq yorni ko‘rganida go‘zalliging, tik va sarv misoli qomating mening yuragimni kuydiradi. Bu misralarda go‘zal yor Alloh timsolida ifodalangan. Kishining Allohga bo‘lgan muhabbati nazarda tutilgan.

Yog‘ib istig‘no sahobidin yog‘in,

Yuz tuman olamni suv eltur sog‘in. (“Lison ut-tayr”)

Ushbu baytda esa Allohning amri bilan qut-baraka yomg‘iri yog‘ib olamga fayz, barokat bag‘ishlaydi. Suv olamdagi jamiki tirik mavjudot va insoniyat uchun kerakli noz-ne‘matlar yaratuvchisi timsolida tasvirlangan.

Qachonkim topib suv aro sham‘i mehr

Ki, lu‘bat ayon aylar erdi sipehr. (“Saddi Iskandariy”)

Oshiq may (suv)ni oshiqib ichadi ya‘ni may bu yorning labi. Yordan bo‘sa olgan oshiq ma‘shuqaning mehrini qozonadi. Bu baytdagi may bu Allohga bo‘lgan ishq ma‘nosini ifodalagan.

Chu bi xosiyat bo‘lmay ul suv aro,

Nihon aylab o‘zni qorong‘u aro. (“Saddi Iskandariy”)

Bu baytda suv yorug‘lik ma‘nosida qo‘llangan. Yorug‘lik va zulmat yonma-yon bo‘lganidek, qiyinchilik bilan erishilgan muhabbatning mevasi shirin bo‘ladi. Umrini Alloh yo‘lidagi ibodatga bag‘ishlagan insonning hayot yo‘li yorug‘ bo‘ladi.

Baliq holi bu bo‘lg‘ay suvdin ayru

Ki, tolrimoqdin o‘lg‘ay istabon suv. (“Farhod va Shirin”)

Xalqimizda “Yaxshilik qil suvga sol, baliq bilar, baliq bilmasa, xoliq bilar” degan maqol bor. Suv poklik ya‘ni barcha yomon narsalarni yaxshilikka o‘zgartiruvchi yaratq sifatida ifodalangan. Yaxshilik qil, inson yaxshiligingni bilmasa Alloh unga guvoh, barcha qilgan savoblarni ezgulik ila sizga qaytaradi. Demak, suv bu o‘rinda Alloh, baliq esa inson ma‘nosida ifodalangan. Baliq suvsiz yashay olmaganidek, oshiq ham ma‘shuqasiz yashay olmaydi.

Ko‘zum yoshardi ayon bo‘lg‘ach ul jamoli badi‘,

Bulutg‘a suv to‘lar ul damki, bo‘ldi fasli rabi‘. (“Badoyi‘ ul-bidoya”)

Yorning jamolini ko‘rib, ko‘zimdan yoshlar oqdi. Bu oqqan yosh xuddi Allohning yuzini, vasfini ko‘rganda bulut suvga to‘ladi.

Qatra xo‘ylar ichra ul orazni ko‘rdum, ey rafiq,

O‘limgim ermas ajabkim, suvga tushmish axtarim. (“Badoyi‘ ul-bidoya”)

Ko‘pdan-ko‘p xayollar surib, suv yuzida bir go‘zalni ko‘rdim. U go‘zalni axtarib suvga tushdim. Suvga tushish vaqtida hech narsani hatto o‘lishimni o‘ylamasdim, lekin u ro‘yo ekanligini bildim. Bu baytda suvda Allohning yuzini ko‘rish ma‘nosi ifodalangan. Shu asosda “Suv Allohning yuzi” maqoli yuzaga kelgan.

Niyoz ashkin to‘kub Farhodi g‘amnok,

Burun ul suv bila g‘usl aylabon pok. (“Farhod va Shirin”)

Shiringa etish dardi bilan yashagan Farhod ko‘z yosh to‘kib, ko‘nglidagi g‘amlarni oz bo‘lsada oritdi, ko‘nglini pokladi. Bu baytda suv poklamoq, tozalamoq ma’nosini ifoda etgan.

Ko‘ksun uzra neki marham erdi, ashk oqizdi, voy,

Kim salomat tarhin ul suv birla vayron ayladim. (Badoyi’ ul-bidoya)

Ko‘nglimda neki bo‘lsa hammasini ko‘z yoshi bilan oqizdim, salomatlikni ham suv bilan vayron etdim. Ushbu misralardagi suv Alloh yo‘lida chekilgan dard yoki iztirob ma’nosi ifodalangan.

Magar bo‘ldi quyun tufrog‘ ila el, may suv birla o‘t

Yasarda masti sargardon Navoiy xilqati zorin. (“Badoyi’ ul-bidoya”)

Shamol bo‘lgandagina quyun paydo bo‘lib, insonlar kayfiyatini o‘zgartirganidek, May ham aslida suv, lekin o‘t kabi yondiradi, insonlar kayfiyatini ko‘taradi. Bu misralarda may Allohga bo‘lgan ishq ma’nosini ifodalagan.

Zulm ahli xalq qoni uchun til uzatmog‘i

Bor uylakim sibo‘ ichar suvni til bila. (“Badoyi’ ul-bidoya”)

Xalqimizda “Daryo to‘la suv, it tili bilan yalar” degan maqol bor. Itning suvni tili bilan yalashi zulm ahlining oddiy xalqni azoblashiga o‘xshatiladi.

Gul ichra shabnam ila xurdadur suvu dona,

Magarki qaydig‘a bulbulnung etti tazvire. (“Badoyi’ ul-bidoya”)

Shabnam donalari gulga tushganda chiroyli ko‘rinadi. Bu ko‘rinish bulbulni shaydo qiladi. Gulning yuzida suv donalari uning go‘zalligini yanada oshiradi. Bulbul oshiq, gul ma’shuqa. Allohga etishdagi oshiqqlar uning go‘zalligini ko‘rib, yanada etishishga intiladilar.

Soqiy, ul uchmoq suvini bedarang

Tutki, erur do‘zax o‘ti anda rang. (“Hayrat ul-abror”)

Jannat tiriklik ramzi sanalgan yashil rangda, may ichish (Allohga etish) orqali jannatga borish mumkin. Do‘zax o‘ti yondiradi, xuddi tutning rangiga o‘xshab qora.

Dag‘dag‘asi suvni jahongard etib,

Sarsari tufrog‘ni xud gard etib. (“Hayrat ul-abror”)

Momaqaldiroq guldirab, jahonga dag‘dag‘a solayotganday yomg‘ir yog‘ib erdagi changlarni yotqizgani singari agar oshiq yorga etishsa, oshiq kayfiyati shu qadar ko‘tarinki ruhda bo‘ladi.

Bo‘ldi chu farrosh nasimi shamol,

Septi bulut ham suvni saqqo misol. (“Hayrat ul-abror”)

Go‘yo shamol urning farroshi, yomg‘ir esa g‘uborlarni yo‘qotuvchi bo‘lganidek, yor oshiq ko‘nglining farroshi va g‘am-anduhlardan forig‘ etuvchidir. Bu o‘rinda suv yomg‘ir ma‘nosini ifodalagan.

Jonki chekar zulm, dame shod etay,

Tan uyin ul suv bila obod etay. (“Hayrat ul-abror”)

Yorga etolmaslik zulmidan qiynalgan oshiq ma‘shuqaga etgan chog‘da undan bo‘sa olsa, ko‘ngli shod bo‘ladi, butun vujudi obod bo‘ladi.

Tiniq mayni may tog‘orasidan shunday ichamanki, bulut daryodan suvni shunchalik icholmaydi. U ko‘z jafu qilishga qaror berib, bedod qilish bilan uyquga ketadi, shuning uchun ko‘nglimu ko‘zimdan qaroru uyquni olib ketdi (“Devoni Foni”)

Allohga muhabbatim shunchalik kuchliki, hatto bulut daryodan suvni shunchalik kuch bilan icholmaydi. Alloh menga visolini ko‘rsatmaslikka qaror qildi, jabr qildi. Shuning uchun ko‘nglim va ko‘zim uyquni tark etib, butkul bedor bo‘ldi.

Navoiy asarlaridagi suv so‘zi ko‘p o‘rinlarda majoziy ya‘ni Alloh vasfiga etish, o‘zini Allohga bahshida etish ma‘nolarini ifodalagan.

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## DEALING WITH DISRUPTIVE STUDENTS IN ELEMENTARY SCHOOL

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### ABSTRACT

*The purpose of this research is to determine the causes of disruptive behavior among the first grade pupils. In order to facilitate the effective learning, it is important to clarify misbehaving in the classroom and avoid it.*

*Conducting research related to this topic, alongside gathering knowledge from other surveys, demonstrates that disruptive behavior may occur when classroom is not arranged properly. The aim of quantitative method in this investigation is to identify the forms and reasons of disruptive behavior among pupils by giving their appropriate percentage. In order to conduct the research one school where located in Navai had been chosen. About 30 pupils who are at the first grade had been interviewed and their teachers were asked to help find the occurrence of disruptive behavior among young learners.*

*Learning process is difficult one. It is commonly argued that if the classroom has a good atmosphere and support of teachers, students tend to learn effectively. Because the existence of disruptive behavior also depends on teachers' skills. When the teacher gives profitable knowledge to pupils, they desire to study a lot without any disruption.*

**Key words:** *Disruption, quantitative method, disruptive behavior, punishment, bullying.*

### INTRODUCTION

Students' behavior changes according to the level of education. Some students who are at the first grade may come across certain difficulties when they go to school at first. In this case, adaptation does not exist. This phenomenon becomes one of the most educational challenge about how to teach them effectively. It influences on the existence of students who have disruptive behavior. Students can be educated well if they desire to learn. Otherwise, they will not learn when they are not willing to study.

It is commonly believed that every classroom has its disruptive students. Firstly, what is “Disruption” itself?” “Disruption” as applied to the academic setting, means behavior that reasonable faculty member would view as interfering with normal academic functions. In short, disruption is misbehaviouring during the lesson. It can also be defined as behavior which disrupts or prevents instruction or learning activities. It is actually a difficult work to educate pupils with disruptive behavior.

Various management and discipline techniques are used by teachers in order to control students during the lesson and avoid disruption in the classroom. The pupils with disruptive character often present their disruptive actions such as backchat, laughing, ignoring the lesson, interrupting other classmates. While handling such students the teachers feel so stressful and unrewarding. Because they are mostly unaware of the reasons for these pupils’ character. The teachers who educate such classes must spend lots of time and energy to cope with pupils’ misbehavior. In this situation, they have to estimate the aspects of causing misbehavior like poor attitude, low IQ or limited study ability, the lack of parental support or physical problems, troubles with poor home environment (Muzaffar & Javaid, 2018). Such kind of perceptions on behalf of the educators indicate that they have very limited or no control over their students’ behavior. When a child goes to school at the first time, he or she may feel himself/herself uncomfortable. In order to adapt the school, pupil needs teachers’ support. Otherwise, student begins to get bored with the lesson and disrupt others. Because of being very young, students who are at the first grade may come across some learning difficulties on the first three months. If teachers do not help students to improve their character, such behavior may become long-lasting.

The influences of such misbehaviors in the classroom are regarded as very dangerous for other students.

There have been several researches related to students’ misbehaviouring. However, particular studies on the forms and sources of students’ disruptive behavior should be encouraged. The purpose of this study is to evaluate the first grade students’ behavior and find solutions to tackle it.

A range of studies was first reviewed and then a survey of 30 pupils was conducted to confirm disruptive behavior from them.

The paper has the following structure. The first section presents an analysis of the relevant research focusing on the current limited knowledge regarding the teachers’ experience. The second part shows the methodology of the survey and analysis of findings and the final section considers the implications of the results and some recommendations.



## LITERATURE REVIEW

A lot of researches and investigations have already been undertaken on students' disruptive behavior. Disruptive conduct refers to a set of inappropriate behaviors in pupils that prevent learning and interpersonal relations (McDaniel & Flower, 2015). In addition to this, Hulac and Benson (2010) mention that these behaviors of the students are usually characterized by the students' emotional nature. Disruptive behavior involves a certain amount of disobedience, confront and lack of respect means disrespect towards other fellows.

The literature illustrates the reasons of disruptive behavior during the class. Proshansky (1975) mentions that if classroom is not arranged properly disruptive behavior may exist.

Many types of disruptive behavior are found in a classroom, but in general, forms of disruptive behavior fall into one of three categories: Behavior by the student individually (including while interacting with technology), behavior interacting with other students, and behavior interacting with the instructor. Disruptions can be caused by a group of students together, such as carrying on conversations, passing notes between students, or cheating on an exam. This may lead to further disruptions and to the involvement of additional students.

## METHODOLOGY

The type of research used is quantitative research using a questionnaire from teachers and pupils. Research is conducted in Elementary school in Navai and the target audience consists of both students and teachers. The population of study comprised the first grade elementary-level students and their teachers. There were 30 students and three teachers in the selected school.

The research data is in the form of information about factors that influence the disruptive behavior of students in the classroom. The data source comes from teachers and students. Data analysis used in the study uses an interactive model according to the level of students.

Quantitative research in education has roots in several academic disciplines including the social sciences and the humanities. Moreover, this research has been influenced by the postmodern approaches to inquiry (Gall, Gall & Borg, 2007).

This method has been used in many studies. Including the advantages of this research is that it is easier to find solutions to many educational problems with this method than others. During the research, an individual interview was conducted with over 30 1<sup>st</sup> grade students and they had been interviewed about the difficulty and preference of study at school, the level of lessons, whether the teachers' knowledge

and skills are satisfactory or not was carried out. Students participated in this research with their unbiased opinions. The questionnaire taken from the students was about coming to school for the first time, adapting to it, listening to the teachers during the whole lesson and other similar topics and the target audience actively participated in this questionnaire.

Since a quantitative approach is used in this research, it can be seen as useful to the first discuss the differences between qualitative and quantitative methods. This comparison can underscore the benefits of using a quantitative approach in addressing the research questions posed this study.

The questionnaire was also administered to the Elementary school teachers in order to gain their opinion regarding the factors of existence of disruptive behavior among the pupils.

The following are the list of students' disruptive behavior obtained from observation and the percentage of them that shows the existence of misbehavior. The perceived pupils are the first grade. The following is the complete list of questions in the questionnaire:

Rate these behaviors using the following 1-5 scale:

\_\_\_\_\_ I feel myself homesick when studying at school.

\_\_\_\_\_ I do not want to listen to my teachers.

\_\_\_\_\_ All textbooks are boring to me.

\_\_\_\_\_ I desire to play with other students during the lesson.

\_\_\_\_\_ I have difficulties to adapt the school and teachers.

\_\_\_\_\_ I want to whisper, cheat with my friends.

\_\_\_\_\_ I hate doing homework, because they are not needed.

\_\_\_\_\_ I want to walk around the classroom during the lesson.

Students were asked to rate those opinions according to their character. In addition to this, in this survey, their teachers were also interviewed in order to find the causes of disruptive behaviors among the students. The questionnaire which conducted among the teachers is following:

Write your Yes/No answer in these statements.

\_\_\_\_\_ Students misbehave themselves if we do not teach effectively.

\_\_\_\_\_ I really hate and do not want to teach students with disruptive behavior.

\_\_\_\_\_ My students have not disruptive behavior because I am the best teacher.

\_\_\_\_\_ Students do not know the rules of school.

\_\_\_\_\_ I always teach my students with shouting.

\_\_\_\_\_ I am very stressed and nervous teacher.

\_\_\_\_\_ I like working with disruptive pupils.

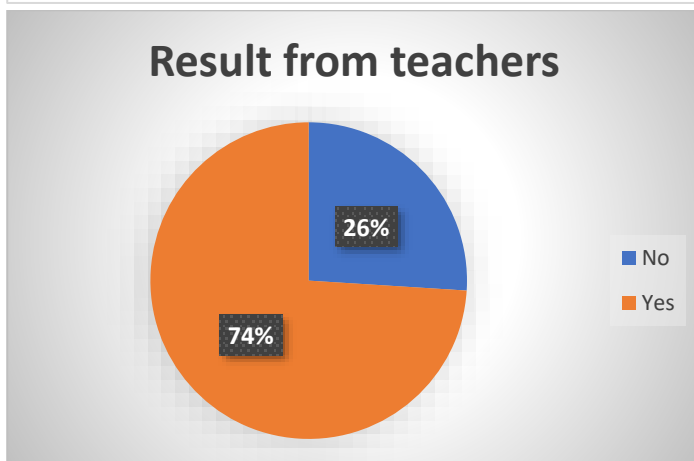
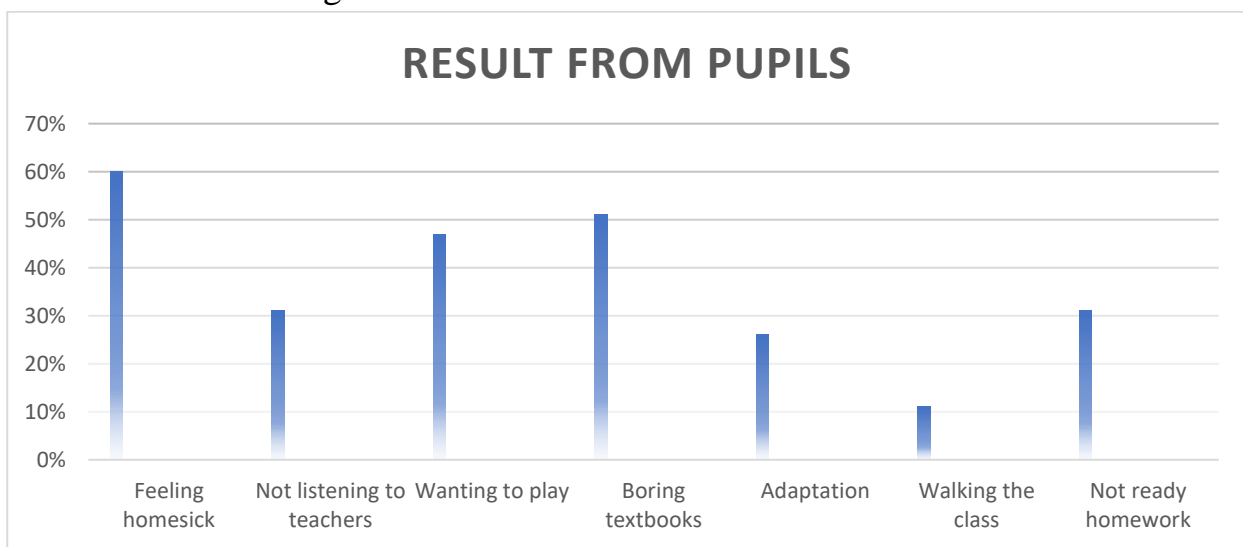
\_\_\_\_\_ I have no any practice to deal with disruptive students.

Certainly, this questionnaire holds significant role in enhancing the precision of the research and helps to solve problems related to dealing with disruptive students.

### RESULT

It is obvious that controlling everything by the teacher during the lesson is more complex one. One of the most difficult aspects of teaching the first grade pupils is that students tend to gather and play with each other in the classroom. Obviously, in this case, the teacher gets stressed and does not educate them or wants to punish students with disruptive behavior.

The conducted research demonstrates that sometimes young pupils exhibit disruptive behaviors due to not yet fully adapting to school. This does not necessarily indicate a lack of systematic acceptance and disciplined behavior. In such cases, continuous programs and individualized plans and diagnoses are required. According to the research about 60 % of students feel themselves homesick when they go to school. The remaining results of the research are as follows:



From the table 1, some insights can be drawn. There 60 % of pupils who feel homesick during the lesson. Thirty one percent of students say that they do not want to listen to their teachers and are not ready for homework. Textbooks are boring and difficult for 51 % students. Over 47 % of pupils desire to play, whisper and cheat with others. Twenty six percent illustrates the difficulties of adapting to school. Eleven percent of pupils walk around the classroom.

According to the second diagram teachers believe whether they teach efficiently and attentionally, students tend to study hard. Moreover, one teacher admitted that she has no practice to deal with disciplined pupils and she usually gets stressed. Both teachers argue that most students do not know the disciplines of school.

### CONCLUSION

In summary, it remains an important issue to educate disciplined students over the world. Many scientists mention that it is possible to avoid it. Moreover, it actually depends on teachers' skill. They should not punish students who are disruptive in the class. It is necessary for educators to understand disruptive pupils and take action accordingly to address the root causes of poor behavior. Because punishment is not the only solution. The findings demonstrate that the pupils interviewed said that they carry out some very negative acts during the lesson. They also gave a number of reasons why they had acted in this way, including homesickness, boredom, tiredness, hate of lesson and a response to bullying. However. It is reasonable that disruptive pupils want to be treated respectfully and learn more in their current contexts of study.

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## YANGI O‘ZBEKISTONNI QURISHDA OTA-ONALARNING BOLALARNI TARBIYALASH VA TA‘LIM BERISH BORASIDAGI MAJBURIYATLARI

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***Annotatsiya:** Mazkur maqolada oilada farzandlarni barkamol shaxs sifatida tarbiyalashda ota-onaning roli, farzandning ta‘lim olishi uchun ota-onaning bevosita javobgar ekanligi masalasiga e‘tibor qaratilgan*

***Kalit so‘zlar:** Muqaddas oila, ota-ona, er-xotin, farzand tarbiyasi, mas‘uliyat, burch, ta‘lim, tarbiya, vasiylik, homiylik.*

***Аннотация:** В статье акцентируется внимание на роли родителей в воспитании детей в семье как гармонично развитой личности, прямой ответственности родителей за воспитание ребенка.*

***Ключевые слова:** Святое семейство, родители, супруг, воспитание ребенка, ответственность, долг, образование, обучение, опека, покровительство.*

***Abstract:** This article focuses on the role of parents in the upbringing of children in the family as a harmoniously developed person, the direct responsibility of the parents for the education of the child.*

***Keywords:** Holy family, parents, spouse, child upbringing, responsibility, duty, education, training, guardianship, patronage.*

Insonning jamiyatda tutgan mavqeyiga bog‘liq bo‘lmagan bir kasb borki, u otalik va onalikdir. Ular o‘z farzandlarining tarbiyasi uchun jamiyat oldida mas‘uldirlar. Oila mustahkamligi, ma‘naviy va jismoniy barkamol farzand jamiyat mustahkamligi va ma‘naviy yetuklikning garovidir.

Oila tarbiyaning asosi, maqomi va poydevoridir. Bolaning kelajakda kim bo‘lib yetishishi oiladagi muhitga – tarbiyaviy ta‘sirga, oila tarbiyasining samarasi esa bevosita oilada ota-onalar obro‘si va shaxsan namuna ko‘rsatishlariga bog‘liq.

Ota-onalar farzandlariga yaxshi xulqlari bilan namuna, ibrat bo‘lishlari tarbiya samaradorligini ta‘minlaydi. Shu bilan birga, bolani bilim olishga, o‘z kelajagiga befarq bo‘lmay oldida bir maqsad bilan harakat qilishga undaydi.

Farzandni boqib katta qilish, uni ruhan barkamol, ma'naviy komil, jismonan sog'lom qilib o'stirishda ta'lim va tarbiyaning o'rni nihoyatda muhim.

Bolalarning xulq-atvoridagi xatolar ota-onalarning xatolaridir. Oila, oila a'zolarining, ayniqsa, ota-onaning axloqiy-ma'naviy yetukligi, ma'rifiy qarashlari farzand tarbiyasi va kamolida eng zarur hamda muhim omillardan biri hisoblanadi. Oila bolalarni kelajakdagi er-xotinlik, shuningdek, oilaviy hayotga tayyorlovchi maktabdir.

Ming afsuski, farzandni dunyoga keltirib, uning tarbiyasiga yetarli darajada e'tibor ko'rsata olmayotgan ota-onalar yoki yuzaga kelayotgan salbiy vaziyatlarni ko'ra-bila turib, befarq qarab turgan qarindosh-urug'lar va jamoatchilik ham oramizda yetarlicha uchrab turibdi.

Ta'lim olish imkoniyatidan foydalanmasdan, hech qanday sababsiz maktabga bormasdan o'z vaqtini behuda o'tkazayotgan bolalar ta'lim-tarbiyadan chetda qolib ketishi aslida jamiyat uchun kechirib bo'lmas xatodir.<sup>124</sup>

Vaholanki, ota-onaning bolalarni tarbiyalash va ularga ta'lim berish borasidagi majburiyatlarni bajarmaganlik uchun O'zbekiston Respublikasi Ma'muriy javobgarlik to'g'risidagi kodeksining 47-moddasida javobgarlik normasi belgilangan.

Hozirda notinch va noqobil, ichkilikka ruju qo'ygan farzand tarbiyasiga befarq oilalarda tarbiyalanayotgan bolalarni ta'lim olishlari uchun hamkor tashkilotlar bilan birgalikda joylarda manzilli ishlar amalga oshirilmoqda. Jumladan, 2020-yilning o'tgan davri mobaynida ajralish yoqasiga kelib qolgan oilalarni yarashtirish natijasida 11 ming 500 nafar bolalar ota-onalari bag'riga qaytarildi.

Oilaviy ajralishlar sababli otasi yoki onasi bilan qolgan, ya'ni to'liqsiz oilada tarbiyalanishga majbur bo'lgan bolalar soni 7 ming 750 tani tashkil qilmoqda.

Ta'kidlash joizki, hozirgi bozor iqtisodiyoti sharoitida ota-onalarning mehnat migratsiyasi ta'sirida oilalarning ikki yoki undan ko'p bolalari nazoratsiz tashlab ketilmoqda. Mahallalar tomonidan ota-onalar nazoratisiz qolgan bolalarni majburiy ta'limga jalb qilingan bo'lishlariga qaramay, ularning bilim darajalari pastligicha qolmoqda.

O'zbekiston Respublikasi Oila qonunchiligida voyaga yetmagan bolalarning bir qator shaxsiy nomulkiy huquqlari ko'rsatilgan, ya'ni har bir bola oilada yashash va tarbiyalanish, o'z ota-onasini bilish, ularning g'amxo'rligidan foydalanish, ular bilan birga yashash huquqiga ega. Bola o'z ota-onasi tomonidan tarbiyalanishi, o'z manfaatlari ta'minlanishi, har tomonlama kamol topishi, insoniy qadr-qimmatlari hurmat qilinishi huquqiga ega. Shuningdek, ota-ona o'z bolalariga nisbatan teng huquq va majburiyatlarga egadirlar. Ota-onaning bola oldidagi huquqlari unga g'amxo'rlik qilish, ta'lim-tarbiya berish, uni parvarish qilish va boshqa vazifalardan iborat.



Farzandi oldida ota-onaning o'z huquq va majburiyatlarini bajarishi faqat axloqiy qoida bo'lib qolmay, balki konstitutsiyaviy huquq va burchi hamdir.

2020-yilning iyun oyida O'zbekiston Respublikasi Oliy Majlis Senatining 5-yalpi yig'ilishida O'zbekiston Respublikasi Ma'muriy javobgarlik to'g'risidagi kodeksining 47-moddasida (Bolalarni tarbiyalash va ularga ta'lim berish borasidagi majburiyatlarni bajarmaslik) ko'zda tutilgan jarimalar miqdorining oshirilishi, xususan ota-onalar yoki ularning o'rnini bosuvchi shaxslar tomonidan voyaga yetmagan bolalarni tarbiyalash va ularga ta'lim berish borasidagi majburiyatlarni bajarmaslik, shu jumladan, voyaga yetmagan bolalarning ma'muriy huquqbuzarlik sodir etishga olib kelishi holatining mavjudligi ustidan bazaviy hisoblash miqdorining bir baravaridan besh baravarigacha jarima solish. Xuddi shunday huquqbuzarliklar ma'muriy jazo chorasi qo'llanilganidan keyin bir yil davomida takror sodir etilgan bo'lsa, bazaviy hisoblash miqdorining besh baravaridan o'n baravarigacha miqdorda jarima solish. Bolaning majburiy umumiy o'rta ta'lim, o'rta maxsus, kasb-hunar ta'limi olishiga ota-onalar yoki ularning o'rnini bosuvchi shaxslar tomonidan to'sqinlik qilish bazaviy hisoblash miqdorining o'n baravaridan o'n besh baravarigacha jarima solish.

Huquqbuzarlik ma'muriy jazo chorasi qo'llanilganidan keyin bir yil davomida takror sodir etilgan bo'lsa, bazaviy hisoblash miqdorining o'n besh baravaridan yigirma besh baravarigacha jarima solishga yoki o'n besh sutkagacha muddatga ma'muriy qamoqqa olishga sabab bo'lishi to'g'risidagi normalar qat'iy belgilab qo'yilgani, amaliyotga joriy etilishi oilalarda farzandlarning tarbiyasi va ta'lim olishida ota-onalarning mas'uliyati va majburiyatini yanada oshirishga xizmat qiladi.

Buyuk sarkarda va davlat arbobi Amir Temur o'g'il uylantirish, kelin tanlash, farzandlar tarbiyasini davlat siyosati darajasiga ko'targani bejizga emas. Zero, yurt taqdiri, millat kelajagi va davlatning qudrati sog'lom fikrli, bilimli, axloq-odobli, xalq, millat, Vatan taqdiri uchun, kerak bo'lsa, jonini fido qiladigan yoshlar qo'lida. Bunday insonlar ilk bor vatan ichra vatan bo'lgan oilada tarbiyalanadilar.

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## FAROVON OILA JAMIYAT VA DAVLAT RIVOJINING ASOSI

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**Annotatsiya:** Oila jamiyat hayotining bir bo'g'ini bo'lib, jamiyatning taraqqiyoti va shakllanishida muhim o'rin tutadi, ya'ni oila jamiyatga shaxslarni yetkazib beradi va shu shaxslar oilada olgan bilimi, tarbiyasi hamda boshqa xususiyatlari bilan jamiyat hayotiga ta'sir o'tkazadi. Sharqda qadim-qadimdan oila muqaddas dargoh sanalib kelingan. Uning muqaddasligini asrash har bir oila a'zolarining burchi hisoblanadi.

**Kalit so'zlar:** Mustahkam oila, farovon jamiyat, obod mahalla, davlat, shaxs, kodeks.

**Аннотация:** Семья является неотъемлемой частью общества и играет важную роль в развитии и формировании общества, т.е. семья предоставляет людей обществу и влияет на жизнь общества знаниями, воспитанием и другими характеристиками, приобретенными этими людьми в семье. На Востоке семья издавна считалась священным местом. Сохранять его святость - долг каждого члена семьи.

**Ключевые слова:** Крепкая семья, благополучное общество, благополучное соседство, государство, человек, кодекс.

**Abstract:** Family is a unit of the life of society and plays an important role in the development and formation of society, that is, the family supplies individuals to society and those individuals influence the life of society with the knowledge, upbringing and other characteristics that they receive in the family. In the East, the family from ancient times was considered a sacred place. Preserving its integrity is the duty of every family member.

**Keywords:** Strong family, prosperous society, prosperous neighborhood, state, person, code.

Xalqimiz uchun muqaddas qo'rg'on, ma'naviyat beshigi bo'lgan oila, onalar va ayollarimizning jamiyatdagi o'rni va mavqeyini oshirish sohasida olib borilayotgan ishlarni izchil davom ettirish hozirgi kunda dolzarb masalalardan biri hisoblanadi.

Oila mustahkam ekan jamiyat va davlat barqaror bo'ladi, shu tufayli oilaning farovonligi ta'minlash har bir oila a'zosining burchi hisoblanadi.

Farzandga to'g'ri tarbiya berish, ularning oilada ahil-inoqligi, bir-biriga ishonch, hurmat, e'tibori yoki bolalarkelajakda daho bo'lishida ota-onalarning o'rni kattadir.

Buyuk alloma Abu Rayhon Beruniyning fikricha, birorta ham xalq nikohdan xoli emas, jamiyat nikoh vositasi bilan erkak va ayol o'rtasidagi tabiiy munosabatlarni tartibga solib turadi, er-xotin, ota-ona va farzandlar o'rtasida, axloqiy huquqiy majburiyatlar o'rnatadi. Nikoh har ikki jins vakillari o'rtasidagi ehtirolarni iffat pardasiga o'raydi va bu munosabatlarni ma'naviy-ahloqiy qadriyatlar asosida hal etadi.

Qonun oldida tenglik huquqi har qanday adolatli va demokratik jamiyatning negizini tashkil etadi. Badavlat yoki kambag'allik, etnik ko'pchilikka yoki diniy ozchilikka mansubligi, hukumatning siyosiy ittifoqchisimi yoki uning raqibimi, bundan qat'i nazar har qanday odam qonun oldida baravar muhofaza etish huquqiga ega.

Oila jamiyat hayotining bir bo'g'ini bo'lib, jamiyatning taraqqiyoti va shakllanishida muhim o'rin tutadi, ya'ni oila jamiyatga shaxslarni yetkazib beradi va shu shaxslar oilada olgan bilimi, tarbiyasi va boshqa xususiyatlari bilan jamiyat hayotiga ta'sir o'tkazadi.

Sharqda qadim-qadimdan oila muqaddas dargoh sanalib kelingan. Uning muqaddasligini asrash har bir oila a'zolarining burchi hisoblanadi.<sup>144</sup>

Shuningdek, oila muqaddasdir. Odamzod azal-azaldan oila sha'ni va davomiyligi xususida qayg'uradi. Aytish mumkinki, oila katta bir davlatning kichik a'zosi, zarrasi, sodda ko'rinishidir. Erkak va ayol esa shu oilaning tayanchlaridir.

Xalqimiz tarixiga nazar tashlasak oila va nikoh munosabatlari bir necha ming yillik tarixiy davrlarni o'z ichiga oladi.. Oila, eng avvalo, jamiyat asosini tashkil etuvchi bolalarni tarbiyalash va uni shaxs sifatida shakllantirish muhiti bo'lgan birlamchi bo'g'indir.

Respublikada oilaga alohida ahamiyat berilmoqda. O'zbekiston Respublikasi Konstitutsiyasi (63- modda)da quyidagi insonparvarlik normalarining mustahkamlab qo'yilganligini buning yorqin dalili deyish mumkin. "Oila" jamiyatning asosiy bo'g'ini hamda u jamiyat va davlat himoyasida bo'lish huquqiga ega.

O'rta osiyo xalqlari tarixi va madaniyatini o'zida aks ettirgan "Avestoda" ham oila va nikoh munosabatlariga katta e'tibor berilgan. Ayniqsa, oila, oila jamoasi, urug' birlashmalarining tashkil etilishi va idora qilinishi yaxshi bayon etilgan. Davlat va

jamiyatning boshlanishi, ularning eng dastlabki tabiiy ittifoqi oila ekanligiga diqqat qaratilishi xarakterlidir.

Oilaning zimmasidagi muqaddas burchlarning biri – ulkan tarbiya o‘chog‘i ekanligi. Har bir farzand dastlabki tarbiyani o‘z oilasida ota-onasining ko‘magida oladi. Oila, nikoh, ayol huquqlari kabi masalalar barcha uchun birday e‘tiborli muammo bo‘lib, u insoniyat davomiyligini ta‘minlaydi.

Shu o‘rinda, kelajakda turmush qurishni niyat qilgan yigit va qizlar o‘zlarini doimo turmushga, ota yoki ona bo‘lishga tayyorlab borishlari lozim.

Buning uchun, birinchi navbatda, o‘z sog‘liqlari, tanlagan juftlarining xarakteri, dunyoqarashi o‘ziga qay darajada mos kelishi to‘g‘risida qayg‘urishi kerak. Chunki sog‘lom oilada sog‘lom farzand tug‘iladi. Oila farovonligi va barqarorligi jamiyat, davlat farovonligi va barqarorligi negizi bo‘lib xizmat qiladi.

Oilani shakllantirish, mustahkamlash masalasi barcha dinlarda ham katta o‘rin olgan. Islom dinida ota-onalarning burchi, farzand tarbiyalashdagi mas‘uliyatning quyidagi shartlari ko‘rsatilgan. Bular: bolatug‘ilganda unga oqilona ism qo‘yish, iloji bo‘lsa, oqila qilish, o‘g‘il bolalarni katta qilish, tili chiqqan vaqtdan boshlab axloq-odobni o‘rgatish, Allohni tanitish, Qur‘oni Karim oyatlari, namoz vaqtlarini o‘rgatish, dunyoviy bilimlarning birini egallashga ko‘maklashishdir.

Bu shartlarda oiladagi farzand tarbiyasining asosiy mezonlari ifodalangan.

O‘zbekiston mustaqillikka erishgan hozirgi kunlarda oilaviy munosabatlarning ma‘naviy asoslariga oid bo‘lgan diniy va milliy an‘analar, qadriyatlarni tanlash nihoyatda katta ahamiyat kasb etmoqda. Bu o‘tmishiga qaytish emas, balki kelajak muammolariga tarixiy saboqlar, milliy me‘rosni e‘tiborga olib oqilona yondashishdir.

O‘zbek oilalari asrlar davomida mustahkam, ahil jamoa, ma‘naviyat va tarbiya o‘chog‘i bo‘lib kelgan.

Oiladagi muhit, turmush qurish borasidagi an‘analar sog‘lom, ma‘naviyatli avlodni tarbiyalashga xizmat qilgan. Oilada bolalarni mehnatsevarlikka ba‘zan oilaviy an‘analar bo‘yicha kasbhunarga, bir-birini qo‘llab-quvvatlashga, ota-ona, qo‘ni-qo‘shnilar, keksalar va jamoatchilikni hurmat qilishga o‘rgatganlar. Oiladagi sog‘lom ma‘naviy muhit yangi oilalarga ham zamin ancha mustahkam bo‘lishiga olib kelgan.

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## MATEMATIKA DARSLARIDA O'QUVCHILARNI MANTIQUIY FIKRLASHGA O'RGATISHDA KEYS STUDY METODINING O'RNI

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**Annotatsiya:** Ushbu maqolada keys study metodining o'quvchilarni mantiqiy fikrlashga o'rgatish hamda tasavvurini yanada kengaytirish va boyitishdagi o'rni hamda muammoli vaziyat yaratish qoidalari haqida ma'lumotlar berilgan.

**Kalit so'zlar:** keys study, muammoli vaziyat, muammoli vaziyat bosqichlari.

**Annotation:** This article provides information on the role of the case study method in teaching students to think logically and to further expand and enrich their imagination, as well as the rules for creating a problem situation.

**Keywords:** case study, problem situation, problem situation stages.

Ta'lim sohasida yuz berayotgan o'zgarishlar, xususan, ta'limda shaxsga yo'naltirilgan yondashuv, ta'lim bosqichlari va yo'nalishlari bo'yicha differentsiyalashuvi ta'limning axborot funksiyasiga emas, balki uning rivojlantiruvchi funksiyasiga ko'proq urg'u berilishiga olib keldi. Bugungi kunda ta'lim jarayonida o'qituvchi nafaqat ma'lum bir hajmdagi bilimni berishi, balki o'quvchilarga mustaqil ravishda yangi ma'lumotlarni olishga va uni ijodiy qayta ishlashga o'rgatishi kerak.

Muammoli ta'lim texnologiyalari ya'ni Case study o'quvchi faoliyatini faollashtirish va jadallashtirishga asoslangan. Muammoli ta'lim texnologiyasining asosi – insonning fikrlashi muammoli vaziyatni hal etishdan boshlanishi hamda uning muammolarni aniqlash, tadqiq etish va yechish qobiliyatiga ega ekanligidan kelib chiqadi. Muammoli ta'lim o'quvchilarning ijodiy tafakkuri va ijodiy qobiliyatlarini o'stirishda jiddiy ahamiyatga ega.

Matematika darslarida masalalar yechish aniq fanlarni o'qitishning muhim tarkibiy qismidir. Matnli masalalarni yechmasdan matematika fanini o'zlashtirishni umuman tasavvur qilib bo'lmaydi. Nazariyani amaliyotga tadbiq etishning eng yaxshi va ravon yo'li bu matematika darslarida masalalar yechishdir. Matematik nazariya, uning tadbiqlarisiz uzoqqa bora olmaydi. Shuni alohida aytib



o'tish shartki matematika fanining har bir mantiqiy qoidasining albatta amaliyotdagi o'rni mavjud. Ushbu mavjudlikni tadbirlari faqatgina matematik masalalar yordamida yuzaga chiqadi.

Maktab matematika darslarida va darsdan tashqari mashg'ulotlarda ko'proq mantiqiy masalalar yechish o'quvchilarda mantiqiy savodxonlik rivojlanishiga, hamda matematikaga bo'lgan qiziqishni oshishiga xizmat qiladi. Matematika darslarida o'quvchilarni qiziqtirish maqsadida mantiqiy masalalarni berib turish maqsadga muvofiqdir. Albatta, bunga o'quvchilarning bilim darajasidan kelib chiqqan holda yondashish kerak. Maktab matematika darsliklarida ham mantiqiy masalalar ko'pgina uchraydi. O'qituvchi bu masalalarni o'quvchiga to'g'ri tushuntira olishi muhimdir. Chunki, mantiqiy masalani tushuntirish o'qituvchidan katta maxoratni talab qiladi, masalaning shartiga to'g'ri tushunish, noma'lumni ma'lumdan ajrata olish, noma'lum va ma'lum o'rtasida bog'liqlikni anglab olish.

Matematika kursiga mantiqiy masalalarning kiritilishining eng ahamiyatli tomoni bu masalalarni yechish o'quvchilarning aqliy rivojlanishiga ijobiy ta'sir o'tkazib, ularda o'z fikrini mantiqiy izchillik asosida ifodalash ko'nikmalarini shakllantiradi. Matematik masalalar o'z ichiga yashirin informatsiyani olganligi sababli bolalarning fikrlash qobiliyatlarini rivojlantirishda foydali vositadir. Muammoni hal etish masala yechuvchidan taklif, tahlil va sintez, faktlarni taqqoslash, mustaqil murojaat, umumlashtirish va boshqalarni talab etadi. Masalalarni yechishda matematika faniga bo'lgan qiziqish oshadi. Mustaqilik, erkinlik, talabchanlik, mehnatsevarlik, maqsadga intilish kabi xislatlar rivojlanadi. Matnli masalalar qadimdan o'quvchilarning mantiqiy fikrlashini rivojlanishida katta rol o'ynagan, qadimiy mantiqiy masalalar bunga misol. Albatta, matematik muammoni hal qilish uchun uning o'ziga xosligi nima ekanligini tushunish kerak. Shuningdek, topshiriqning talablaridan biri tarkibiy qismlar o'rtasida ma'lum bir munosabatning mavjudligi yoki yo'qligini aniqlash va bu munosabatlar turini aniqlashda bo'lishi mumkin.

Keys stadining bosh maqsadi – o'quvchilarning o'rganilayotgan mavzuga doir muammolarni to'liq tushunib yetishiga erishish va ularni hal eta olishga o'rgatishdan iborat. Muammoli ta'limni amaliyotda qo'llashda asosiy masalalardan biri o'rganilayotgan mavzu bilan bog'liq muammoli vaziyat yaratishdan iborat.

Turli o'quv fanlari boyicha o'qituvchilar darslar jarayonida muammoli vaziyatlar hosil qilishni va ularni yechish usullarini oldindan ko'zda tutishlari kerak.

Muammoli vaziyat yaratish usullari:

- o'qituvchi o'quvchilarga dars mavzusi bilan bog'liq ziddiyatli holatni tushuntiradi va uni yechish yo'lini topishni taklif qiladi;
- bir masalaga doir turli nuqtai-nazarlarni bayon qiladi;

- hal etish uchun yetarli bo'lmagan yoki ortiqcha ma'lumotlar bo'lgan yoki savolning qoyilishi noto'g'ri bo'lgan masalalarni yechishni taklif etadi va boshqalar.

Muammoli vaziyatni hal etish darajalari:

-o'qituvchi muammoni qoyadi va o'zi yechadi;

-o'qituvchi muammoni qoyadi va uning yechimini o'quvchilar bilan birgalikda topadi;

-o'quvchilarning o'zlari muammoni qoyadilar va uning yechimini topadilar.

Muammoli vaziyatni yechishda qo'llaniladigan usullar:

- muammoni turli nuqtai-nazardan o'rganish, tahlil qilish;

- solishtirish, umumlashtirish;

- faktlarni aniqlash va qiyoslash;

- vaziyatga bog'liq xulosalar chiqarish;

- o'quvchilarning o'zlari aniq savollar qoyishi va boshqalar.

Ta'limda axborot-kommunikatsiya texnologiyalaridan foydalanish quyidagi umumdidaktik tamoyillarga asoslanadi:

- didaktik tizimning o'qitish qonuniyatlariga mosligi. Ushbu tamoyil ta'lim oluvchining o'quv-bilish faoliyatini uning ob'yektiv qonuniyatlariga muvofiq holda tashkil etish zarurliginiko'rsatadi;

- nazariy bilimlarning yetakchi roli. U axborot-kommunikatsiya texnologiyalarini qo'llab o'quv materialining yetarli darajada yirik mazmunli bo'lagini o'rganish, ta'lim oluvchi boshlang'ich bosqichda mavzuning butun nazariy mazmuni haqida tasavvurga ega bo'ladigan, so'ngra oraliq bosqichda alohida o'quv masalalar mazmunini o'zlashtiradigan, oxirgi bosqichda esa, butun mavzuni o'rganish o'zlashtirishning talab etilgan darajasiga qadar yetkazadigan tartibda tashkil etiladigan didaktik jarayon maqsadiga mosligini ko'rsatadi

Muammoli ta'limning asosiy g'oyasi bilimlarni o'quvchilarga tayyor holda berish emas, ular tomonidan dars mavzusiga tegishli muammolar boyicha o'quv-tadqiqotlarini bajarish asosida o'zlashtirilishini ta'minlashdan iborat.

Darsda hosil qilinadigan muammoli vaziyat hamda o'quvchilarga hal etish taklif etiladigan muammoga qoyiladigan eng asosiy talab – o'quvchilarning qiziqishini oshiradigan, eng kamida esa, o'quvchilarda qiziqish hosil qiladigan bo'lishi kerakligidan iborat. Aks holda ko'zda tutilgan natijaga erishish imkoni bo'lmaydi.

Muammo o'quvchilarning bilim darajalariga hamda intellektual imkoniyatlariga mos bo'lishi shart.

Hosil bo'lgan muammoli vaziyatni yechish uchun topshiriqlar yangi bilimlarni o'zlashtirishga yoki muammoni aniqlab, yaqqol ifodalab berishga yoki amaliy topshiriqni bajarishga yo'naltirilgan bo'ladi.

O'quvchilarning muammoli vaziyatni tushunishlari, uning kelib chiqishi sabablari hamda nimalarga, qanchalik darajada bog'liqligini idrok qila olishlari natijasida hosil bo'ladi. Bunday tushuna olish esa o'quvchilarga mustaqil ravishda muammoni ifodalay olish imkoniyatini beradi.

Ta'lim tizimida kompetentli yondoshuv ta'lim islohatlarining konseptual asoslari sifatida qabul qilinishi, ta'lim tizimiga kompetentli yondoshuvning joriy etilishi ta'lim maqsadi, mazmuni, o'qitish shakli, o'qitish usullari, pedagogik va axborot texnologiyalari, nazorat usullarini hamda ta'lim beruvchi va ta'lim oluvchi rolda jiddiy o'zgarishlarni amalga oshirishni talab etadi. O'qituvchining kasbiy kompetentligini tarkib toptirish uchun pedagogik oliy ta'limda tub o'zgarishlarni amalga oshirish kerak. Oliy ta'lim Davlat ta'lim standarti, o'quv dasturi va darsliklarni takomillashtirish yo'nalishida muayyan ishlar olib borilayotgan bir paytda, mavjud an'anaviy mazmundan voz kechish qiyin kechsa-da, ta'lim mazmunini yanada aniqlashtirish lozim bo'ladi.

Oliy ta'limning zamonaviy tizimda bitiruvchining ma'lumoti sifatining asosiy ko'rsatkichi uning kasbiy kompetentligidan iboratligi bilan tavsiflanadi. Psixologik lug'atlarda pedagogning kasbiy kompetentligi muvaffaqiyatli kasbiy faoliyat, uning ahamiyati va uni amalga oshirishda qo'llaniladigan bilim va ko'nikmalar to'plami bilan aniq maxsus masalalarga munosabat sifatida ta'riflanadi.

Muammoni yechish taxminlarini shakllantirishda o'quvchi o'zlashtirgan bilimlari asosida kuzatish, solishtirish, tahlil, umumlashtirish, xulosa chiqarish kabi aqliy faoliyatlarni bajaradi.

Aqliy faoliyatdagi asosiy jarayon fikrlash jarayoni bo'lib, fikrlashning sifati uning mantiqiyliqi, mustaqilligi, ijodiyliqi, ilmiyligi, asosliliqi, uzviyligi, tejamliqi, maqsadliliqi, tezliqi, tahliliyligi, qiyosiyliqi, umumlashtirilganliqi, xususiylashtirilganliqi, kengliqi, chuqurligi, ishonarliliqi, realligi, haqqoniyliqi darajasi bilan belgilanadi.

Shunga ko'ra o'quvchilarda muammoni sezish, uni aniqlash, yechimiga doir taxmini to'g'ri belgilash va yechimning to'g'riligini tekshirish qobiliyatlari rivojlanib boradi.

Muammoni hal etishni 3 ta bosqichga ajratish mumkin:

1. Isbotlash – bu muammoning ilgari to'g'ri deb tan olingan sabablar bilan bog'liqliklarini topish asosida amalga oshiriladi.

2. Tekshirish – buni tanlangan sababning oqibatida hal etilayotgan muammo hosil bo'lishi to'g'riligini asoslash bilan amalga oshiriladi.

3. Tushuntirish – bu muammoning yechimi nima uchun to'g'riligini tasdiqlovchi sabablarni aniqlash asosida amalga oshiriladi.

Xulosa qilib aytadigan bo'lsak, darslarda o'quvchilarning mantiqiy fikrlash qobiliyatlarini rivojlantirish uchun ularda aql sifatlarini, umumiy aqliy qobiliyatlarini rivojlantirish zarur. N.S. Leytesning ko'rsatishicha, oliy nerv faoliyati xususiyatlarida aktivlik va o'z-o'zini tartibga solishning ayrim shart-sharoitlari yashiringan bo'lib, bular umumiy aqliy qobiliyatlarni tarkib toptirishning muhim ichki shartlaridan biridir. Bugungi kundagi jahonning xalqaro baholash tizimlari TIMSS va PISA dasturlarining tarkiblarida ham mantiqiy masalalarning o'rnini ko'pligini hisobga olsak, mantiqiy masalalarni yechish va uni o'quvchilarga mukammal darajada o'rgatish dolzarb hisoblanadi.

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## MATEMATIKA O‘QITUVCHILARINING KASBIY TAYYORGARLIK JARAYONIDA MATEMATIK KOMPETENTLIGINI OSHIRISH

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**Annotatsiya:** Ushbu maqolada bo‘lajak matematika o‘qituvchilari kasbiy tayyorgarlik jarayonida matematik kompetentligini qanday oshirish tushunchalar berilgan.

**Kali so‘zlar:** Kompetensiya, kompetentlik, kompetentli shaxs, kommunikatsiya, texnologiya.

**Abstract:** This article provides ideas on how to improve the mathematical competence of future mathematics teachers in the process of professional training.

**Keywords:** Competence, competence, competent person, communication, technology.

Ta‘lim sifatini oshirish - bu bugungi kunda butun jahon hamjamiyatidagi eng dolzarb muammolardan biri hisoblanadi. Uni hal etish uchun esa, ta‘lim mazmunini modernizatsiyalash, ta‘lim jarayoni texnologiyalarini va so‘zsiz ta‘limning yakuniy maqsadini qayta ko‘rib chiqish talab etiladi.

Ta‘limni jamiyat madaniyatini o‘zlashtirish asosida ta‘lim oluvchilarda faoliyatning turli sohalarida shaxsiy va ijtimoiy ahamiyatga ega bo‘lgan muammolarni mustaqil hal etish qobiliyatini rivojlantirishning maxsus tashkil etilgan jarayoni sifatida qarash mumkin. Ta‘lim maqsadini bunday tushunish esa, o‘z navbatida kompetentli yondoshuvni ro‘yobga chiqarish uchun asos yaratadi[1].

Ta‘limda kompetentli yondoshuv - bu Vatanimiz pedagogikasi uchun nisbatan yangi hodisa. Uning rivoji shu bilan bog‘liqlik, mustaqil Respublikamizda ta‘limni modernizatsiyalashning zamonaviy bosqichida eng avvalo uning maqsadi tubdan o‘zgaradi.

«Kompetentlik» va «kompetensiya» ta‘limda kompetentli yondoshuvning asosiy tushunchalaridir. Manbalar tahlili esa, ularning ilmiy adabiyotlarda bir qiymatli ta‘rifga ega bo‘lmagan murakkab, ko‘pkomponentli va fanlararo tushunchalar

ekanligini ko'rsatadi. Tadqiqotchilar fikricha ular hajmi, turkumi, semantikasi va mantiqiy tuzilmasi bo'yicha farqlanib, kompetentli shaxs tavsifi (xususiyatlari, odatlari va boshqalar) sifatida qaralishi mumkin. Kompetentli shaxs tavsifi (xususiyat, shaxs sifati, uning komponenti), shaxs tuzilmasida yaxlit ta'lim, shaxs xususiyatlari tizimi, bilim, ko'nikma va malakalarni egallash natijasida yuzaga keluvchi holatlar (tayyorgarlik, yo'naltirilganlik va boshqalar) sifatida ifodalanishi mumkin, ko'pincha esa, kompetentli bilim va tajriba bilan tenglashtiriladi.

Kompetentlik - bu ko'pgina ijtimoiy sohalarga va ijtimoiy yo'nalishlarga tegishli bo'lgan muammoli vazifalarning bajarilishidagi o'zlashtirilgan usullar, hayotiy muammolarning hal etilishidagi shaxsning butun tajribasidir.

Kompetentlikni insonning faoliyatga jalb etilganlik darajasi sifatida belgilash mumkin. Shu sababli, ta'lim beruvchi pedagogik faoliyatining samarasi, ko'p jihatdan unda kasbiy kompetentlikning tarkib topganligi bilan tavsiflanadi. Muvaffaqiyatli faoliyat olib borish uchun har bir ta'lim beruvchi kasbiy kompetentlikka ega bo'lishi zarur.

Hozirgi ta'lim sohasida katta o'zgarishlar bo'layotgan bir davrda ta'lim oluvchilar psixologiyasini teran o'rganish bilan birga, o'qituvchi o'z faoliyatiga psixologik yondoshuvi va bugungi kun talablaridan kelib chiqqan holda motivatsion ta'sir ko'rsatishi lozim. Shaxsga ta'lim va tarbiya berishda nafaqat ta'lim oluvchiga ta'limning yo'naltirilishi, balki o'qituvchining pedagogik faoliyatga psixologik tayyorligi muhimdir. Bunday hollarda o'qituvchining kasbiy kompetentlik darajasiga alohida e'tibor qaratishni talab etadi.

Ta'lim tizimida kompetentli yondoshuv ta'lim islohatlarining konseptual asoslari sifatida qabul qilinishi, ta'lim tizimiga kompetentli yondoshuvning joriy etilishi ta'lim maqsadi, mazmuni, o'qitish shakli, o'qitish usullari, pedagogik va axborot texnologiyalari, nazorat usullarini hamda ta'lim beruvchi va ta'lim oluvchi rovida jiddiy o'zgarishlarni amalga oshirishni talab etadi. O'qituvchining kasbiy kompetentligini tarkib toptirish uchun pedagogik oliy ta'limda tub o'zgarishlarni amalga oshirish kerak. Oliy ta'lim Davlat ta'lim standarti, o'quv dasturi va darsliklarni takomillashtirish yo'nalishida muayyan ishlar olib borilayotgan bir paytda, mavjud an'anaviy mazmundan voz kechish qiyin kechsa-da, ta'lim mazmunini yanada aniqlashtirish lozim bo'ladi.

Oliy ta'limning zamonaviy tizimda bitiruvchining ma'lumoti sifatining asosiy ko'rsatkichi uning kasbiy kompetentligidan iboratligi bilan tavsiflanadi. Psixologik lug'atlarda pedagogning kasbiy kompetentligi muvaffaqiyatli kasbiy faoliyat, uning ahamiyati va uni amalga oshirishda qo'llaniladigan bilim va ko'nikmalar to'plami bilan aniq maxsus masalalarga munosabat sifatida ta'riflanadi.



Matematika o'qituvchisining kasbiy kompetentligi quyidagi komponentlardan iborat: mazmunli (maxsus matematik bilimlarga egalik), texnologik (matematika o'qitish usullariga egalik), shaxsiy (shaxsning ayrim xususiyatlariga egalik). «Matematika» va «Matematika o'qitish metodikasi» ta'lim yo'nalishi o'quv rejalarida o'qitish ko'zda tutilgan «Matematika o'qitish nazariyasi va metodikasi» kursi matematika o'qituvchilarini tayyorlashda va ularda kasbiy kompetentlikni shakllantirishda alohida o'ringa ega.

Matematika o'qituvchisi kasbiy tayyorgarligining yangi sifatiga ega bo'lish uchun matematika o'qitish nazariyasi va metodikasi kursining nazariy asoslari va uni qurishning qo'shimcha tadqiqotlari zarur. Ular bo'lajak matematika o'qituvchisi mahoratining shakllanishiga va umumiy pedagogik madaniyatini takomillashtirishga yordam beradi.

Predmetli tayyorgarlikning kasbiy yo'naltirilganligini oshirish asosida kasbiy kompetentlikni shakllantirish masalasini amalga oshirish ta'lim jarayoniga kasbiy faoliyat elementlari, kasbiy tajribalarni kiritish, o'qitish usullari va shakllarini o'zgartirish yo'li bilan hal etilishi mumkin.

Matematika o'qitish nazariyasi va metodikasi kursining bo'lajak o'qituvchilarda refleksiv predmetli faoliyat asosida reproduktiv va lokal- modellashtiruvchi xarakterli amaliy bilimlarini shakllantirish, rivojlantirish, o'quv va kasbiy faoliyat motivlarini shakllantirish kabi maqsadlari bo'lajak pedagogning kompetentligiga bevosita dahldor hisoblanadi [2]. Bu maqsadlardan esa, kursning quyidagi vazifalari kelib chiqadi:

- bo'lajak matematika o'qituvchisida kasbiy sifatlarni tarkibtoptirish;
- talabalarda matematika o'qitish nazariyasi va metodikasi kursining asosiy tushunchalari haqida tasavvurnishakllantirish;
- talabalarda o'quv materialini bayon qilish usullari va o'quv mashg'ulotlarini tashkil etish shakllarini mustaqil ajratish va tahlil qilish qobiliyatini shakllantirish;
- talabalarning o'quv materialini o'qitishning turli usullari orqali taqdim etishni bilishrivojlantirish;
- bo'lajak pedagogning tadqiqotchilik qobiliyatlarini ta'lim jarayoniga faol kiritish yo'li bilanrivojlantirish.

Bugungi zamonaviy ta'limga kompetentli yondoshuv jadal sur'atlar bilan kirib bormoqda va ommalashmoqda. Kompetentli yondoshuv - deganda muayyan kontekstda o'zlashtirilgan bilim va ko'nikmalarni o'z kasbiy faoliyatiga mustaqil qo'llash qobiliyatini shakllantirish tushuniladi. Davlat ta'lim standartida o'z ichiga ijtimoiy-shaxsiy, iqtisodiy va tashkiliy-boshqaruv, umumilmiy, umumkasbiy, maxsus kabi o'quv kompetensiyalarni olgan, bitiruvchining kompetentli modelidan foydalanish ko'zdatutilgan.

Har qanday ixtisoslik bo'yicha zamonaviy mutaxassisda umumkasbiy kompetensiyalarni shakllantirishning asosini, axborotni qidirish, to'plash, qayta ishlash, tuzatish va qo'llashni maqsadli amalga oshirishga tayyorgarlik va qobiliyatlikni ko'zda tutuvchi axborot-kommunikatsiya texnologiyalaridan foydalanish tashkil etadi. Turli sohalarda axborot-kommunikatsiya texnologiyalaridan jadal foydalanishga yo'naltirilgan mutaxassislarni tayyorlash jarayoni jiddiy takomillashtirilishi lozim [3]. Chunki, hozirgi tayyorgarlik doirasida axborot-kommunikatsiya texnologiyasi kompetentlikni ta'minlab bermaydi.

Ta'limda axborot-kommunikatsiya texnologiyalaridan foydalanish quyidagi umumdidaktik tamoyillarga asoslanadi:

- didaktik tizimning o'qitish qonuniyatlariga mosligi. Ushbu tamoyil ta'lim oluvchining o'quv-bilish faoliyatini uning ob'yektiv qonuniyatlariga muvofiq holda tashkil etish zarurligini ko'rsatadi;

- nazariy bilimlarning yetakchi roli. U axborot-kommunikatsiya texnologiyalarini qo'llab o'quv materialining yetarli darajada yirik mazmunli bo'lagini o'rganish, ta'lim oluvchi boshlang'ich bosqichda mavzuning butun nazariy mazmuni haqida tasavvurga ega bo'ladigan, so'ngra oraliq bosqichda alohida o'quv masalalar mazmunini o'zlashtiradigan, oxirgi bosqichda esa, butun mavzuni o'rganish o'zlashtirishning talab etilgan darajasiga qadar yetkazadigan tartibda tashkil etiladigan didaktik jarayon maqsadiga mosligini ko'rsatadi [4];

- o'qitishning ta'limiy, tarbiyaviy va rivojlantiruvchi funksiyalari birligi. Ta'limda axborot-kommunikatsiya texnologiyalaridan foydalanishda u o'qitishning ushbu funksiyalarining jarayonli, maqsadli va mazmunli jihatlari amalga oshiriladigan axborot ta'lim resurslarini loyihalash bosqichiga qo'yiladi;

- motivatsiya. U ta'lim oluvchini o'qitish maqsadini egallashga undagi zaruriyatni uzluksiz aks ettiradi, ta'lim berishni esa, sub'yekt faollik namoyon bo'lish jarayoni sifatida qarashni ko'zdatutadi;

- muammolilik. U o'qituvchini axborot-kommunikatsiya texnologiyalaridan foydalanib muammoli vaziyat yaratishga yo'naltiradi;

- o'qitishga individual yondoshuv asosida jamoaviy o'quv faoliyatni birlashtirish. U axborot ta'lim resurslari asosida mos o'qitish shakllariga maqsadli birlashtirishni ko'zdatutadi;

- multimedialilik. U ko'rgazmalilikning an'anaviy tamoyilini rivojlantirish bo'lib, quyidagi ikki ma'noda foydalaniladi: a) tor ma'noda (axborotni tasvirlash shakli bo'yicha); b) keng ma'noda (axborot mazmunining majmuaviyligi sifatida);

- ta'lim oluvchining mustaqil faoliyatini faollashtirish. Ta'limda axborot-kommunikatsiya texnologiyalarini qo'llash shaxsni rivojlantirishga, ta'lim oluvchining

xususiyatlarini sub'yekt sifatida aniqlashga, uning sub'yektiv tajribalarini tan olishga, bu tajribaga maksimal darajada tayangan holda pedagogik o'zaro hamkorlikni qurishga mo'ljallangan;

- o'quv-axborot bazasining ta'lim mazmuni va butun didaktik tizimga mosligi

Xulosa qilib aytganda «Kadrlar tayyorlash milliy dasturi» talablarini amalga oshirish jarayonida yuqori malakali pedagog kadrlarni tayyorlash muhim muammo sifatida kun tartibiga qo'yilmoqda. Shunday ekan, ushbu talablardan kelib chiqqan holda bilimdon, mustaqil fikrlovchi, ijodiy izlanuvchi, yuqori malakali, madaniyatli, turli soha egalarini tayyorlash dolzarb muammolardan hisoblanadi. Milliy dasturda e'tirof etilgan yangicha modeldagi shaxsni kamol toptirish, uning chuqur bilimlar sohibi bo'lib yetishishi, barkamolligini kafolatlovchi shart-sharoitlar orasida o'qituvchi kasbiy kompetentligini ta'lim va tarbiya jarayonlariga tatbiq etishda psixologiyaning o'z uslub va qoidalari yetarli bo'lmaganday. Shunga ko'ra yosh avlod ta'lim olish davrlaridagi rivojlanish tendensiyalaridan tortib, yangicha o'qitish texnologiyalarini ta'lim oluvchi tomonidan o'zlashtirilishi va undagi aqliy hamda intellektual qobiliyatlarga nechog'lik ta'sir ko'rsatayotganligini o'rganish hamda psixologiyadagi metodlarni didaktik metodlar bilan uyg'unlashtirishni taqozo etadi. Buning uchun bo'lajak o'qituvchidan kompetentlik, ayniqsa, turli xil sharoitlarda ta'lim oluvchi va ta'lim beruvchi psixologiyasini to'g'ri baholay olish bilan bog'liq ijtimoiy-psixologik kompetentlikning yuqori darajada bo'lishi talab qilinadi.

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## DASTLABKI AYIRBOSHLASH VOSITASI – QADOQTOSH

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Namangan viloyat tarixi va madaniyati davlat muzeyi ilmiy xodimi  
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**Annotatsiya:** ushbu maqolada Namangan viloyat tarixi va madaniyati davlat muzeyida saqlanadigan girya (tarozutoshi) asosida eneolit va bronza davriga oid ayiriboshlash va savdo uchun foydalanilgan vositalar haqida to‘xtalib o‘tilgan. Shu bilan birga qadoqtoshlari tarixi va arxeologiyasi to‘g‘risida ma‘lumotlar berilgan.

**Kalit so‘zlar:** qadoqtosh, “Andijon tarixi”, Namozgoh I, girya, So‘x toshumori, she, sikl, mina.

## ПЕРВОНАЧАЛЬНОЕ СРЕДСТВО ОБМЕНА

**Аннотация:** в данной статье рассматриваются орудия обмена и торговли эпохи энеолита и бронзы на основе гирии (весов), хранящихся в Государственном музее истории и культуры Наманганской области. Вместе с тем даются сведения об истории и археологии камней-укладчиков.

**Ключевые слова:** набивка камня, «История Андижана», Намазгох I, грия, Сохский камень, она, цикл, шахта.

## THE INITIAL MEDIUM OF EXCHANGE

**Annotation:** this article focuses on the tools of exchange and trade of the Eneolithic and Bronze Age, based on the gyria (scale of scales) stored in the State Museum of History and Culture of Namangan Region. At the same time, information is given about the history and archeology of the packing stones.

**Key words:** packing stone, "History of Andijan", Namazgoh I, gria, Sokh stone, she, cycle, mine.

Qadimgi davrdan insoniyat hayoti va faoliyatida og‘irlik o‘lchovi muhim hisoblangan. O‘rta Osiyo, jumladan, Farg‘ona vodiysining eneolit va bronza davri og‘irlik o‘lchovi bo‘yicha ma‘lumotlar deyarli aniq emas. Shuningdek, Farg‘ona vodiysining bu davrlari arxeologik yodgorliklari ham bugungi kungacha to‘liq aniqlanmagan. Biroq, olimlar tomonidan ushbu masalaga bir oz bo‘lsa-da oydinlik kirita oladigan tadqiqotlar fan olamiga ma‘lum bo‘lmoqda. Ulardan bir “Andijon

tarixi” kitobida berilgan Andijon viloyati Qo‘rg‘ontepa tumani Qorasuv shahri hududidan topilgan tasodifiy topilma sifatida ko‘rsatilgan “qadoq tosh – tarozi toshi”dir. Qadoq tosh mualliflar tomonidan miloddan avvalgi III - II ming yilliklar bilan davrlashtirilgan bo‘lsa-da, kitobda ushbu buyumga alohida to‘xtalib, bu borada batafsil ma‘lumotlar berilmagan. Shunga qaramay, ta‘kidlash kerakki, mutaxassislar ushbu buyumni davrlashtirish sanasini to‘g‘ri belgilashgan ko‘rinadi. Fikrimizcha, bu kabi topilmalar Farg‘ona vodiysi hududida eneolit va ilk bronza davridan darak beruvchi buyumlar hisoblanadi. Albatta bunday buyumlar davri aniq bo‘lgan qatlamlardan topilganicha yo‘q, shunday bo‘lsa-da boshqa hududlarda aniqlangan shunday buyumlarga qiyosiy solishtirish tufayli, biz ularni eneolit va ilk bronza davriga taaluqli ekanligini bildirmoqdamiz.

Farg‘ona vodiysi hududida olib borilgan tadqiqotlar davomida aynan qadoq toshlar va ular aniqlangan hududlar, manzilgohlar bo‘yicha maxsus ilmiy izlanishlar olib borilmagan. Bu borada dastlabki yangi fikrlar Farg‘ona davlat universiteti professori M. X. Isomiddinov va uning shogirdlari tomonidan bildirilmoqda[1].

Eneolit va ilk bronza davrining arxeologik obidalarini faqat Farg‘ona vodiysidagina emas, balki butun O‘zbekiston hududida ham deyarli aniqlanmagan. Lekin yuqorida ta‘kidlaganimizdek bu davr haqida darak beruvchi noyob buyumlar topilmoqda. Bunday noyob buyumlardan biri So‘x qishlog‘i yaqinida 2 metr chuqurlikda aniqlangan fanga “So‘x topilmasi”, “So‘x buyumi” yoki “So‘x toshtumori” sifatida ma‘lum bo‘lgan, bir-biriga xamla qilayotgan ikki ilon tasviri tushirilgan – qadoq tosh (giryani)ni keltirish mumkin.

Yana bir topilma Andijon viloyati Paxtaobod tumani Ozod qishlog‘i Bek mahallasidagi xonadonlardan birida xo‘jalik ishlari olib borish vaqtida 4,5 metr chuqurlikda aniqlangan 9 kg og‘irlikdagi qadoq toshini aytish mumkin.

Yana shunga o‘xshash topilmalardan biri bu – Namangan viloyati tarixi va madaniyati davlat muzeyida KP-3450 qayd raqami bilan saqlanayotgan qadoq toshi – girya tarozi toshidir. Muzey qayd daftariga ko‘ra, topilma 1964-yil 9-oktyabrda muzey fondiga Shomoldisoy qishlog‘i haydovchisi Sakatov Siardan qabul qilingan va ro‘yxatga olingan. Ma‘lumotnomada berilishicha, noyob buyum 1959-yilda Shomoldisoy qishlog‘i yaqinidagi qum kareridan 2 metr chuqurlikdan topilgan. O‘sha vaqtdayoq buyum ro‘yxatga “giryani ...” – qadoq tosh – tarozi toshi sifatida yozilgan bo‘lib, u “...oxaktosh va alebasterdan yasalgan, og‘irligi 12 kg, dumaloq shaklda, dastali, bir tomoni shikastlangan”ligi qayd etilgan[2].

Bundan ko‘rinib turibdiki, topilma uzoq vaqt davomida mutaxassislar e‘tiboridan chetda qolgan. Yangi tadqiqotlar tufayli ushbu topilma to‘g‘risidagi ma‘lumotlar nashr yuzini ko‘rdi. Biroq qadoq toshi to‘g‘risida berilgan dastlabki



ma'lumotlarda bir oz chalkashliklar mavjud. Birinchidan, eksponat aniqlangan hudud Chust deb belgilangan, ikkinchidan, uning balandligi va dastasining o'lchovlari nomutanosib.

Namangan viloyati tarixi va madaniyati davlat muzeyida saqlanayotgan ushbu qadoq toshi o'rganilganda uning balandligi – 26 sm, kengligi – 26 sm, qalinligi (qorin qismida) – 17,5 sm, qorin qismi balandligi 15 sm, dastasi va asosiy qorin qismi orasi, ya'ni oraliq kengligi – 10,5 sm, dastasi va asosiy qorin qismi orasi, oraliq balandligi 6,5 sm, dastasining qalinligi, diametri – 5 sm, og'irligi – 12,344 kg ekanligi aniqlandi. Shuningdek, topilma dastlab aniqlangan joy bu Shamoldi-Soy qum kareri bo'lib, u Norin daryosi o'rta oqimida, hozirda ma'muriy jihatdan Qirg'iziston Respublikasi Jalol-obod viloyati Nooken tumani, Tosh-Ko'mir shahri tarixidagi shaharcha tipidagi Shamoldi-Soy qishlog'i hududiga to'g'ri keladi. Aytish kerakki, topilma hozirgi kunda Farg'ona vodiysining shimoliy, shimoli-sharqiy hududlarida aniqlangan qadoq toshlarning uchinchisi hisoblanadi. Shu o'rinda bunday qadoq toshlar Andijon viloyati tarixi va madaniyati davlat muzeyida, Qirg'iziston Respublikasi O'sh viloyati O'sh shahridagi Sulaymontov muzeyi fondlarida ham mavjudligini ta'kidlash kerak[3].

Muammoning o'rganilganlik darajasi shuni ko'rsatmoqdaki, qo'limizda Andijon va O'sh muzeylaridagi saqlanayotgan qadoq toshlar topilgan joylar bo'yicha aniq ma'lumotlar mavjud emas. Shuning uchun, tadqiqotimizga faqatgina topilgan hududi aniq bo'lgan qadoq toshlarni qabul qildik. Shu vaqtgacha Andijon viloyati tarixi va madaniyati davlat muzeyi va O'sh shahridagi Sulaymontov muzeyi fondlarida saqlanayotgan qadoq toshlar bo'yicha ham alohida ma'lumot keng jamoatchilikka taqdim etilmagan. Bu borada keyingi tadqiqotlarimizda batafsil to'xtalishga harakat qilamiz.

Qadoq toshlar birinchi bor R. Pampellining Amerika ekspeditsiyasi tomonidan Ashxobod yaqinidagi Anov manzilgohlarini qazish vaqtida topilgan. O'sha vaqtdayoq toshlarning ko'rinishi sezilarli darajada farq qilishi hamda turli og'irlikka ega bo'lishiga qaramay, ularning bir xil shakldaligiga e'tibor qaratilgan. Barcha toshlar odatda yumaloq bo'lib, ularning yuqori qismida gorizontol tutqichni tashkil etuvchi qo'l sig'ar darajada ushlar uchun oval ko'rinishdagi teshik bo'lgan[4].

Janubiy Turkmanistondagi qadimgi dehqonchilik manzilgohlarida aniqlangan qadoq toshlarni maxsus tadqiq qilgan V. A. Aleshkin, ularni Namozgoh I (mil. avv. 4800-4000 yillar) komplekslarida paydo bo'lishiga ishora qilgan. Shuningdek, u ushbu hududlardagi so'ngi davrga oid bunday topilmalar bronza davriga tegishli ekanligini aytib, Oltintepa yodgorligining yuqori qatlamlarida (mil. avv. 2300-1900 yillar) aniqlanganligini ta'kidlagan. Tadqiqotchi qadoq toshlarning og'irlik o'lchamlari turli xil ekanligiga e'tibor qaratgan.



V. A. Aleshkin tadqiqotiga ko'ra, aniqlangan qadoq toshlarning og'irlik o'lchovlari 4 kg, 5,5 kg, 7 kg, 19 kg, 26,5 kg bo'lib, ulardan 3 tasi orasidagi og'irlik 1,5 kg ni tashkil qilishiga e'tibor qaratgan va agar ketma-ketlik davom ettirilsa, demak 8,5 kg, 10 kg, 11,5 kg, 13 kg va h.k. og'irlikdagi qadoq toshlar mavjud bo'lishi kerak, degan fikrni o'rtaga tashlagan.

Agar Andijon viloyati Paxtaobod tumanidan topilgan qadoq toshining og'irligi 9 kg, Namangan viloyati tarixi va madaniyati davlat muzeyida saqlanayotgan qadoq toshi og'irligi esa 12,344 kg (qadoq toshning bir tomoni shikastlangani ko'zda tutilsa, balki u 12,5 kg, hatto, 13 kg bo'lishi ehtimoldan holi emas) ekanini inobatga olsak, yuqorida V. A. Aleshkin tomonidan berilgan og'irlik o'lchovlariga to'g'ri kelmasligi kuzatiladi. So'x topilmasi og'irligi bo'yicha ma'lumot bergan G. I. Bogomolov uni 4,806 kg, ya'ni deyarli 10 mesopotamiya minasiga yaqinligini ta'kidlagan[5].

Yuqoridagi ma'lumotlardan kelib chiqib, O'rta Osiyo og'irlik o'lchovlari maxsus tadqiq etilmaganligi uchun, qadimgi davr metrologiyasi Yaqin Sharq hududlarida keng tarqalgan she, sikl, mina kabi og'irlik o'lchovlariga yaqinligini ta'kidlash mumkin.

Yuqoridagilarni inobatga olib, Namangan viloyati tarixi va madaniyati davlat muzeyida saqlanayotgan qadoq toshi agar 12,5 kg bo'lsa = 25 mina, 13 kg bo'lsa = 26 minaga teng bo'lgan, deyish mumkin.

Xulosa qilib aytganda dastlab bunday qadoq toshlar qishloq xo'jaligi mahsulotlarini hisobga olish va ichki ayriboshlash uchun ishlatilgan bo'lsa, keyinchalik, ehtimol bu og'irlik o'lchovlari tashqi savdo va almashinuvlarda keng foydalanilgan. Umuman, ushbu topilmalar nafaqat Farg'ona vodiysi, balki O'rta Osiyoning keng hududlarida og'irlik o'lchash uchun ishlatilgan torozi toshlari hisoblanadi.

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## BO‘LAJAK PEDAGOGLAR KASBIY TAYYORGARLIGINI RIVOJLANTIRISHNING INTERFAOL METODLARI

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***Annotatsiya:** Ushbu maqolada bo‘lajak o‘qituvchilar, malakaviy amalyot davrida hamda istiqboldagi kasbiy faoliyati jarayonida duch keladigan, bugungi kunda ta’lim tizimida dolzarb hisoblangan muammolar haqida fikr yuritilgan. Bu muammolarni bartaraf etish uchun ba’zi bir interfaol metodlardan foydalanish metodikasi keltirilgan.*

***Kalit so‘zlar:** interfaol metodlar, kasbiy tayyorgarlik, “Zanjir” metodi, “To‘rt taraf” metodi, “3,4,5,6,7” metodi.*

### KIRISH

**Bugungi kunda** talabalarni o‘z pedagogik faoliyatlarida ilg‘or tajribalar, pedagogik va axborot-kommunikatsiya texnologiyalarini matematika fanlarini o‘qitish jarayonlarini loyihalashtirish, amalga oshirish, boshqarishda samarali joriy etish uchun zarur bo‘ladigan bilim, ko‘nikma va malakalar tizimi bilan qurollantirish dolzarb masala hisoblanmoqda.

Pedagogika oliy ta’lim muassasalarida bo‘lagak o‘qituvchilarni tayyorlash masalasi har doim pedagog olimlar diqqat e’tiborida bo‘gan. Shu jihatdan, hozirgi kunda oliy ta’lim muassasalarida ta’lim sifatini yanada ko‘tarishga qaratilgan bir qancha chora-tadbirlar amalga oshirilmoqda. Jumladan, pedagog kadrlar tayyorlovchi oliy ta’lim muassasalarini tizimli rivojlantirish va ularda boshqaruv faoliyatini takomillashtirish, ilg‘or xorijiy tajribalarni joriy qilgan holda zamonaviy ta’lim dasturlarini ishlab chiqish, yuqori malakali professional kadrlar tayyorlashni yangi bosqichga ko‘tarish, shuningdek, pedagogika sohasida ta’lim, ilm-fan va amaliyot uyg‘unligini ta’minlash maqsadida O‘zbekiston Respublikasi Prezidentining 2022 yil 21 iyundagi PQ-289 sonli “Pedagogik ta’lim sifatini oshirish va pedagog kadrlar tayyorlovchi oliy ta’lim muassasalari faoliyatini yanada rivojlantirish chora-tadbirlari to‘g‘risida”gi qarori qabul qilindi [1]. Ushbu Qarorda pedagog kadrlar tayyorlovchi oliy ta’lim muassasalari kunduzgi ta’lim shaklida tahsil olayotgan 2-4-bosqich talabalari uchun haftalik o‘quv

mashg'ulotlari "4+2" tartibida, shu jumladan darslarning 4 kuni oliy ta'lim muassasasida, 2 kuni maktabgacha va umumiy o'rta ta'lim muassasalarida amaliyot o'tash tartibida olib borilishini ta'minlanishi qayd etilgan. Shu sababli, pedagogika oliy ta'lim muassasalarida tayyorlanayotgan bo'lajak o'qituvchilarning kasbiy tayyorgarligiga talablar yanada oshmoqda. Bundan ko'rinadiki, bo'lajak o'qituvchilarni kasbiy tayyorgarligini rivojlantirish pedagogik jarayonning asosiy vazifalaridan biri-bu talabani maktab o'quvchilarini o'qitish, tarbiyalash va rivojlantirish bilan bog'liq xilma-xil muammolarni hal qilishga tayyor mutaxassis qilib shakllantirishdan iborat.

## ADABIYOTLAR TAHLILI VA METODLAR

Malakaviy amaliyot- nazariy bilimlarni mustahkamlash, amaliy ko'nikma va malaka hosil qilishni nazarda tutuvchi ta'lim jarayonining bevosita ishlab chiqarish sharoitida davom ettiriladigan tarkibiy qism [2].

Malakaviy amaliyot quyidagicha uch bosqichda tashkil etilishi pedagog olimlar va amaliyotchilar tomonidan e'tirof etilgan: rejalashtirish; asosiy - amalga oshirish jarayoni; yakuniy, natijani maqsad bilan qiyoslab xulosa chiqarish va yangi ishlarni rejalashtirish.

Bo'lajak pedagoglarning malakaviy amaliyotini tashkil etish bo'yicha bir qancha olimlar tadqiqot olib borishgan. D.A.Sayfullayeva tadqiqotlarida texnologiya fani bo'yicha amaliyotchi-talabalarning malakaviy pedagogik amaliyotiga qo'yiladigan talablar, amalga oshirish vazifalari, amaliyotni o'tash bo'yicha huquq va majburiyatlari, amaliyot jarayonida tayyorlanadigan hujjatlar hamda amaliyotni yakunlashga qo'yiladigan talablar haqida fikr yuritiladi [3]. Bo'lajak pedagoglarni tayyorlash tizimida, ya'ni maktabgacha ta'lim yo'nalishi talabalarida malakaviy amaliyotning roli haqida M.Jabborova o'z tadqiqotlarida fikr yuritadi [4]. F.Nizayevaning ishlarida esa kompetensiyani shakllantirishdagi muhim omillardan biri malakaviy amaliyot ekanligini ta'kidlaydi. Shuningdek, malakaviy amaliyot kasbiy kompetensiyani tarkib toptirish uchun ta'lim mazmunini integratsiyalab o'qitish imkonini berishi haqida so'z yuritadi [5].

Hozirgacha pedagogika oliy ta'lim muassasalari bitiruvchilarining malakaviy amaliyotini samarali tashkil etish masalalariga bag'ishlab ko'p adabiyotlar nashr qilingan. Shunga qaramay mazkur masala bo'yicha ko'pgina hal etilishi lozim bo'lgan, o'z yechimini kutayotgan bir qancha ilmiy-nazariy, metodik va amaliy muammolar mavjud ekanligi ma'lum. Ta'limning kredit modul tizimi sharoitida oliy ta'lim muassasalarida talabalarni tayyorlash sifatini oshirishda o'quv jarayonida interfaol ta'limni joriy etish muhim usullardan biri hisoblanadi. Hozirda o'qituvchi o'z

sohasining bilimdoni bo‘libgina qolmasdan, balki bilimga chanqoq o‘quvchilarga o‘z bilimini yetkazish bo‘yicha mutaxassis bo‘lishi talab qilinadi [6].

## MUHOKAMA

Bugungi kun o‘qituvchisi o‘z faoliyatida zamonaviy bilim va pedagogik texnologiyalarni qo‘llash ko‘nikmalariga ega bo‘lishi muhim sanalmoqda. Chunki, xozirda fan-texnika va texnologiya shiddat bilan rivojlanayotgan bir paytda o‘quvchilarni an’anaviy, eski uslubda darsga qiziqtirish juda qiyin. Aynan malakaviy amaliyot davrida bo‘lajak pedagoglarda o‘z faoliyatlarida zamonaviy bilim va pedagogik texnologiyalarni qo‘llash ko‘nikmasi shakllanadi.

\_\_\_\_Pedagogika oliy ta’lim muassasalari bitiruvchi kurs talabalari bilan malakaviy amaliyot va ish faoliyati davomida duch kelayotgan qiyinchiliklarni aniqlash maqsadida olib borilgan so‘rovnomalarga ko‘ra talabalar duch kelayotgan quyidagi muammolarni aniqlashga muvaffaq bo‘ldik:

-xozirgi kunda fan, texnika va texnologiya jadallik bilan rivojlanishi xisobiga o‘quvchilarning darsga qiziqishi susayib ketganligi;

-darsda o‘quvchilarni diqqatini jalb qilish qiyinligi, o‘quvchilarda xotara susayib ketayotganligi;

-istiqbolda sinf raxbari sifatida ota-onalar bilan ishlash ko‘nikmasi yetishmasligi;

-darslarda zamonaviy interfaol ta’lim texnologiyalarini maqsadli qo‘llash ko‘nikmasining yetishmasligi.

Nafaqat bo‘lajak o‘qituvchilarimiz, balki barcha o‘qituvchilarimiz yuqoridagi barcha muammolarga duch kelishmoqda va bu muammolarga yechim topishga harakat qilishmoqda.

## NATIJA VA TAHLILLAR

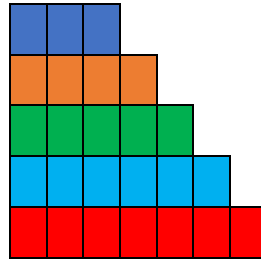
Quyida ushbu muammolarni hal qilishda samara bera oladigan yangi zamonaviy interfaol metodlardan bir-nechtasi bilan tanishamiz:

1.O‘quvchilarni darsga qiziqishini oshirishga yordam beradigan metod.

**“3,4,5,6,7” metodi [7].**

**Metodning maqsadi:** Bu metod o‘tilgan mavzuni takrorlab, qiziqarli tarzda mustahkamlashga yordam beradi. Kechagi darsda e’tibor qaratmagan ma’lumotlarni boshqa o‘quvchilarning javoblarini eshitib, takrorlab, mustahkamlab olishlari mumkin bo‘ladi.

**Metodni o‘tkazish bosqichlari:** O‘quvchilar bugungi darsda yoki kechagi darsda qo‘llanilgan uchta, to‘rtta, beshta, oltita, yettita harfdan iborat bo‘lgan so‘zlarni topib jadvalga yozish kerak bo‘ladi. (1-rasm)



1-rasm. 3,4,5,6,7 metodi

jadvali.

Bu metod orqali o‘quvchilarda:

- darsga, fanga qiziqishi ortadi;
- darsni takrorlab, mustahkamlab oladilar;
- mavzuga oid atamalarni tahlil qila olish ko‘nikmalari rivojlanadi;
- ijodkorliklari rivojlanadi;
- so‘z boyligi oshishiga erishiladi.

2.Darsda o‘quvchilarning diqqatini jalb qilish qiyinligi muammosini hal qilishga yordam beradigan metod.

#### “Zanjir” metodi [7]

**Metodning maqsadi:** Bu metoddan dars mazmun-maqсадiga ko‘ra turli ko‘rinishlaridan foydalanish mumkin. Masalan, tanishuv, mavzuga oid so‘zlarni aniqlash va o‘zlashtirish, xorijiy til asosida so‘z boyligini oshirish, xotira charxlash kabi maqsadlarda foydalanish mumkin.

**Metodni o‘tkazish bosqichlari:** Metoddan tanishuv maqsadida foydalanilganda bir ishtirokchi o‘z ismini aytadi va ismining bosh harfiga birorta o‘zida mavjud bo‘lgan sifat aytishi kerak bo‘ladi. Shundan so‘ng, ikkinchi ishtirokchi birinchi ishtirokchining ismini va undagi sifatni aytib, yana takrorlab, shundan so‘ng esa o‘zlarining ismi va o‘zlarining ismi bosh harfiga sifat aytishlari kerak bo‘ladi. Shu taribda qolgan ishtirokchilar jarayonni, ya’ni jumlar zanjirini davom ettiradilar.

Bu metod orqali o‘quvchilarni:

- diqqatni oshirishiga, ziyraklik va e’tiborli bo‘lishga undaydi;
- o‘quvchilarning xotiralarini muxtahkamlashga yordam beradi;
- assotsiativ fikrlashni kuchaytiradi;
- ishtirokchilar orasida do‘stona muhitni shakllantiradi.

3.Ota-onalar bilan ishlashga yordam beradigan metod.

### “To‘rt taraf” metodi [7]

**Metodning maqsadi:** Bu metodning bu shakli “Men haqimda” deb nomlangan bo‘lib, bundan, asosan, ishtirokchilar bilan yaqindan tanishib olish, ular orasida jamoaviylik ruhini paydo qilish va ishtirokchilarda o‘z-o‘zini tahlil qila olish ko‘nikmasini rivojlantirish maqsad qilinadi.

Metodni o‘tkazish bosqichlari: Bu metod uchun ma’lum bir shakl, ya’ni maxsus chizma yaratilgan. (2-rasm)



2-rasm. “To‘rt taraf” metodi (o‘quvchilar uchun).

Tarqatmalar barchaga tarqatilgandan so‘ng, topshiriq sharti tushuntiriladi. Bunda ishtirokchilar tarqatma materiallarida keltirilgan “4 taraf” metodining “Men haqimda” shaklida berilgan savollarga yozma tarzda javob berishlari lozim. Masalan:

1-o‘quvchi.

F.I.Sh: Xo‘janazarova Mohinur Shuhratbek qizi.

3 ta ijobiy fazilatim: sabrli, kirishimli, saxiy.

Orzularim: talaba bo‘lish, ingliz tilidan sertifikat olish.

1 ta kamchiligim: dangasa.

Bu metodni o‘quvchilarda bajartirgandan keyin, xuddi shu metodni “Farzandim haqida” (3-rasm) deb nomlab ota-onalar bilan o‘tkazilgan majlisda o‘tkaziladi. Majlisda qatnashgan ota-onalar metodda berilgan savollarga javob yozib bo‘lishganidan so‘ng, ularga o‘z farzandlari bergan javoblarni o‘zlariniki bilan solishtirish uchun tarqatiladi.



3-rasm. “To‘rt taraf” metodi (ota-onalar uchun).



1-o'quvchining ota -onasining javoblari:

F.I.Sh: Xo'janazarova Mohinur Shuhratbek qizi.

3 ta ijobiy fazilati: kirishimli, mexribon, tirishqoq.

Orzulari: talaba bo'lish.

1 ta kamchiligi: erta uyg'onishga qiynaladi.

Bu metod orqali o'quvchilarda:

-anglash va yozish ko'nikmasi shakllanadi;

-jamoada o'zaro hurmat va ishonch paydo bo'ladi;

-bolalarda orzularini yozish orqali orzu qilish, o'z kamchiliklari va fazilatlarini yozish orqali esa o'zlarini tahlil qilish va baholashni o'rganishadi;

-ota-onalar bilan mustahkam aloqa o'rnatishga katta yordam beradi.

### **XULOSA**

Xulosa qilib shuni aytish mumkinki, yuqorida keltirilgan 3,4,5,6,7, Zanjir hamda 4 taraf metodlardan darslarda foydalanilganda o'qituvchi quyidagi natijalarga erishadi:

- darsni samarali va qiziqarli tashkil etadi;
- o'quvchilarning ijodiy iqtidorini aniqlay oladi;
- mavzuni o'quvchilar xotirasida yanada yorqin, obrazli elab qolishiga erishadi;
- darsda ijodiy muhitni paydo qiladi;
- o'quvchilar bilan do'stona munosabatni o'rnatadi;
- o'quvchilarning xotiralari qay darajada rivojlanganligini aniqlab oladi;
- o'quvchilarning o'zlari haqida va ularning ota-onalarining farzandi haqidagi ma'lumotlarni o'zlaridan oladi, ya'ni ularning ruhiy holati, fikrlashi, dunyoqarashi, yutuqlari va kamchiliklari haqida muhim ma'lumotlarga ega bo'ladi;
- o'quvchilarga qanday yondashish kerakligi, ularning mavzuni o'zlashtirishda qanday usullardan foydalanish yanada samarali bo'lishi mumkinligi haqida tegishli hulosalar chiqarishiga yordam beradi.

Bugungi kunda bo'lajak pedagoglarning malakaviy amaliyoti hamda istiqbolda kasbiy faoliyatlari davomida duch kelishi mumkin bo'lgan ba'zi muammolarni bartaraf etishda nafaqat o'z fani bo'yicha puxta bilimga ega bo'lishi, balki bu egallagan bilimlarni o'quvchilarga yetkazishda zamonaviy bilim va pedagogik texnologiyalarni qo'llash ko'nikmalariga ega bo'lishi muhim hisoblanadi.

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## QOBILIYATLI BOLALARNI PSIXOLOGIK JIHATDAN ANIQLASH VA ULAR BILAN ISHLASH

**Madaminova Saida Qutlimiratovna**

Qoraqalpog'iston Pespublikasi

Chimboy tumani 40-sonli maktabning amaliyotchi psixologi

***Annotatsiya:** Maqolada qobiliyatli bolalarni psixologik jihatdan aniqlash va ular bilan ishlash, bolalardagi qobiliyatning ko'rinishi –bu nutqning erta paydo bo'lishi va juda ko'p bo'lgan lug'at boyligi va shuningdek, qobiliyatli bolalar tevarak-atrofdan sodir bo'layotgan voqealarga o'ta qiziquvchan ekanliklari haqida so'z yuritilgan.*

***Kalit so'zlar:** qobiliyatli bolalar, iqtidorli o'quvchi, o'qituvchi, qobiliyat.*

Umumiy o'rta ta'lim maktablarida iqtidorli bolalar bilan ishlashni tashkil etishning o'ziga xos tizimi mavjud bo'lib, unda muassasada mavjud barcha sub'ektlar ishtirok etadi. Jumladan, maktab direktori va uning o'rinbosarlari, uslubiy birlashmalar, sinf murrabbiysi, xotin-qizlar va yoshlar tashkilotlari, ota-onalar hamda barcha o'qituvchimurabbiylar shular jumlasidandir. Mazkur sub'ektlarning iqtidorli bolalar bilan ishlashda o'z vazifalari bo'lib, ular yagona maqsadni amalga oshiradilar. Ta'lim muassasalarida iqtidorli o'quvchilar bilan ishlash bo'limi yoki maktab «Kichik akademiyasi» tashkil etilishi mumkin, uning rahbarligiga salohiyatli direktor o'rinbosari mas'ul etib tayinlanadi.

Iqtidorli o'quvchilar bilan ishlashni sifatli tashkil etish maqsadida umumiy o'rta ta'lim maktabi quyidagi ishlarni amalga oshiradi:

- iqtidorli o'quvchilar bilan ishlash bo'yicha yo'riqnoma;
- iqtidorli o'quvchilar bilan ishlashning yillik rejasi va jadvali;
- yillik hisobotlar;
- iqtidorli o'quvchilarga oid maktab direktori buyruqlari;
- uslubiy birlashmalar bo'yicha iqtidorli o'quvchilar ro'yxati;
- o'qituvchilarning iqtidorli o'quvchilarga bergan tavsiyalari va unga ilova qilgan hujjatlar va fotosuratlar, o'quvchilarning yaratayotgan ishlari va maketlari;
- konferençiyalar, fan olimpiadalari, «Bilimlar bellashuvi», tanlov, musobaqalar o'tkazilishiga oid hujjatlar.

O'quvchilarda iqtidor ayniqsa faoliyat jarayonida namoyon bo'ladi. Bolaning shaxsiy nuqtai nazari, xotirasining o'tkirligi fikr almashish jarayonida ham ma'lum bo'ladi. Iqtidorning yorqin va yashirin namoyon bo'lish shakllari mavjud. Yorqin iqtidor o'quvchilar faoliyatida tezda namoyon bo'ladi. Har qanday sharoitda ham bunday iqtidorni ilg'ab olish mumkin. Yashirin iqtidor esa o'quvchi faoliyati jarayonida tezda ko'zga tashlanmaydi.

Qobiliyat insonning shunday psixologik xususiyatidirki, bilim, ko'nikma, malakalarini egallash shu xususiyatlarga bog'liq bo'ladi. Lekin, bu xususiyatlarning o'zi bu bilim va ko'nikmalarga taalluqli bo'lmaydi. Qobiliyatlar faqat faoliyatda namoyon bo'ladi. Shuning uchun ham faqat ana shu qobiliyatlarsiz amalga oshirilishi mumkin bo'lmagan faoliyatlardagina namoyon bo'ladi. O'quvchida ham zaruriy ko'nikma va malaka tizimi hamda mustahkam bilimlar tarkib topish uslublari yo'qligiga asoslanib, jiddiy tekshirib ko'rilsa, shoshilinch ravishda unda qobiliyatlar yo'q, deb xulosa chiqarish pedagogning jiddiy psixologik xatosi bo'ladi.

Qobiliyatli bola kim? Qobiliyat ko'p qirralidir. Yosh bolalardagi qobiliyatning ko'rinishi –bu nutqning erta paydo bo'lishi va juda ko'p bo'lgan lug'at boyligidir. Bundan tashqari qobiliyatli bolalar tevarak-atrofdan sodir bo'layotgan voqealarga o'ta qiziquvchan bo'ladilar. Iste'dodli bolalarning xotiralari juda yaxshi rivojlangan bo'lishini mutaxassislar e'tirof etganlar. Qobiliyat asosan uch o'zaro bog'liq parametrlar bilan aniqlanadi: bilim darajasining ustunlik, psixologik rivojlanish, fiziologik sifatlar. Qobiliyatli bolada bilish jarayonlari: Ular bir vaqtning o'zida juda ko'p ishlar bilan shug'ullanadilar, ular juda qiziquvchan bo'ladilar, kuchli xotiraga egadirlar va diqqatlarini bir joyga to'play oladilar. Qobiliyatli bolada psixologik rivojlanish: Haqiqat hissi yaxshi rivojlangan, qadriyatlarining shaxsiy tizimi, hayolning o'ta rivojlanganligi, hazil hissining mavjudligi, o'zlari uchun to'g'ri kelmaydigan vazifalarni echishga harakat qilishi, ular qo'rquv holatini oshirib yuborishlari ham mumkin, ularda egoentrizm kuchli bo'ladi. Qobiliyatli bolada fiziologik sifatlar: Qobiliyatlilarda ikki xil stereotip mavjud: biri ozg'in, kichkina nimjon bola yoki uning aksi. Iste'dodlilar juda kam uxlashadi. Rus olimi I.P.Pavlov o'z ta'limotida «badiiy», «fikrlovchi», «o'rta» tiplarga ajratilgan shaxslarning ana shu uchta tipdan bittasiga taalluqli ekanligini tavsiflab beradi. Muallif ushbu tipologiyani yaratishda oliy nerv faoliyatining birinchi va ikkinchi signal tizimidan iboratligi to'g'risidagi ta'limotga asoslanadi. Birinchi signallar tizimi obrazlar, emojiyalardan va ikkinchi signallar tizimi esa obrazlar haqida so'zlar orqali signal berishdan iboratdir. Ikkinchi signal tizimi I.P.Pavlov tomonidan «signallarning signali» deb nomlangan edi.

Ushbu tipologiyani osonroq qilib quyidagicha tushuntirish mumkin:

- 1) shaxs faoliyatida birinchi signallar tizimining signallari nisbatan ustunlik

qilsa, bu inson «badiiy» tipga taaluqlidir;

2) mabodo «signallarning signali» nisbatan ustuvor bo'lsa, bu shaxs «fikrlovchi» tipga mansubdir;

3) agarda har ikkala signallar aralashib ketgan bo'lsa (birortasining ustunligi sezilmasa) bu inson «aralash» tipga mansub odamd.

Iste'dodli bolalar bilan ish olib borishda mutaxassislarning fikri iste'dodli bolalar bilan ishlashda Karne, Shvedal, va Linnemayerlar quyidagi mezonlarni ishlab chiqqanlar:

1. Har bir bola takrorlanmasdir. Ba'zilar she'r yozish, insholardan, ba'zilar matematikadagi qobiliyati bilan ajralib turadilar. Oddiy maktabda musiqaga qobiliyati bor o'quvchini ham ajrata olmasligimiz mumkin. Uchinchi bir bola esa yuqori intellektli bilan ajralib turadi, lekin bu bolaning o'zini baholash mezoni juda past bo'lishi mumkin. Shu orqali har bir bolaning kuchli va kuchsiz tomonini bilishimiz lozim. Shu orqali iste'dodli bolalar bilan ishlash rejasini tuzish mumkin.

2. Iste'dodli bolalar o'zlariga nisbatan juda tanqidchandirlar. Ular o'z «men»ini rivojlantirishga harakat qilishlari kerak. Yaqin qarindoshlarining ta'siri iste'dodli bolalar uchun juda muhimdir.ular yaqinlarining fikrini inobatga oladilar.

3. Iste'dodli bolaning rivojlanishi va kamol topishida oilaning o'rni juda kattadir. Agar oila maktab o'zaro aloqada bo'lsa, bu eng yaxshi natijalarga olib kelishi mumkin.

4. Iste'dodli bolalar uchun turli xil o'quv rejasini tuzish. Iste'dodli bolalarning qiziqish va ehtiyojlarini inobatga olib o'quv rejalari ishlab chiqilishi lozim. Ko'pgin iste'dodli o'quvchilarning qiziqishlari ko'p qirralidir.

5. Iste'dodli bolalar oddiy bolalar bilan o'qigan taqdirda xam, iste'dodli boshqa bolalar bilan muloqot qilish imkoniyatini yaratish kerak.

6. Iste'dodli bolalarning dasturi har tomonlama mukammal bo'lishi zarur.

7. Iste'dodli bolalarni o'qitish uchun tuzulgan rejani shu sohadan xabardor bo'lgan rahbarning o'zi nazorat qilgan taqdirdagina samara berishi mumkin.

8. Ota-ona va mutaxassislar bir-birlari bilan hamkorlik qilishlari muhimdir. Bu hamkorlik iste'dodli bolalarning iste'dodini rivojlantirish uchun xam muhimdir.

9. Bolaning o'ziga nisbatan bahosini bilishimiz muhimdir. Bola o'zining oldiga qo'ygan qanday vazifalarni bajarilayotganligini ham bilish kerak, ota-ona bundan xursanmi?

Shunday qilib, iste'dodli bolalar bilan ishlashda talantli tarbiyachi, o'qituvchilarni jalb qilish maqsadga muvofiqdir. Bunday mutaxassislar maktabga ham ota-onalarga ham juda zarurdir. Iqtidorli o'quvchilarni aniqlash, tanlash va tarbiyalash borasida mamlakatimiz ta'lim tizimida amalga oshirilayotgan ishlar, jamiyat taraqqiyotini ta'minlash, vatanimiz iqtidoriy salohiyatni dunyo miqyosida namoyon etish imkonini beradi.

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## PRAGMATICS IN LINGUISTICS

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**Abstract:** *In linguistics, pragmatics is the study of how meaning is influenced by context. It focuses on how language is used in everyday contexts and how social norms, speaker purpose, and cultural background all affect meaning. Examining shared knowledge, implicit meanings, and conversational implicatures, pragmatics studies how language users deduce meaning beyond the literal interpretation of words and phrases. In order to communicate effectively, one must have a solid understanding of pragmatics, which explains how language is used to show politeness, negotiate social relationships, and accomplish communicative goals. Linguists can learn more about how language functions in daily interactions and how meaning is produced in context by studying pragmatics.*

**Key words:** *Linguistics, pragmatics, cultural background, interpretation, communication, Charles W. Morris, William James, John Dewey, Charles Sanders Pierce, signs, language, behavior, social contexts, politeness theory, Penelope Brown, implicature, presupposition, speech acts.*

### Introduction

Language is more than just words and grammar rules; it is a dynamic, complex system. The study of language in use is called pragmatics, and it is a branch of linguistics that focuses on the ways that shared knowledge, context, and social cues affect communication. Pragmatics highlights the finer points and intricacies of human interaction by studying language use in authentic contexts.

The study of language in context, with an emphasis on the creation and interpretation of meaning in communication, is the field of pragmatics within linguistics. In contrast to semantics, which studies meaning, and syntax, which studies sentence form, pragmatics examines language use in contexts outside word meaning. It investigates the ways in which implicature, presupposition, speech acts, and conversational implicature are used by speakers to express meaning. It enables us to

concentrate on the construction of meaning in certain settings and helps us see beyond the literal meaning of words and utterances. In interpersonal communication, meaning is continuously negotiated between the speaker and the listener. By examining this bargaining, pragmatics seeks to comprehend the meaning that individuals convey to one another throughout communication.

The term pragmatics was first used in the 1930s by the philosopher and psychologist Charles W. Morris, and it was further developed as a subfield of linguistics in the 1970s. Among the linguistic fields, pragmatics in the English language is one of the newest. But its origins can be found in the philosophers William James, John Dewey, and Charles Sanders Peirce in the 1870s. A philosophical movement known as pragmatics views words as instruments for comprehending the outside world and opposes the notion that thought's primary purpose is to reflect reality. Pragmatists contend that the best way to understand any philosophical idea, including language, is to consider its applications in real life. Charles Morris developed his theory of pragmatics in his 1947 book "Signs, Language, and Behavior," drawing on pragmatism as well as his training in philosophy, sociology, and anthropology. According to Morris, pragmatics "addresses the sources, applications, and consequences of signs within the overall behavior of the interpreters of signs." Rather than literal indicators like road signs, pragmatics uses signs to describe the gestures, body language, and tone of voice that typically accompany speech.

Pragmatics refers to the practical application of language, taking into account its meaning within social contexts. We must consider the circumstances (including the physical setting) and pay attention to social indicators like body language and tone of voice in order to truly comprehend what is being said. Taking a look at several pragmatic instances and their meaning in context will perhaps help to clarify things. For instance, imagine this: It's hot in here, your friend remarks as you and she sit in your bedroom studying. Is it possible to pry open a window? If we interpret this correctly, your friend is requesting that you break the window, inflicting harm against it. When considered contextually, though, it appears that what they're really requesting is a small window opening. Second example, imagine this: Your neighbor appears bored as you converse with them. It appears that your neighbor is not paying much attention to what you are saying, since they are constantly checking their watch. "Gosh, would you look at the time!" they exclaim abruptly. In literal terms, this means that your neighbor is telling you to check the time. However, based on their overall body language, we can assume that they are attempting to leave the conversation.

Understanding pragmatics is essential to comprehending language use in context and provides a solid foundation for comprehending language interactions. A world without slang, without jokes that probably wouldn't be humorous, and with conversations that would take twice as long would be one in which you had to explain what you meant in full! Let's see what a world without pragmatics would look like.

“What time is this called?”

Meaning in literal terms: What time is it?

True meaning: Why are you running late?

We are aware that the speaker is merely highlighting the other person's tardiness and is not genuinely interested in finding out what time it is thanks to the pragmatic observations. It would be preferable to apologize in this instance rather than give the speaker more time! Now think about the subsequent phrases. How many interpretations are possible for them? To what extent does context matter in determining the meaning of individual sentences?

- You have the green light.
- This way.
- You are on fire!

### **Pragmatics: Politeness Theory**

In the 1970s, Penelope Brown and Steven Levinson developed “politeness theory.” It aims to clarify how civility functions in discourse. “Saving face” refers to preserving your reputation and avoiding embarrassment, and it is the foundation of politeness theory. Positive and negative faces are the two categories of faces that Brown and Levinson propose exist in humans.

Our self-esteem is our positive face. Take our need to be trusted, adored, and liked as an example.

Our need to be unhindered and free to do as we like is known as our negative face.

When we treat someone with courtesy, we are appealing to their good or bad side.

A person might be made to feel good about oneself by appealing to their positive side.

Example: “You always dress so beautifully! One day, I hope to borrow something.”

Making the other person feel as though they haven't been taken advantage of is equivalent to appealing to their negative face. For instance, “I know it's a real pain, and I hope you don't mind, but could you please print these off for me?”

#### **Key concepts in pragmatics:**

1. Implicature. Paul Grice has proposed a theory called “conversational implicature,” which is frequently referred to as just “implicature”. It examines acts of indirect speech. Investigating implicatures helps us understand the

speaker's meaning even when it isn't stated clearly. It is a communication method that is not direct. The cooperative theory is closely related to conversational implicature. It is predicated on the cooperation of both the speaker and the listener. A speaker can be sure that the audience will grasp what they are implying. For example, while watching TV, a couple is not really paying attention to the TV because they are both engrossed on their phones. "Are you watching this?" asks the boy. Grabbing the remote, the girl flips through the channels. Although the suggestion to switch the channel was not made directly, it was inferred.

2. **Presupposition.** A presupposition is essentially what happens when you build something on an assumption. Assuming, for instance, that it will rain, you may remark, "I'll get my rain jacket before I leave". When you get right down to it, though, it's a pretzel of a concept. In this article, we'll unpretzel the pragmatics of the presupposition, including how to use the negation test to figure out if something is a presupposition at all.
3. **Speech Acts.** Speech acts, a subset of pragmatics and a type of verbal communication, frequently occur in both verbal and nonverbal communication. Speech actions, according to Yule (1996), are an investigation of the language use of speakers and listeners. Bach (1979) indicates that a verbal communication involves more than just language; it also involves action, as each verbal action has a message attached to it. To sum up, a speech act is an actual utterance, and an act is an activity. When a speaker speaks, there are goals that go beyond the words or sentences. According to Austin (in Tsui, 1994: 4), speech acts are actions that allude to the deeds carried out by generated utterances. According to Yule (1996: 47), speech acts are actions carried out through utterances. Similarly, Birner (2013) asserts that saying something entails acting upon it. Here, one can speak in order to carry out an action. The speaker can represent physical action with speech acts by using only words and phrases. The words spoken have a significant impact on the deeds done. The speaking acts are divided into three categories: illocutionary, locutionary, and perlocutionary.

**In conclusion**, pragmatics provides a comprehensive framework for examining the nuanced ways in which language is employed to convey meaning in authentic settings. Linguists can obtain important insights into the social, cultural, and cognitive facets of communication by examining the pragmatic components of language. Accepting pragmatics broadens our comprehension of language as a dynamic, ever-evolving system and helps us to appreciate the intricacy of human connection.

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## O'RTA UMUMTA'LIM MAKTAB CHIZMACHILIK DARSLARIDA KOMPYUTER GRAFIKASIDAN FOYDALANISH METODIKASI

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Jondor tumani Kasb xunar maktabi o'qituvchisi.

### ANNOTATSIYA

*Maqola kompyuter animatsion modellari yordamida kelajakdagi chizma o'qituvchilarini tayyorlash jarayonida axborot texnologiyalaridan foydalanishning mazmuni va mohiyatiga bag'ishlangan. Kelajakdagi chizma o'qituvchilarini tayyorlashda, ayniqsa zamonaviy sharoitda grafik fanlar bo'yicha kompyuter texnologiyalaridan foydalanish zarurati va ushbu fanni o'qitishning ilmiy asoslangan nazariyasi va metodikalarining etarli darajada yo'qligi tanlangan muammoni dolzarb deb hisoblashga imkon beradi. Bundan tashqari, tadqiqotning dolzarbligi va maqsadga muvofiqligi, shuningdek, kompyuter texnologiyasi o'quv materialini yetarli darajada idrok etishni tashkil etish, uning informatsion tarkibi va cheklangan vaqtini o'rganish uchun ajratilgan holda tuzish masalasini muvaffaqiyatli hal qilishga imkon berishini aniqlaydi, bu o'quv jarayonida asosiy narsalardan biri hisoblanadi., shu jumladan kelajakdagi chizma o'qituvchilarini tayyorlashda munosib hissa qo'shadi.*

**Kalit so'zlar:** muhandislik grafikasi, axborot-kommunikatsiya texnologiyalari, o'z-o'zini o'qitish, o'qitish, o'quv jarayoni.

### АННОТАЦИЯ

*Статья посвящена содержанию и сущности применения информационных технологий в процессе подготовки будущих учителей черчения средствами компьютерных анимационных моделей. Необходимость использования компьютерной технологии при подготовке будущих учителей черчения, особенно по графическим дисциплинам в современных условиях и отсутствие в должной степени научно-обоснованных теории и методик обучения данной дисциплине, позволяют считать избранную проблему актуальной. Кроме того, актуальность и целесообразность исследования в значительной мере определяет и то, что компьютерная технология дает возможность успешно решать вопрос организации адекватного восприятия, структурирования учебного материала при большей его информативности и ограниченности во времени, отводимом на изучение, являющиеся одним из основных в процессе обучения, в том числе, и при подготовке будущих учителей черчения.*

**Ключевые слова:** инженерная графика, информационно-коммуникационные технологии, самостоятельное обучение, обучение, учебный процесс.



**ANNOTATION**

*The article is devoted to the content and essence of the application of information technologies in the process of training future teachers of drawing by means of computer animation models. The need to use computer technology in the training of future teachers of drawing, especially in graphic disciplines in modern conditions, and the lack of a proper degree of scientifically-based theory and methods of teaching this discipline, allow us to consider the chosen problem relevant. In addition, the relevance and expediency of the research is largely determined by the fact that computer technology makes it possible to successfully solve the problem of organizing adequate perception, structuring educational material with its greater informativeness and limited time allocated for study, which are one of the main ones in the learning process, including in the preparation of future teachers of drawing. The development of a methodology for teaching students, future teachers of drawing by means of computer animation models, which allows to increase the efficiency and quality of classes aimed at developing creative abilities in the context of modern requirements that society imposes on a certified specialist, determined the problem and purpose of this study.*

**Key words:** *engineering graphics, information and communication technologies, self-study, training, educational process.*

Yosh avlodni hozirgi zamon talablariga mos ravishda tarbiyalashdek vazifa pedagoglar oldida turadi. Yangi O‘zbekiston, Vatan degan tushunchalarni singdirib dunyo bilan hamnafas bo‘lishini ta’minlashimiz kerak.

Chizmachilik ta’limi rivojlanib borayotgan mustaqil davlatimizning barcha tarmoqlarida yangi texnologiyaning yaratilishi va joriy qilinishida inson amaliy faoliyatida tutgan o‘rni bilan belgilanadi. Jahonda informatika va axborot texnologiyallari jadal sur’atlar bilan rivojlanib, takomillashib borayotgan soxadir.

Ba’zi bir maktablarda zamonaviy kompyuterlarning yetishmasligi; - chizmachilik fani o‘qituvchilarining kompyuter vositalaridan foydalanishni bilmasliklari; ba’zi bir maktablarda zamonaviy kompyuterlar bor, biroq kerak bo‘lgan dastur (programmalar) ning bo‘lmasligi. (bular “AutoCAD”, “3D MAX”, “Kompas”, “CorelDRAW” va “Photoshop”) misol bo‘la oladi.

Maktabda kompyuter garfikasini o‘qitishdan asosiy maqsad, o‘quvchilarga chizmachilik va muxandislik grafikasi fanlaridan bajariladigan grafik axborotlarni chizma, diagramma va sxemalar kabi tasvirlarni kompyuter yordamida bajarish tartibi va qoidalarini o‘rgatishdan iborat. "Kompyuter garfikasi"ning asosiy masalasi amaliy va operatsion dasturlar hamda tayyor buyruqlar paketidan foydalanib, loyihalash va texnologik jarayonlarning modellarini yaratish ishlarini o‘quvchilar tomonidan kompyuterda erkin bajarishlari uchun zarur bo‘lgan bilim va malakalarga ega bo‘lishidan iborat.

Chizmachilik ta'limi bo'yicha Davlat ta'lim standartida o'rta umum ta'lim maktabining 9 sinfida taqvimiy-mavzuiy rejasida 4 soatlik dars ajratilgan. "Paint", "AutoCAD" dasturlar sistemasida grafik tasvirlarni yasash, chizma shriftlari, tekis va hajmli shakllar tasvirlarini yasash bo'yicha mavzular ajratilgan. Zamonaviy darsga juda katta talablar qo'yimoqda. Dars jarayonida informatsion texnologiyadan foydalanishning metodikasini o'rganib chiqishga harakat qildik.

XXI-asr kompyuter texnikasi asri deb bejiz aytilmagan. Hozirgi vaqtda zamonaviy texnikalar rivojlangani sari, barcha o'quv dargohlarida ham darslar zamonaviy axborot texnologiyalardan foydalanib o'tilayapti. Uzluksiz ta'lim tizimining barcha turlarida fundamental bilimlardan iborat bo'lgan. Umumta'lim fanlar bo'yicha o'quv adabiyotlari asosan an'anaviy bosma shaklda tayyorlanadi. Hozirgi zamonaviy o'quv darsliklari ularning elektron variantlari hamda zarur bo'lgan dasturlarning diskleri, disketalari bilan birgalikda ilova qilinmoqda. Bu esa o'z navbatida mashg'ulotlarni zamonaviy elektron texnik vositalardan foydalanib tashkil qilishga qulay bo'lmoqda. Chizmachilik fanini o'qitishda kompyuter texnologiyalaridan foydalanish, kompyuterlashtirish muammolari yuzasidan bir qancha kuzatish ishlari olib borilgan.

Agar ishlab chiqilgan o'qitish metodikasi mantiqan to'g'ri va uslubiy nuqtai nazaridan mukammal bo'lsa, nazariy va amaliy bilimlarni oson va qulay o'zlashtirish hamda o'quv jarayonida vaqtni tejash mumkin bo'ladi. Bunda har bir pedagog - o'qituvchidan bu fanning nazariy asoslarini chuqur bilishi quyidagi amaliy malakalarga ega bo'lishi talab qilinadi:

1. Har bir mashg'ulotni muammoli va innovatsion texnologiyalardan foydalanib tashkil qilish.
2. O'quvchilarni zamonaviy kompyuter grafikasi imkoniyatlari bilan tanishtirib borib, ularni kompyuter bilan ishlashga ruhan tayyorlash.
3. Chizmachilik va kompyuter grafikasining o'zaro bog'liqligi, uning jamiyatda tutgan o'rnining asosli tushuntirish orqali o'quvchilarni kasbiy yo'naltirish.
4. O'quvchilarda chizmachilikdan olgan bilim va ko'nikmalarini kompyuterda qo'llay olish malakasini shakllantirish.
5. Kompyuter grafikasi imkoniyatlaridan foydalanib, o'quvchilarning fazoviy tasavvuri va ijodiy fikrlash qobiliyatlarini o'stirib borish.

Chizmachilikda kompyuter uchun ajratilgan mashg'ulot mavzularni tanlashda o'quvchilarni "AutoCAD" dasturining quyidagi: kesma chizish, uni bo'yash, unga tur berish, chiziqlarni turlarga ajratish, aylana chizish va uning asosida tutashma yasash, ortiqcha chiziqlarni o'chirish, tasvirni saqash, matn yozish, chizilgan chizmani va yozilgan matnni taxrir qilish, o'lcham qo'yish kabi buyruqlardan amaliy foydalanishga

o'rgatish. Kompyuterda chizma bajarish malakalarini oshirish kabi ketma-ketliklarni bajarish maqsad qilib qo'yilgan. Bu buyruqlardan foydalanib bajariladigan chizmalar chizmachilikni "Geometrik chizmachilik" bo'limidagi "Tutashma" mavzusida ko'p uchraganligi sababli, kompyuter grafikasidan 1- grafik ishiga vazifa variantlari sifatida tekis kontur chizmalarni olish uslubiy jihatdan to'g'ri bo'ladi.

1-garfik laboratoriya ishi A4 (210x297 mm) formatda bajarilib. tutashmaga oid vazifa bajariladi.

Shu nuqtai nazardan kelib chiqib, o'quvchilar uchun oson va o'rta murakkablikdagi tutashmalarni tanlab ishlab chiqildi. Ular har bir o'quvchiga mashg'ulot o'tkazuvchi o'qituvchi tomonidan shaxsiy vazifa qilib beriladi.

"Tekis kontur" chizmasini quyidagi ketma-ketlikda bajarish tavsiya etiladi.

1. Tekis konturning o'lchamlaridan kelib chiqqan holda A4 format tanlab olinadi. So'ngra bu formatda tutashmaning simmetriya o'qlari va markaz chiziqlari "Otrezok"—"Kesma" markaz buyrug'idan foydalanib o'tkaziladi. Markaz chiziqlarini o'tkazishda ular orasidagi masofani "Surish"—"Sdvik" buyruqidan yoki kesma uzunligini teskor kiritish usulidan foydalanib kiritiladi.

2. Tekis kontur chizmasida berilgan chiziqlar, ya'ni to'g'ri chiziq va aylanalar chizib olinadi. Bunda "Otrezok"—"Kesma" va "Krug"—"Aylana" buyruqlaridan foydalaniladi.

3. Tekis kontur chizmasidagi tutashma elementi-aylana yoyi o'tkaziladi. Kompyuterda bunday aylana yoyi to'liq aylana ko'rinishda chizish panelidagi yoki "Risovaniye" menyusidagi "Krug"—"Aylana" buyrug'idan foydalanib chizib olinadi. Buning uchun ularning birortasiga kirib, undagi "Kac/Kac/Radius" buyrug'i yuklanadi va taxminiy urunish nuqtalari "Sichqoncha" yordarnida, muloqotlar qatoridagi so'rovga tutashma radiusi kiritiladi va "Enter"ni yuklash bilan tutashma yoyi to'liq aylana bo'lib tasvirlanib qoladi.

Shunday amallarni bajarish asosida chizmadagi barcha tutashmalar bajariladi. Ulardagi ortiqcha aylana yo'ylarini chizmadan yo'qotish uchun, "Obrezat"—"Kesish" buyrug'idan foydalaniladi.

Yuqoridagi bosqichlarda bajarilgan "tekis kontur" chizmasi taxt qilinadi. YA'ni 1-grafik ishni qog'ozga chiqarib olishdan avval, uning chiziqlari kerakli turlarda va yo'g'onliklarda bajarib chiqiladi. O'q va markaz chiziqlari ikkinchi "Bylayer" buyrug'idan foydalanib bajariladi. Asosiy chiziqlar yo'g'onligini. ekranning eng pastki "Rejim"—"Holat" qatoridagi "Vesling" buyrug'iga kirib ko'riladi va tekshiriladi. Agar chizmada biror yo'g'onlashtirilmagan chiziq qolib ketgan bo'lsa, uni ajratib uchinchi "Bylayer" buyrug'idan foydalanib yo'g'onlashtiriladi. Agar chizmadagi chiziqlarga rang berish lozim bo'lsa birinchi "Bylayer" buyrug'idan foydalaniladi.

"Tekis kontur" vazifasida berilgan o'lchamlar, ekranda bajarilgan chizmaga qo'yib chiqiladi. O'lcham chiziqlarini, strelkalarini va o'lcham raqamlarini ko'rsatkichlari "Format" menyusidagi "Razmerniy stili..." buyrug'iga kirib. "Menidjer stilya izmerineye" darchasidan foydalanib tanlab olinadi.

Tayyor bo'lgan "Tekis kontur" chizmasi qog'ozga chiqarish uchun tayyor holda xotirada saqlanadi va chop etiladi. O'quvchilar kompyuter grafikasidan olgan bilim va ko'nikmalarini birinchi grafik laboratoriya ishini bajarib mustahkamlaydilar va amaliy malakalarini oshiradilar.

Yuqorida "Tekis kontur" mavzusiga oid "Tutashma" topshirig'ini bajarish batafsil tushuntirildi. Chizmachilik fani uchun yaratiladigan adabiyotlarda mavzuni yoritish ketma-ketligi ko'rsatilishi kompyuter grafikasida topshiriqlarni bajarishni ancha yengillashtiradi. Shuningdek, chizmalarni kompyuterda bajarishning ketma-ketligi, algoritmini berish zarur deb o'ylaymiz. Buning bir nechta sababini ko'rsatib o'tamiz.

—Maktab chizmachilik dasturida kompyuter grafikasi uchun ajralilgan soatlar miqdori nihoyatda oz;

—Dasturda ko'rsatilgan chizish dasturlaridan foydalanuvchi sifatida ishlab bilish uchun vaqt yetarli emas;

—Chizmachilik o'qituvchilari "AutoCAD", "3D MAX", "Kompas", "CorelDRAW" va "Photoshop" dasturlari bilan to'liq tanish emas;

Xulosa qilib aytish mumkinki, yuqorida ko'rsatilgan tartibda mavzularni yoritish o'quvchi va o'qituvchilarning chizmalarni kompyuterda bajarishini ta'minlaydi va yengillashtiradi.

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## ДИЗАЙНДА ЁРУҒЛИК ВА РАНГЛАРНИНГ АҲАМИЯТИ

**Насритдинов Алишер**

Камолиддин Бехзод номидаги Миллий рассомлик ва дизайн институти,  
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***Аннотация:** Мақолада муҳит дизайнини ташкил этишида ёруғлик ва рангларнинг аҳамияти боради.*

***Калит сўзлар:** ранг, ёруғлик, атроф-муҳит, дизайн, оптик иллюзия.*

***Аннотация:** В статье рассматривается важности света и цветов в организации дизайна окружающей среды.*

***Ключевые слова:** цвет, свет, окружающая среда, дизайн, оптическая иллюзия*

Ранглар дунёсининг сир-синоати, уларга яширинган турли рамзлар ва руҳий оламга боғлиқлик аломатлари ҳар доим инсонларни қизиқтириб келган. Ранглар билан боғлиқ тажриба ва илмий изланишлар олиб бораётган мутахассислар эса рангларнинг сеҳрли олами ҳақидаги маълумотлари билан барчанинг эътибори ва қизиқишини тортганлар.

Рангсиз кўриб турган дунёни тушуниб бўлмайди. Инсонга ҳар доим ранг таъсир этиб туради, унинг жисмоний ва руҳий ҳолатига таъсир кўрсатиб туради. Ранглар ҳақида тушунчага эга бўла туриб, қандайдир ҳис-ҳаяжонларни чақирувчи аниқ ҳиссиётлар, образлар шакллантириш мумкин бўлади.

Атроф-муҳитга эътибор билан назар ташласак, унинг ичида турли ранглар гаммасини кўриш мумкин. Ранглар фақатгина унинг ички қисмининг бадиий сифатини оширибгина қолмасдан, инсон ҳаёти ва фаолияти, соғлиги ва кайфияти учун қулай шароитлар яратишга ёрдам беради.

Ранглар илиқ ва совуқларга бўлинади. Илиқ: сариқ, сабза (оранж), қизил, ва унинг туслари, шунингдек қаймоқли, шафтоли, кофе, пушти-сариқ, яшил (бирок сариқ ранглари мавжуд, лекин кўк туслар эмас). деразалари қуёш томонга қаратилмаган хоналар илиқ рангларга бўялади, улар анча ёруғ туюлади.



Совуқ ранглар: кўк, хаворанг настаринранг, кўк туслари устун бўлган сиёхранг, оч-кулранг, кумушранг. Улар асосан қуёшдан жуда ҳам қизийдиган ва ёритилган хоналарга тўғри келади.

Маълумки, қуёш инсонга қандай хуш ёқимли таъсир ўтказади, қуёш нури етишмаслиги эса уни толиктириди. Интерьерда ранг танлаганда хоналарнинг ёритилишини инобатга олиш зарур, чунки деразалар жанубга қаратилса ҳам улардаги хона деразаларнинг кичкиналигидан қоронғи бўлиши ёки уларнинг деразалари қўшни уйларга жуда яқин жойлашган, ёки дарахтлардан тўсилиши мумкин. Бундай ҳолларда хона қанча қоронғи бўлса, деворлари шунча очроқ бўлиши зарур.

Ранг хусусиятларини билиш ва уларни тўғри қўллаш, ноқулай хоналарни маълум тарзда таасуротини яхшилаш - шифтани "кўтариш" ёки "тушириш", деворларни "кенгайтириш" ёки "торайтириш" имкониятлари мавжуд. Бу ўзгаришлар рангнинг тусини, нақшини, фактурасини, безатиш ашёларини қўллаш ва сунъий ёритилиш ёрдамида эришилади, ва оптик иллюзия деб аталади.



**1.1.расм.** *Оптик иллюзиянинг бино интерьеридagi кўриниши. Асосий кулрангдан фойдаланилган.*

**Оптик иллюзия** - буюмнинг кўринмас сифатлари ҳақиқатга мувофиқ бўлмаган ходиса. Масалан:

- Бир тусга текис бўялган хона катта ва кенг туюлади. Унда барча нисбатлар ёрқин ифодаланган;
- Рангли вертикал чизиқлар хонани баланд кўрсатади;
- Горизонтал чизиқлар хонани пастроқ таасуротини ҳосил қилади;
- Ёрқин жимжимадорлик хонани кичрайтиради ва бетартиб, безовталилик ҳиссини келтиради;





**1.2.расм.** Ёрқин жимжимадорлик ёрдамида хонанинг кичрайиб ва бетартиб кўриниши.



**1.3.расм.** “Халқаро форумлар уйи” интеръери. Тошкент. Сарой.

- **Қизил ранг** тўлқинлантирувчи, инсонни ҳаяжонга солувчи ўта фаол ранг ҳисобланиб, руҳиятга кескин таъсир кўрсатади. Бунда нафас олиш ва юрак уриши ҳам ўзгаради. Қисқа вақт ичидаги қизил рангнинг таъсирида инсон меҳнатга лаёқатини оширади. Узоқ вақт ранг таъсирида эса толиқишга ва меҳнатга лаёқатсизликни пасайтиради.

- **Оловранг** қувноқ ва хурсандчилик кайфиятини, илиқлик хиссиётини, ҳаракатга интилишни келтиради, фаоллаштиради, гоҳида тўқнашиш шароитида иш қобилиятига ижобий таъсир кўрсатади.

- **Ёрқин-оловранг** болаларга яхши таъсир этувчи ранг ҳисобланиб, уланинг кайфиятини кўтаради, жисмоний вазифаларни яхшилайти.

- **Сарик ранг** куёш ёруғлиги таасуротини келтиради, тетиклаштиради, фаоллаштиради, яхши кайфиятни яратишга омил бўлади таъминлайди, гоҳида тўқнашишда иш қобилиятига ижобий таъсир кўрсатади.

- **Яшил ранг** — нейтрал ранг ҳисобланиб, юмшоқ ва тинчлантирувчидир. Ушбу рангнинг доимий таъсирида одамни толиқтирмайди, жуда кучли бўлмасда, иш қобилиятига турғун кўтаринкиликни келтиради.

- **Ҳаво ранг** сушт рангларга киради, нозиклик ва хаёлпарастликка ундайди, фаолликни ва ҳиссий зўриқишни пасайтиради, ҳаётий жараёнларни секинлаштиради холсизлантиради, салқинлик ҳиссини келтиради.

- **Кўк ранг** — совуқ, тинч, сушт ранг ҳисобланади, унинг таъсирида ҳаётий жараён фаоллиги сусаяди, нафас олиш ва юрак уриш бир маромга келади. Меҳнатга лаёқатлилик камаяди. Ушбу ранг таъсирида яратувчанликка ва фикрлашга интилиш қобилияти пайдо бўлади.

- **Кўкиш-яшил ранг** бир маромда ушлаб турувчи, тинчлантирувчи ранг ҳисобланади.

- **Сиёхранг** сушт ранглар сирасига киради. Унинг таъсири ҳаётий жараёнларнинг сусайишига ва кучсизланишига олиб келади, фаолликни пасайтиради, яширин ҳаяжонланиш каби баъзи бир хавотирланишни ҳис қилишнинг пайдо бўлишига ва эзилганлик ҳиссини пайдо бўлишига олиб келади. Ҳаттоки қисқа вақт ичидаги сиёхрангнинг таъсири меҳнатга лаёқатлиликни камайтиради.

- **Жигарранг** — босиқ, хотиржам, илиқлик ҳиссини уйғотади, сокинлик ва юмшоқ кайфиятни пайдо бўлишига олиб келади.

- **Қора ранг** — қайғули, оғир ранг ҳисобланади. Қоронғулик, кечкурун билан ўзаро боғлиқдек, гўё. Инсонни эзилтиради, кескин кайфиятни туширади, ишга лаёқатликни камайтиради.

- **Кул ранг** — маъюс, холсизликни, зерикиш каби туйғуларни уйғотади. Тўқ-кул ранг эса бутунлай хис-туйғуларни эзилтиради. Бироқ, интерьерда бу рангнинг ўрни ниҳоятда беқиёсдир, айниқса катта ёшдагилар учун бу ранг айти муддао.

- **Оқ ранг** — совуқ, сокин ранг ҳисобланади. Байрамоналик ва тантанаворлик кайфиятини яратади, шунинг билан бирга камтарлик ва оғир-босиқликни ҳам келтиради. Интерьер борасида айрим мутахассислар ушбу рангдан кенг фойдаланадилар. Ҳақиқатан ҳам, оқ рангли деворлар – бу исталган рангдаги мебел учун, гиламлар, матолар ва бошқа безакли элементлар учун ажойиб заминдир. Оқ рангдаги заминли хоналар – ёруғ, шинам ва шунинг билан бирга тантанавордир, лекин инсонлар хилма хилликни ёқтирадилар ҳамда кўпгина омилларни ҳисобга олганда интерьердаги ранг ечимини танлашда энг турли ранглар мувофиқлигидан фойдаланадилар.

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## INTERNATIONAL AND NATIONAL LEGAL FOUNDATIONS AND MODERN TRENDS OF THE INSTITUTION OF COMPLIANCE CONTROL IN THE PREVENTION OF CORRUPTION

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### ABSTRACT

*Currently, early detection, prevention and combating of corrupt situations, as well as elimination of the causes and conditions that create conditions for them, in particular, prevention of conflict of interests, formation of an intolerant attitude towards corruption are important in the bodies and organizations, their territorial and structural divisions. The introduction of preventive measures against corruption is considered to be of great importance. In particular, as a result of the reforms implemented in preventing and fighting corruption at the international level, preventive measures against corruption are entering not only state bodies and organizations involved in it, but also the private sector. This, of course, shows the relevance of preventive measures against corruption.*

**Keywords:** *Corruption, corrupt offense, conflict of interest, bureaucracy, legal loopholes, institutional structures, international standards, preventive measures, compliance-control institute.*

### АННОТАЦИЯ

*В настоящее время в органах и организациях важное значение имеют раннее выявление, предупреждение и противодействие коррупционным ситуациям, а также устранение причин и условий, создающих для них условия, в частности предотвращение конфликта интересов, формирование нетерпимого отношения к коррупции, их территориальные и структурные подразделения. Внедрение профилактических мер против коррупции придает большое значение. В частности, в результате реформ, реализуемых в области предотвращения и борьбы с коррупцией на международном уровне, профилактические меры против коррупции проникают не только в государственные органы и организации, участвующие в ней, но и в частный сектор. Это, конечно, показывает актуальность превентивных мер против коррупции.*

**Ключевые слова:** *Коррупция, коррупционное правонарушение, конфликт интересов, бюрократия, лазейки в законодательстве, институциональные структуры, международные стандарты, превентивные меры, институт комплаенс-контроля.*



## ANNOTATSIYA

*Hozirgi kunda korrupsiyaviy holatlarni barvaqt aniqlash, olidini olish va unga qarshi kurashish hamda ularga sharoit yaratib berayotgan sabab va shart-sharoitlarni bartaraf etish, xususan manfaatlar to'qnashuvini oldini olish, korrupsiyaga nisbatan murosasiz munosabatni shakllantirishda davlat organlari va tashkilotlarida, ularning hududiy va tarkibiy bo'limlarida korrupsiyaga qarshi preventiv choralarini joriy etilishi katta ahamiyatga ega hisoblanadi. Xususan, xalqaro miqyosida korrupsiyani oldini olish va unga qarshi kurashishda amalga oshirilayotgan islohotlar natijasida korrupsiyaga qarshi preventiv choralar nafaqat davlat organlari va uning ishtirokidagi tashkilotlarga, balki xususiy sektorga ham kirib bormoqda. Bu, albatta, korrupsiyaga qarshi preventiv chora-tadbirlarning dolzarbligi ko'rsatib turibdi.*

**Kalit so'zlar:** *Korrupsiya, korrupsiyaviy huquqbuzarlik, manfaatlar to'qnashuvi, byurokratiya, huquqiy bo'shliqlar, institutsional tuzimlar, xalqaro standartlar, preventiv choralar, komplayens-nazorat instituti.*

## INTRODUCTION

According to the information given by UN Secretary General A. Guterres, cases of receiving and giving bribes in the amount of 1 trillion dollars take place every year on a global scale. Every year, the world economy loses more than 2.6 trillion US dollars due to corruption, which is 5% of the world's gross domestic product.<sup>1</sup>

As for the development history of the anti-corruption compliance-control institution, the compliance-control system was first established in the USA in 1906. The need for this was connected with the establishment of companies and corporations aimed at ensuring security in the country's economy.

Today, according to the official data of the international law firm "Baker and McKenzie" in 2019, the anti-corruption compliance control system has been implemented in its companies in more than 150 countries.

Disputes with large companies from the second half of the last century to the present day (Daimler, Siemens (Germany) Odenbrecht, Petrobras (Brazil), Samsung Group, Hyundai Motor Co. (Republic of Korea), BAE Systems (Great Britain), Baker Hughes Inc., Panalpina World Transport (USA), etc.) fighting corruption in the private sector required a radical reform of the systems.

For example, 1 billion of Great Britain alone. This system, established in more than 800 corporations and banks with a capital of pound sterling, has been evaluated as a comprehensive protection against various corruption risks and is now widely used due to its effective aspects.

<sup>1</sup> Corruption is costing the global economy \$3.6 trillion dollars every year" 2018. [Электрон манба]. URL: <https://www.weforum.org/agenda/2018/12/the-global-economy-loses-3-6-trillion-to-corruption-each-year>.



In France, all corporations and banks with a capital of more than 800,000 euros are required to implement anti-corruption compliance control systems.<sup>1</sup>

Foreign practice shows that in all countries based on the laws of the market economy, in accordance with modern management methods in the field of combating corruption, one of the most important preventive tools that ensure effective functioning is the introduction of a compliance-control institution in its structure.

## METHODS

In conducting this study, we used several methods of conducting legal research. In particular, the research was carried out in a combined form of scientific and purely legal research methods. The norms of international law, the Constitution of Uzbekistan and legal documents, as well as other practical materials related to the research topic served as a source. The opinions and conclusions expressed by specialists and scientists of the Republic of Uzbekistan and foreign countries, in particular, the views of the compliance-control institute, as well as formal-legal, logical, comparative-historical and historical-legal analysis methods were widely used.

## RESULTS

In researching the international standards and national legal frameworks and modern trends of the compliance-control institution in the prevention of corruption, we achieve the following results:

- Making proposals for our national legislation by analyzing the development history and modern trends of the compliance control institution in preventing corruption;
- Improving the national legal framework of the compliance-control institute; Improvement of the mechanisms of implementation of the compliance-control institution;
- Implementation of its norms into our national legislation by discussing the international standards of the anti-corruption compliance-control institution;
- Discussing the modern trends of the compliance-control institute and researching the issues of its application in the private sector.

## DISCUSSION

**The concepts of compliance**, compliance control (Compliance control) mean consent, compliance and activity in accordance with clearly defined rules, standards and instructions.<sup>2</sup>

<sup>1</sup> Training manual on the compliance control structures of the anti-corruption agency <https://anticorruption.uz/uz>

<sup>2</sup> Ivanov E. Anti-corruption compliance in BRICS countries// Антикоруptionный комплаенс-контроль в странах БРИКС//Монография. -М.: Юриспруденция, 2015. – с.9. [Электрон манба]. URL: <http://files.sudrf.ru/774>.

The explanation of the concept of compliance-control is not available in our national regulatory legal documents, but this concept was first introduced in the decree of the President of the Republic of Uzbekistan No. 5729 “On measures to further improve the system of combating corruption in the Republic of Uzbekistan”. concept and paragraph 3 of the decision No. 5177 “On additional measures to effectively organize anti-corruption activities” and the decision of the Director of Anti-Corruption Agency No. 3319 registered by the Ministry of Justice “On Anti-Corruption used as internal control structures in the order “On approving the model regulation on the activity of internal control structures”.

At the same time, the interpretation of the concept of compliance-control structure, their legal status is not defined in our national legislation. But based on existing foreign research and experience, the concept of compliance-control can be defined as follows.

**Anti-corruption “compliance-control” system** - which ensures that the activities of state bodies and business entities, banks and the private sector are organized in accordance with international standards in the field of fighting corruption, laws and other regulatory legal documents, risks of corruption and an effective system that includes a number of preventive measures, such as the timely detection and elimination of conflicts of interest, the reporting of violations of the law and corruption.<sup>1</sup>

Therefore, the anti-corruption “compliance-control” system in state bodies, organizations with state participation, as well as in the private sector, in accordance with international standards, normative and other normative legal documents, is the reason for early detection of corruption risks, their prevention, and the opportunity for them. and elimination of conditions, in particular, prevention of conflict of interests, is an effective system that combines several preventive measures.

According to the President's Decree No. PF-6013 dated June 29, 2020 “On additional measures to improve the anti-corruption system in the Republic of Uzbekistan”, one of the main tasks of the newly established anti-corruption agency 2020 In 2021, it was decided to gradually introduce anti-corruption internal departmental control systems in all state and economic management bodies, state enterprises and enterprises with a state share in the charter capital, including banks.

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<sup>1</sup> Fight against corruption. Textbook // Responsible editor: A.SH. Bekmurodov: - Tashkent: "Akademiya", 2022.-344b.

In paragraph 3 of the President's decision No. 5177 “On additional measures to effectively organize anti-corruption activities”, the internal control systems are to identify and prevent corruption cases early, eliminate their causes and conditions, was appointed responsible for taking measures to prevent conflicts of interest and form an intolerant attitude towards corruption.

**In accordance with the practice of countries with effective experience in implementing the compliance control system, the following two models of this service are most widely used:**

1. The activities of the company and the organization are focused only on the organization in accordance with the established internal laws and regulations. In this case, the implementation of the compliance service is limited by the minimum rules.

2. The organization of the compliance control system is based on the recommendations of international organizations (recommendations of the Basel Banking Committee, International Compliance Association) in the assessment of corruption risks, and in this model, the status, function, scope of the compliance service is based mainly on international standards and recommendations.

According to the opinion of Bahodir Ismailov, Doctor of Legal Sciences, Director of the Anti-Corruption Research Center of the Academy of Law Enforcement, and Sardor Mamanov, Doctor of Philosophy in Legal Sciences, Head of the Department of Corruption Prevention and Compliance Control of the Anti-Corruption Agency as a different aspect of these two models, in the first model, the company or organization establishing the compliance control system is regulated by existing legal norms or internal rules developed by itself and is limited to the minimum requirements for implementation, and in the second model, he expressed an opinion that the organization of activities should be implemented not only on the basis of national legislation, but also on the basis of international standards and recommendations of organizations. In this form, it will be possible to introduce additional preventive rules that correspond to the risks of corruption, which are not provided for in the domestic legislation.

This experience is distinguished by its effectiveness and corresponds mainly to the practice of countries with large economic potential, such as the United States, Great Britain, Germany, and China.

It is also important that in most foreign countries, the compliance control system is regulated by a separate legal document. For example, in the USA “Foreign Corrupt Practices Act, 1977”, “Sarbanes-Oxley Act, 2002”, “Dodd-Frank Act”, 2010). At this point, the Slovenian legislation aimed at regulating this area is unique. In particular,

the Law “On the Slovenian sovereign holding Act, 2014” adopted on April 26, 2014 defines the status and powers of the compliance control system.

The peculiarity of the law is that it addresses the issue of personnel in the compliance service (**compliance officer**) and provides a clear rule and procedure for informing about violations related to corruption within the company (**whistleblowing policy**).

The implementation of the practice of compliance control system in the anti-corruption legislation of the Republic of Uzbekistan is one of the main tasks defined in this field in the Decree No. In order to strengthen measures to fight against corruption in enterprises and organizations with a state share in the charter fund, the task of implementing the compliance control system and systematic monitoring of its effectiveness was determined.

Based on the decree, starting from 2019, within the framework of the implementation of the project of the UN Development Program “Fighting corruption in Uzbekistan through effective, accountable and transparent management institutions”, in cooperation with the Prosecutor General's Office, the Ministry of Justice and other interested agencies, the state share in the charter fund will be 100% or 50% International audit with the participation of international audit companies “White and Case” (USA), KPMG (Italy) on the implementation of compliance control system as an experiment in the activities of economic entities whose activities are integrated with the foreign market above % tender processes were conducted.

Today, the processes of project implementation are being carried out in the system of “Uzbekneftgaz” and “Uzkimyosanoat” joint-stock companies and the Ministry of Justice of the Republic of Uzbekistan.

It should be noted that based on the effectiveness and effectiveness of the compliance control system, which is widely used internationally, in preventing the risks of corruption, the Ministry of Construction of the Republic of Uzbekistan, the Ministry of Higher and Secondary Special Education, the Ministry of Health , as well as government organizations such as Tashkent city hokimiy, Tashkent region hokimiy, Mirzo Ulugbek district and Boka district hokimities are implementing the project as an experiment.

Also, on March 15, 2020, at the initiative of the General Prosecutor's Office of the Republic of Uzbekistan, the Ministry of Internal Affairs of the Republic of Uzbekistan, the Ministry of Transport, the Ministry of Preschool Education, the Ministry of Energy, the Ministry of Employment and Labor Relations, the Ministry of Agriculture, the State Customs Service In cooperation with 9 state agencies such as the Ministry of Internal Affairs and Communications, in order to further improve anti-

corruption efficiency in these areas, the procedure for introducing a compliance control system was agreed upon and the “Roadmap for further improvement of the fight against corruption for 2020” was approved.

It should be said that today, in the practice of foreign countries, the gradual implementation of the compliance control system in the public and private sector shows that the study of this field is relevant in all respects.

It is generally recognized in the field of increasing the accountability and transparency of the activities of state bodies and organizations, strictly observing the rules of professional ethics by employees and reporting and resolving conflicts of interest in the performance of official duties, fighting against corruption. implementation of international standards and positive foreign experience and other priority results.

The legal basis for introducing a compliance-control system to organizations with state participation is the Decree of the President of the Republic of Uzbekistan No. PF-5729 "On measures to further improve the anti-corruption system in the Republic of Uzbekistan", Appendix 1 of this decree Clause 21 of (State Program in 2019-2020) to strengthen anti-corruption measures in organizations with a state share in the charter fund, including:

Introduction of “**compliance control**” system to combat corruption and monitoring of its effectiveness;

**The task of establishing a certification procedure in accordance with the relevant anti-corruption standard (ISO 37001) is defined.**

At the same time, in paragraph 3 of the Presidential Decree No. 5177 “On additional measures to effectively organize anti-corruption activities”, starting from October 1, 2021, all state bodies and organizations, including Karakalpag The Council of Ministers of the Republic of Estonia, regional and Tashkent city administrations have established the task of establishing internal control structures against corruption within the framework of existing state units. In paragraph 4, part 2 of this decree, the Anti-Corruption Agency, together with the Ministry of Justice, is instructed to implement the task of approving the model regulation on the activity of internal anti-corruption control structures within two months by the director of the agency by order No. 3319 the approved model regulation “On approval of the model regulation on the activity of anti-corruption internal control structures” was developed.

Anti-corruption compliance oversight institutions are very important organizations that must adhere to international standards. These standards, produced by international organizations such as Transparency International, provide guidance and assistance in various aspects unique to the fight against corruption.



**The following international standards are recommended for anti-corruption compliance oversight institutions:**

**UNODC Anti-Corruption Forums:** Forums organized by the UNODC for different living conditions provide the opportunity to identify and discuss anti-corruption efforts and supportive international assistance.

**Anti-Corruption Partnerships:** Partnerships against corruption that operate with additional independence and cooperation between international organizations, governments, and regulatory authorities are expected to be organized and supported.

**Anti-Corruption Strategies:** Develop anti-corruption strategies to identify and prevent corruption. These strategies encompass anti-corruption legislation and regulations, awareness and external communications.

**Transparency International and Other Mutual Support Mechanisms:** Transparency International and its mutual support mechanisms, particularly Transparency International monitoring and evaluation indices, can assist in evaluating and monitoring success in anti-corruption efforts according to international standards.

**OECD Anti-Corruption Partnerships:** Organizations such as the OECD, as well as Egmont, military, and law enforcement agencies, can serve as important platforms for organizing and supporting efforts to combat corruption.

**Interpol and other international police and security organizations:** Provide services for investigating corruption, extraditing corrupt officials, and enhancing international police cooperation.

International standards and organizations play a crucial role in ensuring cooperation in the fight against corruption. They provide assistance in understanding laws and regulations, learning best management practices, identifying and protecting against corruption, and aiding in recovery efforts.

## CONCLUSION

Therefore, the urgency of introducing the compliance-control institution and its importance in preventing corruption, in particular, the international standards of the compliance-control institution, national legal bases, the legal status, rights and obligations of the compliance-control institution, the history of its development, modern trends and private prospects of introducing an anti-corruption compliance-control institute in the sector were discussed.

**Nevertheless, it is considered possible to face several problems related to the compliance-control institution.**

**Firstly,** although the institution of compliance-control has been introduced in Uzbekistan to prevent corruption, the concept of compliance-control is not reflected in our national legislation. In addition, no separate normative legal document has been



adopted on the legal status of the compliance-control institute, its powers, rights and obligations.

**Secondly**, there is no regulation on the procedure of service and recruitment of candidates in the compliance control system.

**Thirdly**, the institution of compliance control in preventing corruption is limited to implementation only in state agencies and organizations with state participation, this system has not yet been implemented in the private sector. However, it has been a long time since the introduction of the foreign experience compliance control system in the private sector.

**Fourthly**, the legal basis for regulating the activities of the compliance-control institute has not been improved. As long as the legal basis of this system is not improved, it is very difficult to show a sufficiently effective result in preventing corruption.

**Fifth**, there is a lack of qualified personnel working in the anti-corruption compliance control system. Of course, it is necessary to form the base of personnel working in this system based on the experience of foreign countries.

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#### **I. Normative legal documents:**

1.1 Decree of the President of the Republic of Uzbekistan No. 5729 “On measures to further improve the system of combating corruption in the Republic of Uzbekistan”;

1.2 Decision the President of the Republic of Uzbekistan No. 5177 “On additional measures to effectively organize anti-corruption activities”;

1.3 Decision of the Director of Anti-Corruption Agency No. 3319 “On Anti-Corruption used as internal control structures in the order “On approving the model regulation on the activity of internal control structures”;

1.4 President's Decree No. PF-6013 dated June 29, 2020 “On additional measures to improve the anti-corruption system in the Republic of Uzbekistan”.

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## NOTIQLIK MAHORATINI RIVOJLANTIRISHDA INNOVATSION TA'LIM TEXNOLOGIYALARIDAN FOYDALANISHNING AHAMIYATI

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***Annotatsiya.** Tezis muammosi shundan iboratki, bugungi kunda B2 darajasidagi talabarda notiqlik faoliyati yetarli darajada shakllanmagan va uni rivojlantirish boyicha baʼzi bir murakkabliklarning mavjudligi ushbu soha zaruriyatini kursatadi.*

***Kalit soʻzlar:** Notiqlik, B2 darajasi, oʻqitish, innovatsiya, metod.*

### **KIRISH**

XXI asrga kelib insonlarning fan va texnikaga boʻlgan ehtiyoji kun sari ortib bormoqda, yangi inovatsion texnologiyalar zamon talabiga aylanmoqda. Bundan kelib chiqadiki, endilikda taʼlimda yangi inovatsion metodikalarni qoʻllash, maʼnaviy va interaktiv darslarni joriy etish, texnikaviy, axborotli, audiovizual metodlarni qoʻllash orqali oʻquvchilarning notiqlik saʼnatini oshishiga imkoniyat yaratadi. Biroq, bugungi kunda b2 darajasidagi talabarda notiqlik faoliyatini yetarli darajada rivojlanmaganligi va shakllanmaganligi va uni rivojlantirish boyicha bazibir murakkabliklarni mavjudligi ushbu sohada zaruratini kursatadi.

Ushbu tezisda tadqiqot obyekti qilib Navoiy shahar 3-sonli maktabning 11-“A” sinfi olindi. Ushbu sinfda 25 ta oʻquvchi boʻlib, notiqlik darajasi oʻrta deb baholandi. Sinfda alohida eʼtiborga muhtoj oʻquvchilar soni 8 ta, b2 darajasiga loyiq oʻquvchilar 7 ta, oʻrta toifa 10 ta.

Tadqiqotning asosiy muammosi notiqlik madaniyatini rivojlantirishga toʻsqinlik qilayotgan detallarni aniqlab, ularni bartaraf etishdan iborat. Qolaversa, maqolada notiqlik madaniyatini shakllantirishning oʻquvchilarni axloqiy-estetik tarbiyalashdagi ahamiyati yoritilgan.

Bu holatda asosiy qiyinchilik - notiqlik taʼlimi boʻyicha oʻqituvchilar tayyorgarligi va malakasini oshirish etarli darajada emas. Koʻpgina oʻqituvchilarda notiqlikni samarali oʻrgatish uchun zarur koʻnikma va bilimlar yetishmaydi, ularni qoʻllab-quvvatlash uchun oʻquv dasturlari va resurslar yetishmaydi. Bu esa notiqlik

ta`limiga ko`pincha e`tibordan chetda qoladigan yoki yuzaki va samarasiz tarzda yetkaziladigan holatga olib keladi.

Biz tinglovchilarga til o`rgatish hamda axloqiy-estetik tarbiya berishda notiqlik madaniyatini shakllantirish mexanizmlarini takomillashtirish orqali ta`lim sifatini oshirishimiz va o`quvchilarda zamonaviy dunyoda muvaffaqiyatga erishish uchun zarur bo`lgan quyidagi ko`nikma va qadriyatlarni shakllantirishga yordam berishimiz mumkin:

### 1. Notiqlik tarbiyasining axloqiy-estetik tarbiyadagi afzalliklari

Notiqlik sa`nati yoshlarga o`zlarining fikrlarini erkin va dalil bayon etishga, o`ziga bo`lgan ishonchining ortishiga sabab bo`ladi. Bundan tashqari notiqlik ta`limi axloqiy va estetik tarbiyada muhim ahamiyatga ega. To`g`ri so`zlash qobiliyati o`ziga ishonch, ijodkorlik, tanqidiy fikrlash, ijtimoiy ko`nikmalarni rivojlantirishning asosiy omili bo`lib, bularning barchasi axloqiy va estetik tarbiyaning muhim tarkibiy qismidir.

Notiqlik ta`limi o`quvchilarga omma oldida nutq so`zlash, o`z fikr va mulohazalarini bildirish imkoniyatini yaratib, o`zlariga ishonchni rivojlantirishga yordam beradi. Tinglovchilar ishonchli va ishonarli gapirishni o`rgansa, ular o`ziga ishonch va qat`iyatli bo`lib qoladilar, bu ularga shaxsiy va professional hayotlarida yordam berishi mumkin.

### 2. Notiqlik madaniyatini rivojlantirish oldida turgan muammolar

Maktablarda notiqlik ta`limining rivojlanishiga to`sqinlik qilayotgan bir nechta muammolar bor, ular esa axloqiy va estetik tarbiyada notiqlik ta`limining afzalliklaridan foydalanishda to`sqinlik qilmoqda. Asosiy muammolardan biri o`quv dasturida notiqlik mahoratiga e`tibor berilmaganligidir.

Ko`pgina talim jarayonlarida notiqlik talimiga yetarlicha e`tibor berilmagan, o`quvchilarning nutqiy qobiliyatlarini rivojlantirish uchun kerakli qulayliklar yaratilmagan. Bu zamonaviy ta`limda talab qilingan va maktablarda egallangan bilimlar o`rtasidagi farqi keltirib chiqaradi.

### 3. Maktablarda notiqlik ta`limini takomillashtirish mexanizmlari

Bu muammolarni bartaraf etish uchun o`quvchilarga axloqiy-estetik tarbiya berishda, notiqlik madaniyatini shakllantirishda yangicha dasturlarni yaratish lozim. Notiqlik mahoratini o`quv dasturiga integratsiya qilish, o`qituvchilar malakasini oshirish va yangi imkoniyatlar yaratish, o`quvchilarning darsdan tashqari mashg`ulotlar va tanlovlar orqali amaliyotda qo`llash imkoniyatlarini yaratish, hamda raqamli texnologiyalardan foydalanishni o`rgatishni o`z ichiga oladi.

Darslarimizda quyidagi innovatsion ta`lim texnologiyalaridan foydalanishni lozim bildik, xususan murakkab mavzuni o`quvchilar ongiga osongina etkazish uchun «Aqliy hujum», «Zakovat», «Zigzak», «Interfaol», «O`yin dars», «Munozarali- bahsli

dars», «Sayohat dars», «Musobaqa dars», «FSMU», «Baliq skeleti», «Charxpalak» kShu bilan birga, mamlakatda rasmiy ta'lim tizimi bilan birgalikda respublikaning barcha hududlarida norasmiy va noformal xorijiy tillarni o'qitish, ularda o'quvchilarni chet tillari bo'yicha testlar topshirishga tayyorlash, yoki o'quvchilarning til malakasini o'stirish markazlari ko'plab ochildi va ular keng faoliyat olib bormoqda. Shuningdek, ko'pchilik xorijiy davlatlarning elchixonalari qoshida ham til o'qitish markazlari ochilgan bo'lib, ular istak bildirganlarni o'z mamlakati tiliga o'qita boshladi. Mana shunday til markazlari Germaniyaning DAAD, Koreyaning KOIKA, Yaponiyaning JICA, Isroilning MASHAW, Hindiston madaniyat markazi, AQSHning EDUCATIONAL EXCHANGE PROGRAM, Buyuk Britaniyaning BRITISH COUNCIL kabi tashkilotlari, ularda tashkil qilingan resurs markazlar, madaniyat markazlari, kutubxonalar, internet materiallari, tyutorlik xizmatlari, stajirovkalar va xorijiy ellarga tanlov asosida o'qishga yuborish xizmatlari, shuningdek Xitoy, Fransiya va boshqa davlatlar elchixonalarida tashkil qilingan til markazlari faoliyat olib bormoqda

Pedagogning asosiy vazifasi darslarni interaktiv metodlar va qiziqarli o'yinlar orqali o'tqazishidir. Yangi mavzuga oid kerakli ko'rgazmali qurollar, qisqa savol-javob va testlar tarqatma materiallar o'qituvchilar tomonidan bir kun oldin tayyor holda keltirilishi lozim. Shuningdek baholash mezonlari asosida o'quvchilarni rag'batlantirish va darsga tayyor bo'lmagan o'quvchilarni ogohlantirish maqsaga muvofiq.

Muallimdan talab etiladigan narsa, har bir metodni o'quvchilarning yoshi, qiziqishlari, o'gil va qiz bolalar sonining nisbatlari, o'zlashtirish jarayonining tezligi yoki sekinligi, qobiliyatlari va ustunliklarini hisobga olish va ularni oson yoki qiyin turlarga ajratish va tayyorlash maqsadga muvofiq. Shuningdek, dars davomida harakatli o'yinlardan foydalanish o'quvchilarning mavzuni puxta egallashga samarali yordam beradi.

## **XULOSA VA MUNOZARA**

Xulosa qilib aytganda, maqolada o'quvchilarga axloqiy-estetik tarbiya berishda notiqlik tarbiyasining ahamiyati ko'rsatilgan. Tadqiqotlar tahlili va natijalari shuni ko'rsatadiki, notiqlik madaniyatini shakllantirish mexanizmlarini takomillashtirish o'quvchilarning shaxsiy va akademik rivojlanishiga, jumladan, muloqot qobiliyatlari, yetakchilik qobiliyatlari, tanqidiy fikrlash qobiliyatlari, o'z-o'ziga ishonchi, o'ziga bo'lgan ishonchi, o'z-o'ziga bo'lgan ishonchi, o'quvchilarning o'zini o'zi boshqarish qobiliyatini rivojlantirishga sezilarli ijobiy ta'sir ko'rsatishi mumkin.

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## ELICITATION- AN EFFECTIVE TECHNIQUE OF TEACHING EFL

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***Annotation.** This article describes most common and effective ways of eliciting in teaching English and some tips on how a teacher should conduct this method.*

***Keywords:** teaching English, methods, elicitation, tips to the teachers.*

***Аннотация.** В данной статье описываются наиболее распространённые и эффективные методы элиситации при обучении английскому языку и советы для преподавателей по использованию данного метода.*

***Ключевые слова:** преподавание английского языка, методы, элиситация, советы преподавателям.*

Eliciting (elicitation) is term which describes a range of techniques which enable the teacher to get learners to provide information rather than giving it to them.

Commonly, eliciting is used to ask learners to come up with vocabulary and language forms and rules, and to brainstorm a topic at the start of a skills lesson. The definition of the term in the Dictionary of Language Teaching and Applied Linguistics, “Techniques or procedures which a teacher uses to get learners to actively produce speech or writing”, suggests that there may be wider applications. Eliciting is based on several premises:

- Collectively, students have a great deal of knowledge, both of the language and of the real world. This knowledge needs to be activated and used constructively;
- The teaching of new knowledge is often based on what the learners already know;
- Questioning assists in self-discovery, which makes information more memorable.

Eliciting helps to develop a learner-centred classroom and a stimulating environment, while making learning memorable by linking new and old information.



Eliciting is not limited to language and global knowledge. The teacher can elicit ideas, feelings, meaning, situations, associations and memories. For the teacher, eliciting is a powerful diagnostic tool, providing key information about what the learners know or don't know, and therefore a starting point for lesson planning. Eliciting also encourages teachers to be flexible and to move on rather than dwell on information which is already known.

Language and ideas cannot be elicited without some input from the teacher, and eliciting is certainly not an excuse for not presenting language in a clear context. Students also need prompts, associations and reminders in order to jog their memories.

Often, the teacher provides stimulus using visuals or the board. When working on the simple present for daily routines, for example, a picture or drawing of a house and a clock combined with mime can be used to elicit both the names of household items and common verbs.

The teacher may also model new structures or lexis before it is introduced as the target language.

A situational dialogue, example sentences or a listening/reading text may provide the context from which the target language is elicited. In this case, the teacher is asking the learners to notice how a particular function is expressed, and eliciting is combined with concept questions.

Eliciting ideas and background information also requires input. This may come from a teacher's anecdote or story, a text, pictures, or a video, and involves the sharing of knowledge between teacher and learners. Information is often elicited onto a mind-map on the board, but it is important that all the students have a record of collective knowledge, and may find one of the many kinds of graphic organiser useful. Reading lessons often begin with a photo or headline from the text which serves a dual purpose in providing a stimulus for eliciting and a prompt for predicting content. KWL charts are ideal records of what students already Know, what they Want to know, and what they have Learnt by the end of the lesson, and point to the conclusion that eliciting can take place at any stage of a lesson and often indicates what should happen next.

While eliciting clearly contributes to student involvement, it does not always produce the desired or expected results. Questions such as 'Who can tell me something about...?' may be greeted with stony silence. Students are wrongly labelled as lacking knowledge or being too shy when there are often cultural reasons for their reticence.

In many cultures, students are not encouraged to volunteer information or ask questions while in others the teacher is seen as the sole provider of knowledge. The problem is reinforced by the fact that many units in course materials begin with open

elicitation questions which create the possibility of making grammatical or pronunciation errors and therefore losing face in front of classmates.

In cultures where the group is more important than the individual it is unacceptable to stand out either as a success or as a failure. Even with constant encouragement, it is difficult to break down entrenched attitudes and beliefs, and certain strategies may be required:

- Nominate students rather than waiting for volunteers. The student is then not responsible for being made to stand out from the group.
- Give learners time to prepare an answer. Spontaneity may be ideal, but students will be more confident if they are given a moment to think about or even to write down an answer.
- Ensure that there is no right or wrong answer involved. General questions such as 'What's your favourite colour?' or 'What kind of music do you listen to?' are more likely to produce answers than those requiring specific knowledge.
- Encourage rather than correct. When eliciting language, comments such as 'nearly right' and 'try again' are more constructive than 'no, does anyone else know the right answer?' Try not to correct when learners are volunteering background information about a topic - confidence-building, not accuracy is important here.

### **Tips for eliciting**

- Eliciting is a basic technique and should be used regularly, not only at the beginning of a lesson but whenever it is necessary and appropriate.
- Don't try to 'pull teeth'. Prolonged silence or incorrect answers suggest that input is required from the teacher.
- Don't ask students to repeat incorrect answers, but ask a variety of students to repeat a good answer.
- Acknowledge or give feedback to each answer with gestures or short comments.
- Provide sufficient context or information. Eliciting differs from Socratic questioning in that it is designed to find out what the learners know rather than to lead them to a conclusion which only the teacher knows.
- Learners can elicit from each other, particularly during brainstorming activities. This helps to build confidence and group cohesion as well as shifting the focus away from the teacher.
- At lower levels, more guided questioning is needed. Open-ended questions should be avoided as the learners are unlikely to have the language to answer them to their own satisfaction.

The success of eliciting depends largely on the attitudes of teachers and learners to their respective roles. Ideally it promotes the notion of an exchange of information, helps to break down traditional teacher-centredness, and begins to establish a variety of interaction patterns in the classroom. It is also fundamental to the inductive approach to teaching language and to learning through tasks and self-discovery, and a simple and effective way of getting learners to produce language.

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## EXCEPTIONAL POPULARITY OF ETHEL LILIAN VOYNICH

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**Annotation:** *This article outlines the popularity of Ethel Lilian Voynich and her great influence upon the development of English literature.*

**Keywords:** *composer, contribute, portray, feminine, create, depiction, female, novelist, eccentric philosopher.*

Literature is a medium that endeavors and explores the condition of human life and society. Since the literature is recognized as a tool which discovers new, unknown traits of mankind and the society he or she lives the purpose of literature becomes evident. We can say that recent years the interest in literature and its members has increased in the widest sense of this word. Women writers of English literature had a great influence upon the development of world literature. Voynich, Ethel Lilian left great artistic heritage in literature. Ethel Lilian was one of the most significant and a great English novelist.

Voynich, Ethel Lilian (1864–1960), novelist, translator, and composer, was born 11 May 1864 at Lichfield Cottage, Ballintemple, youngest of five daughters of Professor George Boole, eminent mathematician and logician, and Mary Boole, educational psychologist and eccentric philosopher, niece of Sir George Everest, surveyor-general of India, after whom is named the world's highest mountain. After the sudden death in her infancy of her father, the family, in straitened circumstances, moved to England. Hypersensitive, reared amid the chaotic bohemia of her mother's London home – save for two traumatic years in Lancashire with an emotionally abusive uncle – she dressed entirely in black from age 15 until her marriage, in mourning for the condition of the world.

A small legacy allowed her to study music in Berlin. After learning Russian in London from an exiled revolutionary, Sergei Kravchinski, alias Stepniak, she travelled in Russia, giving music lessons in St Petersburg, associating with families of political prisoners, and rendering medical assistance to the poor. In London she married a Polish political exile named Woynicz, recently escaped from Siberia; he became a naturalised British subject, anglicising his name to Wilfred Michael Voynich. The couple assisted



Stepniak in his political work and propaganda until the latter's death in a railway accident; Encouraged and guided by Stepniak, she published translations from the Russian: Stories from Garshin; a selection of Stepniak's pamphlets, Nihilism as it is and the humour of Russia.

In 1896 she had an affair with the shadowy adventurer Sigmund Rosenblum, a.k.a. Sidney Reilly, latterly 'ace of spies' of the British secret service, said to possess eleven passports and a separate wife to accompany each; meeting in London, they travelled Italy together until he deserted her in Florence. The fabric of her first novel, *The Gadfly*, was woven from various sources; not least the emotional shocks of her own life. For the protagonist she drew upon the experiences of both Reilly and her husband: Reilly's early life for the complicated parentage and South American adventures of Arthur Burton, the eponymous 'Gadfly';

Voynich for the character's prison experiences and immersion in nationalist revolution. The character of her heroine, Gemma Warren, 'one of the most impressive attempts of the time to present an emancipated woman', was drawn from Charlotte Wilson, mistress of Russian anarchist Peter Kropotkin. The book proved an international literary phenomenon: a bestseller through numerous editions, it held a special attraction for revolutionaries of all hues, was widely read in the British labour movement into the 1920s and enjoying a vogue amongst Irish republicans. Translated into over thirty languages, it commanded enduring popular and critical appeal in Eastern Europe, where it was acclaimed one of the world's great novels and was adapted for theatre, opera, and cinema.

A film version with a score by Dmitri Shostakovich won an award at the Cannes film festival. Set against a quasi-historical pastiche of the 1840s Italian Risorgimento, the book has nothing to do with socialism. Its appeal derived from the combination of heroic revolutionary idealism, conspiratorial intrigue, and anti-clericalism with the psychological fascination of the central character. Voynich rises above melodrama in the complexity of her unsentimental, if sensational, resolution of moral and psychological problems.

Voynich's first novel, *The Gadfly* (1897), drew heavily on her husband's political experience and idealistic revolutionary zeal, with which she sympathized. A vehemently anti-clerical novel, *The Gadfly* is set in pre-1848 Italy and features both a revolutionary young Englishwoman and the "gadfly" hero of the title. A popular success, the book went through eight impressions in four years, selling in vast quantities in translation in Eastern Europe, where it was made into a film in 1955.

Voynich's reputation as a writer is largely based on *The Gadfly*, but she published other novels featuring revolutionary heroes, such as *Jack Raymond*, the story

of a rebel and a Polish patriot's widow; Olive Latham, about an English nurse and a Russian revolutionary; and An Interrupted Friendship, which continues the story of The Gadfly. None of her later novels are considered the equal of her first, and are chiefly characterized by an obsession with violence and physical suffering.

In addition to novels, Voynich published two translations of Russian stories, Stories from Garshin, The Humour of Russia, and a translation of Chopin's letters. In 1916, Voynich and her husband moved to the United States, where she continued writing, publishing her last novel, Put off Thy Shoes, in 1945.

In conclusion, Ethel remained musically active as well, becoming a member of the Society of Woman Musicians, an organization founded by composer Marion Scott in 1911. Through Scott, she established a close relationship with composer and war poet Ivor Gurney, an inspirational force behind her literary and musical compositions. Following her immigration to New York City around 1920, Ethel began intensive studies in composition and orchestration. These contributed to her creation of a variety of sacred vocal and instrumental works in the 1920s, including Babylon, Jerusalem, and Epitaph in Ballad Form.

Meanwhile, Voynich's works, primarily The Gadfly, gained fame far beyond the borders of her homeland. In our country, almost all of her novels were published several times and gained exceptional popularity.

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## DEVELOPING PHONETIC COMPETENCE IN ENGLISH CONVERSATION GROUPS

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***Annotation:** This article describes different motivating strategies of how to raise the interest of students to English language acquisition by organizing conversation groups and developing phonetic competence of students.*

***Keywords:** motivation, conversation groups, communication, organization.*

Teachers of English as a foreign language face a situation that language teachers lead their students down the road of pattern practice, only to find themselves confronted by a great chasm at the end. On the other side lies real communication, but the group is stranded on the side of drills because the teacher sees no strong bridge across.

Students are not interested only in learning to read and write the new language, they have a desire to speak it. Most students are eager to converse in the new language, and conversation practice therefore assumes primary importance in their learning experience.

In directing conversation session for students of English as a foreign language, we, teachers, must help students to move from pseudo-communication, in which their use of English fictitiously concocted and predictable, to communication where they expresses their ideas needs in the context of reality. During the early stages of conversation practice, you are bound to maintain a fairly controlled situation in which the student interacts with you and other students within the constraints imposed by is limited knowledge of the language. During later stages, you will gradually remove the controls until they are eliminated altogether, and the student enters a realm of real communication.

### **Setting the stage for conversation practice**

Before students embark on conversation practice, obviously they must be familiar with some grammar patterns and vocabulary words. If students have learnt the basic patterns of English in a formal classroom context, these were probably taught



through one of two major methods or a combination of both: the audio-lingual approach, and cognitive-code learning.

***The Audio-Lingual Approach.*** This language teaching approach is based on the premise that learning a new language means learning a new system of habits. Basic assumptions in the audio-lingual approach are:

- A linguistic analysis of the new language.
- The new language should be learnt through imitation and analogy.
- Every language is patterned. Students must practice these patterns through intensive drills such as repetition of dialogues or through exercises.
- The new language habits must become automatic.
- Allowing the student the possibility of making errors should be avoided, since it is thought that mistakes will lead to bad habits.
- Listening and speaking are viewed as primary activities, and reading and writing secondary.
- Function words (words like articles, prepositions or auxiliary verbs that tie other words together) should receive greater attention in the initial stage of language learning than content words (nouns, adjectives, full verbs which have lexical meaning).
- Audio-visual aids can assist the student in his formation of new language habits.
- Use of the student's native language for explanations of new vocabulary and syntax should be avoided.

***Cognitive-Code learning.*** The major implications in cognitive-code learning are:

- A language is a rule-governed system. Students must learn the rules in a new language through analysis in order to use the language competently.
- Language learning is more than a matter of habit formation; it is a creative process, and therefore the student should be given the opportunity to be as mentally active as possible in all assigned work.
- Drills and exercises should be meaningful.
- The student's creative involvement in the learning process is viewed as more important than the avoiding of errors.
- Reading and writing should be taught at early stages along with listening and speaking.
- Occasional use of the student's native language for explanation of new grammar and vocabulary.

### **Kinds of conversation groups**

Directed conversation practice for students learning English may occur in regular classroom surroundings or in non-academic environments such as conversation



clubs or social gatherings at someone's home. Every day thousands of these conversation sessions take place around the world, reflecting the tremendous interest that people everywhere have in learning to speak English.

**Academic Conversation Groups.** English teaching programs vary but if directed conversation practice is scheduled, it is likely to appear in one of two forms: a brief session or sessions during a given class hour, or a session covering an entire class hour. If students are enrolled in an intensive program where they have four hours of class, one of the class hours may be devoted to conversation.

**Social Conversation Groups.** English conversation clubs are organized by teachers and students who want to practice English in a more congenial atmosphere than the classroom may allow. Meetings follow a regular schedule—once a week, for instance. Vital to their success is a dynamic leader who can skillfully arrange entertaining activities such as debates, film showings or games that will stimulate all members to use their English.

### Motivational Factors

Most students study English because they believe it will benefit them in one way or another. They see English as a means to earn more money, to fulfill certain education requirements, to travel abroad, to gain access to the culture of English-speaking nations, or simply to meet more people. But even though students' initial motivation may be quite strong, under the strain of learning a new language with all its complexities or pronunciation, syntax. And vocabulary, motivation may wane.

Once your students develop a strong group identity, you will find that they are more motivated to express themselves in English, to become real participants in the activities you plan for them, and ultimately to function as confident English speakers in the world outside the classroom.

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## СИСТЕМА НАДЗОРА В ДРЕВНЕМ КИТАЕ

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***Аннотация.** Цель данной научной статьи – ознакомить читателя с хронологической эволюцией системы надзора в древнем Китае, каноны которой работают и по сей день. Феодалы Древнего Китая создали систему надзора, чтобы контролировать правительственных чиновников, охранять политический строй и гарантировать правильную работу государственного аппарата. Главными задачами надзорных органов и служивших в них чиновников были контроль исполнения законов и указов, поддержание единства правопорядка в государстве, участие в рассмотрении важных судебных дел и контроль деятельности центральных и местных судебных органов. Система надзора возникла в Древнем Китае очень рано. В эпоху Сражающихся Царств юйши - цензоры, отвечающие за документы и летописи, уже выполняли определённые надзорные функции. А при династии Цинь начала складываться система надзора, в дальнейшем ставшая важной частью государственного аппарата. Пройдя долгий путь развития, эта система постепенно укреплялась и совершенствовалась.*

***Ключевые слова:** надзорная система, древний Китай, императорская власть, чиновники, феодальный абсолютизм, структурная независимость.*

## SUPERVISION SYSTEM IN ANCIENT CHINA

***Annotation.** The purpose of this scientific article is to acquaint the reader with the chronological evolution of the surveillance system in ancient China, the canons of which are still in effect today. The feudal rulers of ancient China created a system of supervision to control government officials, guard the political order, and ensure the proper functioning of the state apparatus. The main tasks of the supervisory authorities and the officials who served in them were to monitor the implementation of laws and decrees, maintain the unity of law and order in the state, participate in the consideration of important court cases and control the activities of central and local judicial bodies. The surveillance system arose very early in ancient China. During the era of the Warring States, the Yushi, the censors responsible for documents and*



*chronicles, already performed certain supervisory functions. And during the Qin dynasty, a surveillance system began to take shape, which later became an important part of the state apparatus. Having gone through a long path of development, this system was gradually strengthened and improved.*

**Key words:** *surveillance system, ancient china, imperial authority, officials, feudal absolutism, structural independence.*

**Введение.** Эпоха династий Цинь и Хань. Когда в 221 г. до н.э. царство Цинь объединило Китай, и было создано централизованное абсолютистское государство, в нём была учреждена система контроля. Была введена должность юйши дафу - верховного цензора, который относился к числу трёх гунов (высших сановников) и по статусу являлся вторым после первого министра. Верховный цензор возглавлял службу имперских цензоров. Эта служба заведовала всеми документами Поднебесной и осуществляла контроль. На местах контроль различных служб осуществляли направляемые императором постоянные представители – цензоры областей и уездов, называемые «цензорами – инспекторами» .

**Анализ материалов данной научной статьи проводится на основе методов историко-сравнительного, описательного, а также элементов этимологического и компонентного анализа.**

**Обсуждение.** В данной части статьи будут рассмотрены эволюция системы надзора согласно хронологии эпох древнего Китая.

При династии Хань эта система сохранилась и, по сравнению с периодом династии Цинь, стала более структурированной. Во времена Западной Хань главой надзорной службы был верховный цензор, его помощниками были чжунчэны. Они занимались секретной документацией императора и осуществляли центральный надзор. На местах династия Хань в начале своего правления отменила должность цензоров - инспекторов. Из числа чжунчэней время от времени назначались чэнсянши (помощники министра), которые занимались различными округами страны. При императоре У-ди для усиления контроля центра над регионами страна была разделена на 13 надзорных регионов, называемых округами. В каждый округ назначался один инспектор, который контролировал чиновников областей, входивших в надзорный округ, руководствуясь принципом «шести вопросов». При чэнсяне (первом министре) была учреждена служба сычжи (ведающие правдой), помогающая чэнсяню выявлять незаконные действия. Некоторые сановники, например цзянь дафу (мужи –увещеватели) , по совместительству занимали должность цзишичжуна (срединного подателя



дел), на которой осуществляли надзор и пресечение незаконных действий. На уровне областей были чиновники дую, являвшиеся представителями тайшоу (губернатора) и осуществлявшие надзор за уездами. При императоре Сюай-ди двое служителей-цензоров заведовали юридическими документами, а также имели право определять правильность или ошибочность приговоров по судебным делам. Для выполнения особых задач назначались цензоры казённых печатей, цензоры документов, цензоры, надзирающие за войсками, «цензоры в вышитых одеждах» (они также назывались «указывающими в вышитых одеждах») и т.д. Все они осуществляли надзорные полномочия в своих сферах. В конце правления династии Западная Хань верховный цензор стал называться дасыкуном, а служба цензоров - юйшитай (имперским цензоратом). Надзорной деятельностью руководили чжунчэни цензората. При династии Восточная Хань цензорат назывался сяньтай. Главными чиновниками в нём по-прежнему были чжунчэны, а полномочия их стали шире. Цензорат, формально подведомственный службе шаофу, действовал как наивысший специальный надзорный орган. Вместе с игравшим важную роль императорским секретариатом и занимавшейся дворцовыми делами палатой аудиенций цензорат относился к так называемым «трём палатам». Служители- цензоры следили за соблюдением порядка, цензоры документов проверяли судебные дела. Страна была разделена на 13 надзорных регионов, включая сыли (центральный столичный регион) и 12 округов. В регионе сыли была введена должность инспектора столичного округа. Инспектор столичного округа был очень влиятельным лицом. Во время императорских советов он занимал равное по статусу положение с главой императорской канцелярии и чжунчэном цензората. Их называли «три отдельных сидения». Инспектор столичного округа отвечал за надзор над всеми правительственными чиновниками кроме трёх гуннов, за соблюдение закона в столичной области. В каждый округ назначался один инспектор, контролировавший местную власть, разбиравший судебные дела и проверявший работу местных чиновников. Из-за смешивания полномочий со временем инспекторы постепенно стали главными административными чиновниками, стоявшими выше глав области. Они утратили надзорную функцию и стали называться чжоуму (главами округов). Округ также из надзорного региона стал административной единицей. Система контроля на местах практически распалась.

Эпоха династий Вэй, Цзинь, Южных и Северных династий. Эта эпоха была периодом феодальной раздробленности. Системы надзора различались

при разных династиях, но в общих чертах совпадали с системой, существовавшей при династии Хань, при наличии некоторых изменений. При династиях Вэй и Цзинь цензорат перестал быть подведомственным службе шаофу и стал общегосударственным надзорным органом, напрямую подчинённым императору. При династиях Южная Лян, поздняя Вэй, Северная Ци цензорат (называемый также южной палатой, а при династии поздняя Чжоу называемый сяньтай) по-прежнему возглавлялся чжунчэном цензората, который при династии Северная Вэй назывался чжунвэем цензората. Так как власть главы надзорной службы со временем усилилась, появились законы, предотвращающие нарушения чиновниками надзорных органов своих служебных обязанностей. Все нарушившие закон чиновники, включая чжунчэна, ненадлежащим образом исполнявшего свои обязанности по надзору, лишались должностей. После династий Вэй и Цзинь для предотвращения кумовства и злоупотреблений в системе надзора и улучшения выполнения её функций законом было установлено, что представители знати и крупного чиновничества не могут занимать должность чжунчэна цензората. После династии Цзинь чжунчэн цензората назначал дворцовых цензоров, цензоров – инспекторов, цензоров, надзирающих за перевозками и др., каждый из которых осуществлял полномочия по контролю в своей сфере. В этот период постоянные надзорные органы на местах не учреждались. Время от времени императорское правительство направляло в разные регионы ревизоров из цензората для проверки местных чиновников. Кроме того, в это время начала формироваться практика доносов в цензорат на основании слухов.

Эпоха династий Суй и Тан. При династии Суй центральным надзорным органом также был цензорат, главой которого вместо чжунчэна стал «старший муж цензората» - верховный цензор. Он назначал двух цензоров документов в качестве своих помощников. 12 цензоров – инспекторов осуществляли надзорную деятельность, направлялись для проведения ревизий. Династия Тан развила и дополнила систему надзора династии Суй. В начале правления династии Тан существовал цензорат, как центральный надзорный орган, возглавляемый верховным цензором, относившимся к чиновникам основного третьего ранга. Его помощниками были два чжунчэна, являвшиеся чиновниками основного четвёртого ранга. Цензорат назывался также сяньтай, верховный цензор назывался дасысянь. В правление императрицы У Цзэтянь цензорат был преобразован в левый и правый сучжэнтай. После правления императора Чжун-цзуна он снова был

преобразован в левый и правый цензорат. Задачей цензората было «применять наказания из сводов государственных законов и указов для исправления чиновников» («Шесть уложений династии Тан», раздел 13). В составе цензората были учреждены три отдела: 1- собственный отдел, в котором служили цензоры-служители, «разоблачающие злоупотребления чиновников и рассматривающие судебные дела»; 2- дворцовый отдел, в котором служили дворцовые цензоры, «следящие за исполнением дворцовых ритуалов»; 3- отдел внешних расследований, в котором служили цензоры-инспекторы, «надзирающие за чиновниками разных рангов, проводящие ревизии в округах и областях, проверяющие судебные решения и поддерживающие порядок» (из вышеуказанного). В начале правления династии Тан страна была разделена на 10 надзорных регионов, называемых десять дао (впоследствии их число увеличилось до 15 дао). В каждое дао назначался один цензор – инспектор ( в разные периоды он назывался проверяющим инспектором, инспектором, собирающим сведенья, надзирающим инспектором), ответственный за ревизию и контроль подведомственных ему областей и уездов. При династии Тан произошло дальнейшее усиление полномочий цензората как надзорного органа. Цензорат был частично наделён судебной властью, имел полномочия проверять решения по судебным делам, которые рассматривали Приказ судебного контроля и Управление наказаний.

В эпоху династии Тан также окончательно сложился институт чиновников – увещавателей. Чиновники - увещаватели появились ещё во времена династий Цинь и Хань. В эпоху династий Вэй, Цзинь, Северных и Южных династий этот институт развивался. К началу эпохи династии Тан в системе центральной власти было три шэна (правительственных органа). В их числе был мэньсяшэн.(совет двора), главной функцией которого было взвешивание политических решений и исправление ошибок, инструментом чего служили советы и увещавания. В мэньсяшэне были введены должности сопровождающего всадника – служителя, мужей – увещавателей, восполнителей упущенного, подбирателей обронённого (из них правый восполнитель упущенного и правый подбиратель обронённого относились к ведомству чжуншушэна – императорской канцелярии), срединных подателей дел и т.д. Их задачей было наставлять несовершенных правителей, исправлять ошибочные политические решения. Из них срединный податель дел был ответственен за пересмотр приговоров по судебным делам и обладал значительными полномочиями.

Эпоха династии Сун. Система надзора укреплялась по мере развития феодального абсолютизма. Система контроля сохраняла структуру, установленную при династии Тан, с цензором, в составе которого были три отдела. В регионы назначались уполномоченные чиновники- тунпани, называемые окружными инспекторами, равные по положению чжичжоу – наместникам округов. Тунпани периодически отправляли доклады императору, являясь «глазами и ушами императора» на местах. Кроме того, областные чиновники, заведовавшие перевозками, чиновники, занимавшиеся судебными делами и др должны были осуществлять контроль над округами и уездами своих областей. Чтобы гарантировать наличие у инспекторов цензората достаточного управленческого опыта, при династии Сун был принят закон, согласно которому чиновник, который не был дважды назначен главой уезда, не мог занимать должность в цензорате. Согласно закону цензор имел право «доносить на основании слухов». Он ежемесячно должен был отправлять на имя императора доклад, называемый месячным отчётом. Через сто дней после своего назначения цензор должен был раскрыть чьи-нибудь незаконные действия, в противном случае его отправляли в отставку или лишали жалования, что называлось «денежным позором». Поэтому были случаи злоупотреблений цензорами своими полномочиями. Цензоры могли предъявить обвинения даже первому министру и обладали правом давать советы императору. Цензорат также направлял своих представителей для участия в рассмотрении важных судебных дел.

Эпоха династии Юань. Центральным надзорным органом был цензорат. Ранг верховного цензора был повышен до сопровождающего первого. «Не принадлежащие к государственному роду (монгольской аристократии) не могут его получить» («Юань-ши» (История династии Юань), биография Тай Пина). В областях Цзяннань и Шэньси были учреждены региональные цензораты, организованные по образцу центрального цензората и действовавшие как его отделения. Это было наиболее значительным изменением системы надзора при династии Юань. Страна была разделена на 22 надзорных региона. В каждый регион назначался лянфанши («честный следователь»), то есть инспектор цензората, постоянно находившийся в вверенном ему регионе и контролировавший местных чиновников.

Эпоха династии Мин. Система надзора развивалась и приняла окончательную форму вместе с укреплением централизованного

абсолютистского государства. Центральный цензорат стал называться дучаюань (главная контрольная палата). Он «надзирал за всеми ведомствами внешних и внутренних чиновников». В цензорате служили левый и правый главы цензората, их помощники и старшие цензоры. В 13 надзорных округов назначались 110 цензоров – инспекторов, отвечавших за осуществление надзорных функций. Хотя цензоры – инспекторы подчинялись цензорату, приказы они получали непосредственно от императора и имели право самостоятельно выдвигать обвинения по результатам проверки. При династии Мин утвердилась также система инспекционных командировок цензоров в регионы. Направляемый с инспекцией цензор получал приказ императора и мог одновременно выполнять другие функции в месте назначения. У исполняющих обязанности наместника или губернатора полномочия были больше, чем у обычных цензоров-инспекторов. Они имели право «свободы действий». Кроме выполнения надзорной функции, цензорат обладал и полномочиями по судебному рассмотрению важных дел. Военные цензоры сопровождали войска во время войны.

При династии Мин в центральной надзорной системе и в местных отделах надзорной службы были созданы шесть специальных отделов срединных подателей дел, проверявших деятельность шести управлений (министерств). Это означала усиление контроля императора за министерствами. Были отделы церемоний, финансов, чинов, наказаний, общественных работ и военный отдел. В каждом отделе был один главный срединный податель дел, левый и правый срединные податели дел и несколько служащих. Каждый доклад министерства императору должен был быть рассмотрен и проверен отделом срединных подателей дел. Если они находили доклад ненадлежащим, то он отклонялся и возвращался назад. Срединные податели дел также следили за своевременным выполнением поручений, которые император давал министерствам. Срединные податели дел шести отделов (кэ) и цензоры - инспекторы надзорных округов (дао) вместе назывались кэдао. Хотя ранг чиновников - кэдао был невысоким, полномочия их были большими, а сфера деятельности обширной. Поэтому отбор на должности кэдао был очень строгим. Кроме того, согласно закону, наказание для совершивших преступление чиновников системы надзора было более строгим, чем для обычных чиновников. «Каждому преступлению, совершенному цензором, прибавляется три степени вины, мздоимство цензора карается суровее» («Минши» (История династии Мин), раздел «О чиновниках»).



Эпоха династии Цин. Династия Цин продолжала, при некоторых изменениях, использовать систему надзора, существовавшую при династии Мин. Центральным надзорным органом по-прежнему был цензорат – дучаюань. Маньчжурский император Хунтайцзи перед взятием столицы издал указ: «Если какой-либо сановник неверно ведёт государственные дела, проявляет самоуправство, алчность, жестокость, нарушает нормы поведения, то цензорат должен прямо, без утаивания заявить об этом». «Если утаивать правду, можно ошибиться в государственном управлении» («Большой свод уложений династии Цин», Примеры, Глава 998). Назначения чиновников различных рангов проходило под контролем цензората. При династии Цин глава цензората относился к числу главных чиновников. Вместе с секретарями шести министерств, главой управления передачи документов, циню (главой) приказа судебного контроля и другими крупными сановниками он участвовал в больших императорских советах. Цензорат назначал 15 цензоров - инспекторов надзорных округов (к концу правления династии Цин их число увеличилось до 22), осуществлявших деятельность по надзору. В правление императора под девизом Юнчжэн шесть отделов срединных подателей дел, контролировавших шесть министерств, были включены в состав цензората. Срединные податели дел шести отделов и цензоры – инспекторы надзорных округов совместно осуществляли контроль столичных и региональных чиновников и предъявляли обвинения против них. Цензоры и увещеватели в эпоху династии Тан, отделы срединных подателей дел и надзорные округа при династиях Мин и Цин по сути были одной и той же системой. Особенностью системы надзора при династии Цин была концентрация надзорных полномочий.

В эпоху династии Цин чиновники системы надзора, с одной стороны, могли выдвигать обвинения на основании слухов и не могли утаивать никакие факты, а с другой стороны, для предотвращения превышения надзорными чиновниками своих полномочий, согласно закону, чтобы выдвинуть обвинения против чиновника, цензоры должны были получить разрешение императора. При формировании нового имперского кабинета в царствование императора Сюаньтуна (Пу И) цензорат был упразднён.

Функции и особенности. При феодальных правителях Китая система надзора играла важную роль в усилении контроля правительства над чиновниками, очищении власти от вредящих ей чиновников, регулировании отношений внутри правящего класса. Она стала главным средством контроля центра над регионами, усилению власти императора и поддержания



стабильности феодального строя. Однако в условиях феодального абсолютизма система надзора была придатком императорской власти. Её способность или неспособность в полной мере выполнять свою функцию зависела от наличия воли у императора. В то же время, в условиях феодальной системы власти и чиновничьей иерархии многие чиновники системы надзора сами были коррумпированы, нарушали закон и многие из них были за это осуждены.

**Заключение.** Система надзора в Древнем Китае обладала следующими основными особенностями:

1 Структурная независимость. Начиная со времени династии Хань, надзорные органы в основном были независимы от административной системы. И в центральном аппарате, и в регионах, это были особые чиновники и государственные органы, формировавшие собственные структуры. Надзорные чиновники на местах напрямую подчинялись центральному органу, назначались и увольнялись из центра. Действуя, как «глаза и уши императора», надзорные чиновники обладали определённой независимостью. Тем самым создавались условия для постепенного совершенствования системы контроля и эффективного выполнения ею надзорной функции.

2 Контроль императорских династий над чиновниками заключался в проверке их деятельности и в системе наград и наказаний, применявшей принцип больших наград и строгих наказаний.

3 Из-за важности системы надзора полномочия у надзорных чиновников низкого ранга, а также применяемые к ним критерии оценки награды и наказания были такими же, как у чиновников высоких рангов.

4 Источником полномочий надзорных органов была императорская власть. Влияние надзорных органов возрастало вместе с укреплением централизованного государства и усилением императорской власти. Императоры могли по своему усмотрению расширить полномочия этих органов или оставить их на прежнем уровне. Поэтому система надзора принимала иногда гипертрофированную форму. Так, при династии Юань система надзора была элементом национального угнетения. Император Шицзу (Хубилай) из династии Юань издал указ, согласно которому «любой чиновник, исполняющий свои обязанности недолжным образом, независимо от того, принадлежит ли он к народу хань (китайцам) или хуэй должен быть казнён, и вся его семья должна быть уничтожена» («Юаньши» (История династии Юань), часть 10, «Хроника Шицзу»). Однако по отношению к

монголам этот закон не действовал. При династии Мин кроме официальных надзорных органов, таких как цензорат и шесть отделов, тайные полицейские структуры – цзинь-вэй, дунчан, сычан также частично выполняли надзорную функцию.

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## ПАТРИОТИЧЕСКОЕ ВОСПИТАНИЕ ДЕТЕЙ И ПОДРОСТКОВ

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**Аннотация:** *Статья освещает важность и актуальность вопроса патриотического воспитания детей и подростков в Узбекистане. Подчеркивается, что патриотизм закладывается с детства и проявляется в повседневной жизни, в выборе учебных принадлежностей, музыки, и уважении к национальным традициям. Результаты социологических опросов показывают высокий уровень патриотических чувств среди молодежи. В статье определяется патриотизм как любовь и преданность Родине, а также обсуждаются основные задачи и принципы патриотического воспитания.*

**Ключевые слова:** *патриотизм, воспитание, Узбекистан, молодежь, национальные традиции, социологические опросы, образование.*

Проблема воспитания патриотизма всегда была актуальной. Ей уделяется огромное внимание, ибо дети с молоком матери впитывают понятия “Родина”, “мой Узбекистан”, “мы, народ Узбекистана”. Ученик, смотря на карту нашей страны думает: “Я живу в солнечной, гостеприимной, стране с великим прошлым и великим будущим”. Такое сознание закладывается в нас не только с самого детства, но и сопровождает нас в течение всей нашей жизни. Сегодня наши дети видят свободную, независимую страну, с великим будущим.

В наших детях со школьной скамьи формируется чувство патриотизма прививаемое учителями и наставниками. Это проявляется во всем: в выбираемых ими тетрадях с обложками национальных символов, в обожании национальной музыки и кинофильмов, в почитании старшего поколения и уважительного отношения к национальным традициям и обычаям нашего народа.

По итогам социологических опросов среди учеников средних школ можно отметить у молодежи формирование глубоких человеческих ценностей. Например, 10-14-летние ученики на вопрос, что, по их мнению, является для них самым важным в жизни, ответили:

- Мама-92 %;
- Семья
- Родина
- Здоровье
- Учёба
- Мир в нашей стране
- Счастье;
- Любовь;
- Жизнь;
- Будущая профессия
- Деньги;

Из этих данных можно сделать вывод, что чувство патриотизма у детей развито хорошо. Воспитание любви к Родине может осуществляться ежеминутно – родителями, чтением произведений наших великих поэтов и писателей, таких как: Навои, Фитрат, Чулпан, Авлони и других, просмотром наших кинофильмов, телепередач, рассказывающих о событиях и людях, которыми мы можем гордиться: Алпамиш, Амир Тимур, Улугбек, Авиценна и другие, о вечных ценностях: любви к своей Родине, национальных корнях и традициях.

Так что же такое “патриотизм”? Дадим несколько определений.

- Патриотизм (от греческого *patris*) – Родина, отечество и преданность своему отечеству, любовь к Родине, стремление служить ее интересам, защищать от врагов.
- Патриотизм – это олицетворение любви к своей Родине, сопричастность с ее историей, природой, достижениями, проблемами. Патриотизм представляет своего рода фундамент общественной и государственной систем, духовно-нравственную основу их жизнеспособности и эффективного функционирования.

А что же тогда патриотическое воспитание?

- Патриотическое воспитание – систематическая и целенаправленная деятельность органов государственной власти и организаций по формированию у граждан высокого патриотического сознания, чувства верности своей Родине, готовности к выполнению своего гражданского долга и конституционных обязанностей по защите интересов Родины.

Основополагающими принципами патриотического воспитания являются: научность, гуманизм, демократизм, приоритетность исторического и культурного наследия, духовных ценностей и традиций Родины, системность,



преемственность и непрерывность в развитии молодежи, многообразии форм, методов и средств, а также индивидуальный подход.

Основными задачами патриотического воспитания являются:

1. Воспитание чувства патриотизма, формирование у подрастающего поколения верности своей Родине, готовности служить ей и защищать её.
2. Изучение истории и культуры родного края.
3. Участие в подготовке и проведении мероприятий по увековечиванию памяти защитников Родины.
4. Противодействие проявлениям политического и религиозного экстремизма в молодежной среде.
5. Передача и развитие лучших традиций узбекского воинства.
6. Физическое развитие молодежи и детей, формирование здорового образа жизни.

Патриотические чувства не возникают у людей сами по себе. Среда, образ жизни в семье, отношения в школьном коллективе – это все формирует патриотизм. В патриотизме народа – сила государства. Любому обществу нужны мужественные, смелые, инициативные, дисциплинированные, грамотные люди, которые были бы готовы работать, учиться на его благо, и в случае необходимости встать на его защиту.

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## TEACHING TERMS TO CADETS IN CLASSES OF FOREIGN LANGUAGES

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***Annotation:** teaching terms means making the primary focus on helping cadets acquire terminology of special profession. In English language teaching methods are systems for structuring lessons while approaches are less concerned with how the lesson is structured and more concerned with the general focus of instruction. This article deals with the notion of lexical skills, structure, qualities, stable conditions for the formation of lexical skills, as well as steps that passes every new lexical unit. All this must be taken into account in the process of learning a foreign language vocabulary.*

***Keywords:** lexical skills, teaching materials, foreign language teaching, methodical classification.*

## ОБУЧЕНИЕ ТЕРМИНАМ КУРСАНТОВ НА ЗАНЯТИЯХ ПО ИНОСТРАННЫМ ЯЗЫКАМ

***Аннотация:** В современной образовательной сфере внимание уделяется улучшению качества образовательного процесса и эффективности преподавания иностранных языков. Статья рассматривает развитие методики и дидактики, лингвистики и психологии в контексте обучения иностранным языкам, акцентируя внимание на проблемах запоминания терминологии и развития лексических навыков. Представлены различные упражнения для формирования и укрепления лексического запаса, включая имитационные, трансформационные и коммуникативные задания. Особое внимание уделено важности визуального и аудиального восприятия слов, а также необходимости практического применения новой лексики в условиях общения.*

***Ключевые слова:** лексические навыки, учебные материалы, обучение иностранному языку, методическая классификация.*

At the present stage of education the development of educational institution is focused on improving the quality of the whole educational process and the effectiveness of foreign language teaching. Throughout the XX century, such science as the methodology and didactics, linguistics and psychology were focused on addressing the range of interrelated problems; the main one is the problem of learning a foreign language by learners of different ages and levels of education. One of the important methods of educational problems is the problem of learning terminology. Mastering terminology is a specific process, as some expressions and words are memorized better but for getting the others it is necessary to do special exercises which are aimed at improving the process of remembering. Practice of cadets in mastering new words is realized with the help of exercises, directed on formation of lexical productive skill and its improvement. All exercises in connection with its structure can be divided into two categories: exercises that focused on memorizing the words, their semantics in unity with phonetic and grammatical form, which results in the selection of words from long-term memory, and exercises the purpose of which is to strengthen the syntagmatic and paradigmatic relations of lexical units. As the word (its form and meaning) is absorbed through situational relatedness and the need for expressing thoughts and feelings, initial training in the use of new vocabulary after the presentation is done in conditional-speech exercises (exercises in imitation, substitution, transformation, reproduction), performed in conditions of a specially organized interaction. These exercises are accompanied by communicative unit. Training in simulation allows learners to create sensations through auditory and visual image of the word, which is associated with speech motor that provides durability memorization of formal characteristics of speech. No less important, according to Filatov V.M., is that there is an awareness of the importance and purpose of the words in their unity, on the one hand, and the association of the word (the auditory image) with purpose. Wildcard exercises help to strengthen these ties and develop associative action of calling words. According to communicative and practical purpose of teaching foreign languages in the high school the variety of exercises can be reduced to three language types: 1. Non-communicative exercises – this type of exercises performed for the purpose of comprehension and the conscious assimilation of linguistic material (grammar, lexical, phonetic) in different types of speech activity. This includes the following exercises: 1) language or aspect: a) grammar (for example: setting the verb in the correct form); b) lexical (for example: substitution of suitable the meaning of the words, grouping words according to topics); c) phonetic (for example: reading the number words, grouping words according to the way of pronouncing). This type of exercises at the relevant stage of learning material is used as a part of homework: 2) transformational exercises (for example: modification



of the affirmative sentences into interrogative, active to passive form); 3) exercises in translation (this type of exercise is used as a control); 4) imitative, wildcard exercises – the principle of operation is that the pupil expands lexical unit in a given structure or make sentences from the words given in the different columns.

2. Speech exercises or communicative exercises The purpose of these exercises is the implementation of the communicative functions of foreign language and teaching communicative skills (listening, speaking, reading, and writing). Speech exercises – are always creative exercises. They are always speech thoughtful tasks of different levels. The main characteristic of exercises – are pragmatism and motivation (providing initiative, motivation of students). Passov E.I and Kuznetsova E.E. organize these exercises into three groups: 1) exercises of rendering the content: a retelling, short selective essay, retelling -translation, dramatization and other types of exercises; 2) description exercises: the description of elementary images, feature stories, real objects; 3) exercises of expression, the expression of attitudes and evaluations: discussion, comments. A special kind of exercises - exercises simulating communication, allowing to work in a fast pace, simple from the psychological point of view. By nature, they can be verbal; in methodological orientation. Examples: statement exercises, conditional conversation, students' questions, press conferences, interviews, exercises such as "contact me".

3. Conditional-speech exercises or conditionally communicative exercises. The characteristic feature of this type of exercises is that it allows practicing language material in educational or conditional communication that simulates naturally. Conditional-speech exercises should be situational (any remark of the teacher and the student's answer must be relevant to the situation, relationship of the partners, their activities). They must ensure that the students focus on the purpose and content of the statements, not on the form, they characterized by the communicative value of the phrase, as they are learning. The teacher should avoid flimsy remarks of the type "Tell me, that you are doing the same thing: - I wear a coat in the winter. And in the winter I wear a coat". It should be born in mind the efficiency of the exercises in time. Types of conditional-speech exercises: imitative - student completely imitates teacher's remark; substitution - in these exercises a substitution of lexical units is taken in a receiving structure; transformation - the transformation of perceived forms (for example, transfer the passive voice to active); reproduction - self-perception suggests assimilated form. According to the other type of classification lexical exercises can be distinguished: 1) By type of speech activity, which includes the word - reproductive and productive. 2) By mastering the words, i.e., on the stages of development of lexical skills. 3) In the direction of lexical exercises on certain aspects - phonetic, graphic, etc. 4) In the direction of exercises to create a certain type of speech communication. 5)



How the exercise involves working with an isolated word, or the word in the phrase or sentence 6) By the type of operations conducted to study the Word (replacement, insertion, etc.). 7) Focus on vocabulary exercises to learn new words or to repeat words. Non-contextual exercises can be as follows: learning; nomination of items; grouping words according to certain characteristics; the translation of individual words from one language to another. Monologue speech exercises are: commenting on a series of paintings with the use of studied words; composing monologue to a series of drawings, film; to compare the content of two texts; record on topic; preparation of a report on the topic; explanation of events. Dialogic exercises include: the use of studied vocabulary in the students' questions to the text; answer the teacher's questions in word or in combination; preparation of micro-dialogues of various types with the use of studied words; preparation of dialogues for typical situations; a series of questions to guess the conceived word. Ways to practice vocabulary items. "Listen and repeat" is important because we know that confidently pronouncing a word indicates that it will be stored well. Other simple activities include matching (words to definitions, synonyms to antonyms), fill in the blank, pictures representing the vocabulary item, "make up a sentence using new words" and crossword puzzles. Total Physical Response (TPR) is an excellent way to introduce actions (that is, verbs). Games like "Simon Says" and "Jeopardy" are adaptable to vocabulary learning. Asking students to invent dialogues or skits where they use as many vocabulary words as possible allows students to be creative and allows them to use the words in realistic contexts (be sure to give feedback to students). Any sentence can be called as lexical exercise where the learner focuses on teaching vocabulary. The system of lexical exercises involves the concept of teaching vocabulary. The system of lexical exercises – is the general description of the process of vocabulary teaching. The basis for the formation lexical skills has certain laws, principles, and keeping them is a necessary condition for the efficiency of the learning process. These include didactic principles such as: visibility, activity, durability, consistency, awareness, scientific, age-appropriate and methodical: communicative orientation of education, temporality, collective interaction, life orientation training. There are also private methodological principles in the work on vocabulary: the gradual formation of skill, the adequacy of the exercises generated by the action, interaction exercises on the formation of lexical, grammatical, phonetic speech of the parties, taking into account the interactions of oral forms, testing of vocabulary with the development of reading and writing, the interaction of all kinds of speech activity.

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## O‘QUVCHI-YOSHLARNING HUQUQIY MADANIYATINI SHAKLLANTIRISH ASOSLARI

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Buxoro davlat universiteti tarix va yuridik fakulteti  
"Ijtimoiy ish" ta'lim yo'nalishi 5-2 IJI-20 guruh talabasi

**Annotatsiya.** Mazkur maqolada o‘quvchi-yoshlarning huquqiy ongi va huquqiy madaniyatini shakllantirish, huquqiy madaniyatni xalqimizning azaliy an‘analariga, qadriyatlariga asoslangan holda yoshlar ongiga singdirish, hg‘ukumatimiz tomonidan jamiyatda huquqiy madaniyatni yuksaltirish sohasiga oid huquqiy hujjatlarning qabul qilinishi va maqsadli ishlarni amalda ijro etilishi kabi masalalar yoritilgan.

**Kalit so‘zlar:** huquqiy madaniyat, Farmon, qaror, Milliy strategiya, dastur, huquqiy ong, tarbiya, jamiyat, oila, mahalla, davlat tashkilotlari, inson huquqlari.

**Abstract.** This article covers issues such as the formation of legal consciousness and legal culture of students, instilling legal culture into the minds of young people based on the age-old traditions and values of our people, the adoption of legal documents by our government in the field of raising legal culture in society, and the implementation of targeted works.

**Key words:** legal culture, Decree, decision, National strategy, program, legal awareness, education, society, family, neighborhood, state organizations, human rights.

“Bugungi kunda yurtimizda barcha jabhalarda tub o‘zgarishlar yuz berayotgan mas’uliyatli pallada huquqiy tarbiyaning barcha shakl va usullaridan samarali foydalanish muhim ahamiyat kasb etishini yodimizdan chiqarmasligimiz lozim. Shu sababli huquqiy madaniyatimiz darajasiga tanqidiy baho berib, muammolarimiz sababini chuqur o‘rganishimiz kerak. Biroq faqatgina qonunlarni o‘rgatish va javobgarlik bilan qo‘rqitish orqali qonun ustuvorligiga va taraqqiyotga erisha olmaymiz”[1]. Bundan tashqari, hozirgi globallashuv, ilmiy-texnik taraqqiyot davrida o‘quvchi-yoshlarning huquqiy ongi va huquqiy madaniyatini yuksaltirishning innovatsion usullaridan, targ‘ibotning ilg‘or va ta’sirchan vositalaridan, xorijiy



davlatlarning bu boradagi ijobiy tajribalaridan yetarli darajada foydalanmayotganligimiz yuqoridagi fikrlarimiz isbotidir.

“2022 yilning 15 may sanasida O‘zbekiston Respublikasi Vazirlar Mahkamasining “2022-2023 yillarda jamiyatda huquqiy madaniyatni yuksaltirish bo‘yicha chora-tadbirlar dasturini tasdiqlash to‘g‘risida”gi qarori qabul qilindi”[1].

Qaror bilan 2022-2023 yillarda jamiyatda huquqiy madaniyatni yuksaltirish bo‘yicha chora-tadbirlar dasturi tasdiqlandi. Xususan, oilada va ta‘lim muassasalarida huquqiy tarbiyani va madaniyatni shakllantirish orqali oilalardagi notinchlik va zo‘ravonlikning bolalar tarbiyasidagi salbiy oqibatlarining oldini olinadi hamda ta‘lim muassasalarida o‘quvchilarni ta‘qib qilishga qarshi chora-tadbirlarni amalga oshiriladi. Shuningdek, yoshlar o‘rtasida huquqiy nigilizm holatlarini bartaraf qilish, mahallalarda ijtimoiy himoyaga muhtoj aholi qatlamlariga imtiyozlar va moddiy yordam berish, nafaqa tayinlash, ishsizlikdan himoyalanih, vaqtinchalik bir martalik ish bilan ta‘minlash, ijtimoiy yordam olish tartibi bo‘yicha tizimli targ‘ibot tadbirlarini o‘tkazish, oliy ta‘lim muassasalari hamda kadrlarni qayta tayyorlash va malakasini oshirish o‘quv markazlarida “Inson huquqlari”, “Ayollar huquqlari”, “Bola huquqlari” o‘quv kurslarini joriy etish oila va ta‘lim tizimidagi huquqiy madaniyatning shakllanishiga xizmat qiladi.

O‘quvchi-yoshlar orasida halqimizning ko‘p asrlik an‘analari va qadriyatlariga asoslangan huquqiy madaniyatni shakllantirish bo‘yicha huquqiy ma‘rifiy tadbirlar va uchrashuvlarni kengaytirish, xalqimiz tarixi, dini, milliy qadriyatlarini yosh avlod ongiga singdirish orqali vatanparvarlik hissini kuchaytirish kabi dolzarb vazifalar turgan bir paytda O‘zbekiston Respublikasi Prezidentining “Jamiyatda huquqiy ong va huquqiy madaniyatni yuksaltirish tizimini tubdan takomillashtirish to‘g‘risida”gi 2019 yil 9 yanvardagi PF-5618-sonli Farmonining qabul qilinishi ayni muddaodir.

“Mazkur Farmonda inson huquq va erkinliklariga hurmat munosabatini shakllantirishga, aholining huquqiy ongi va huquqiy madaniyatini yuksaltirishga, jamiyatda fuqarolarning huquqiy savodxonligi darajasini oshirishga to‘sqinlik qiluvchi bir qator muammo va kamchiliklar ko‘rsatib o‘tilgan. Ushbu Farmon o‘zida kelayotgan yosh avlodning mamlakatimiz qonunchiligi haqidagi bilimi va huquqiy madaniyatini oshirish, ularni Konstitutsiya va qonunlarda belgilangan huquq va majburiyatlarini anglagan jamiyatning faol a‘zolari sifatida tarbiyalashga xizmat qilishi shubhasiz”[2].

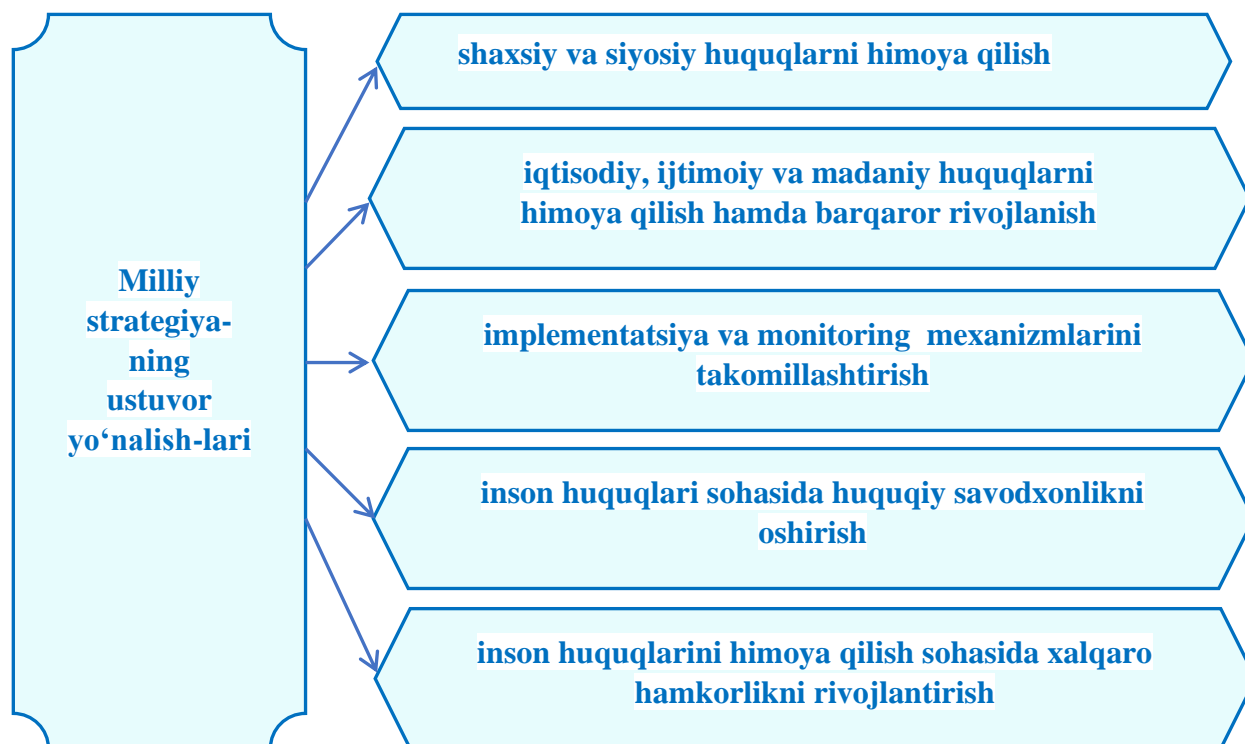
Jumladan, o‘quvchi-yoshlar ongida huquqiy madaniyatni yuksaltirishda eng avvalo, huquqiy ta‘lim va tarbiya borasidagi ishlar tizimli va uzviy olib borilmayotganligi, uzoq yillar davomida bu masala huquqni muhofaza qiluvchi organlar va ayrim davlat organlarining ishi sifatida qarab kelinib, bunda oila, mahalla va fuqarolik jamiyati boshqa institutlarining ishtiroki yetarlicha ta‘minlanmaganligini,



yoshlarning huquqiy tarbiyasiga salbiy ta'sir ko'rsatuvchi omillarga nisbatan huquqiy immunitetni shakllantirish, har bir shaxsda qonunlarga va odob-axloq qoidalariga hurmat, milliy qadriyatlarga sadoqat, huquqbuzarliklarga nisbatan murossasizlik hissini uyg'otish ishiga kompleks tarzda yondashilmaganligi hamda huquqiy ong va huquqiy madaniyatni yuksaltirishda shaxsiy manfaatlar hamda jamiyat manfaatlarini o'rtasidagi muvozanatni saqlash g'oyalarini aholi ongiga singdirish ishlarining yetarli olib borilmasligi ham qonun ustuvorligini ta'minlashga o'zining jiddiy salbiy ta'sirini ko'rsatayotganligi aytib o'tilgan. Huquqiy madaniyat – fuqarolarning davlat va huquq haqidagi muhim bilimlarni egallab olishi, amaldagi normativ-huquqiy hujjatlar haqidagi tushunchalarini talqin qila olishi hamda ulardan to'g'ri foydalana olishidir.

Shulardan kelib chiqib, 2020-yil 22-iyunda Inson huquqlari bo'yicha Milliy strategiya qabul qilindi. Strategiyaning maqsadi – O'zbekistonda inson huquqlari va erkinliklarini ta'minlash bo'yicha izchil olib borilayotgan davlat siyosatini amalga oshirishning asosiy vazifalari va yo'nalishlarini belgilab olishdan iborat. Milliy strategiyaning ustuvor yo'nalishlari quyidagilarni ko'zda tutadi:

- shaxsiy va siyosiy huquqlarni himoya qilish;
- iqtisodiy, ijtimoiy va madaniy huquqlarni himoya qilish hamda barqaror rivojlanish;
- implementatsiya va monitoring mexanizmlarini takomillashtirish;
- inson huquqlari sohasida huquqiy savodxonlikni oshirish;
- inson huquqlarini himoya qilish sohasida xalqaro hamkorlikni rivojlantirish.



1-rasm. Milliy strategiyada ko'zda tutilgan ustuvor yo'nalishlar

Bunda jamiyatda huquqiy ong va huquqiy madaniyatni yuksaltirish quyidagi prinsip bo'yicha tizimli va uzviy tashkil etiladi:

**shaxs → oila → mahalla → ta'lim muassasasi → tashkilot → jamiyat**

Darhaqiqat, huquq asoslarini, Konstitutsiya va qonunlar mazmun-mohiyatini, yangi qonuniy hujjatlar, huquqiy me'yorlarni kishilarning, birinchi navbatda, yoshlarning ongi, qalbiga singdirishda hech bir narsa o'z ahamiyatiga ko'ra huquqiy ta'lim-tarbiyaga tenglasha olmaydi. Jumladan, biz jamiyatda huquqiy madaniyatni shakllantirish va rivojlantirish, mamlakatimizda huquqiy ta'lim va bilimlar targ'ibotini tubdan yaxshilash [3], qabul qilingan normativ-huquqiy hujjatlarni ijrochilarga etkazish, aholini qabul qilinayotgan qonunlarning maqsadi, mazmun-mohiyatidan keng xabardor etib borishga yo'naltirilgan maqsadli choratadbirlarni qo'llab-quvvatlaymiz. Zero, faqat erkin, o'z huquq va majburiyatlarini biladigan, qonun va amaldagi tartib-qoidalarni hurmat qiladigan fuqaro o'z huquqlaridan to'laligicha foydalana oladi.

O'quvchi-yoshlarning huquqiy madaniyatini yuksaltirishda esa xodimlarning mehnat huquqi, huquqbuzarliklarning oldini olish, o'quvchi savodxonlik bo'yicha bilimlarini oshirishga qaratilgan "Huquqiy savodxonlik oyligi", "Korrupsiyaga qarshi kurashish oyligi" va "Konstitutsiyaviy huquq oyligi"ni o'tkazish maqsadida faol, jamoatchilik bilan ishlash ko'nikmalariga ega huquqiy targ'ibot guruhlarini tashkil qilish va qonunchilik hujjatlarining targ'ibot qilinishini ta'minlash tadbirlari muhim ahamiyat kasb etadi.

Ta'lim dargohlarida esa o'quvchi-yoshlar bilan uchrashuvlar o'tkazish bilan bir qatorda, o'quvchilarni bo'lim binosiga taklif qilgan holda, ularni sud-huquq sohasida amalga oshirilayotgan islohotlardan xabardor qilib, qonunlarga kiritilayotgan o'zgartirish va yangiliklar haqida, shuningdek yoshlarning huquqiy ong va madaniyatini oshirish borasida keng tushunchalar berib borilmoqda.

Xulosa qilib aytadigan bo'lsak, ushbu ko'zda tutilgan maqsadli ishlarni amalda ijro etilishi uchun har birimiz mas'ul ekanligimizni his qilishimiz, shundagina fuqarolar o'rtasida huquqiy madaniyat yuksalib boradi va qonunlari ustuvor bo'lgan davlatgina rivojlanadi.

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## INSON KAMOLOTIDA TAFAKKURNING SHAKLLANISHI

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***Annotatsiya.** Dunyoqarashning ko‘rinishlari, inson kamoloti bosqichlari va ularga mos axborot kompetensiyalariga ega o‘quvchini tayyorlashda foydalanish, bugungi yoshlarning ma‘naviy tarbiyasida va milliy dunyoqarashi kengayishida insonparvarlik fazilatlarini shakllantirish, yoshlarimizga shaxs kamolotida o‘quv adabiyotlari, ta‘limning axborot texnologiyalari kabi omillarning ta‘siri kabi masalalar ilgari surilgan.*

***Kalit so‘zlar:** inson, kamolot, insonparvarlik, o‘quvchi-yoshlar, ta‘lim-tarbiya, tarbiya masalasi, axborot kompetensiyalari, ma‘naviy yetuk.*

***Abstract.** Aspects of worldview, stages of human maturity and their use in training students with appropriate information competencies, formation of humanitarian qualities in the spiritual education of today's youth and the expansion of national worldview, the influence of factors such as educational literature and information technologies of education on the personal development of our youth were put forward.*

***Key words:** human, maturity, humanitarianism, students-youth, education, education issue, informational competences, spiritual maturity.*

Inson o‘z hayoti davomida o‘zidan oldin o‘tgan kishilarning turmush tarziga, to‘plangan bilim, ko‘nikma va malakalariga, qadriyatlariga tayanadi. Shu sababli ham dunyoqarash kishilarning axloq me‘yorlari, hayotni yaxshilash borasidagi ongli intilishlari, qiziqishlari mehnat faoliyatiga va turmush tarziga ijobiy ta‘sir ko‘rsatib, ular hayotida katta amaliy ma‘no-mazmun kasb etadi.

Shuning uchun, dunyoqarashning ko‘rinishlari, inson kamoloti bosqichlari va ularga mos axborot kompetensiyalariga ega o‘quvchini tayyorlashda foydalanishda hamda ta’lim-tarbiya jarayonlarini davr talabiga mos takomillashtirishda mustahkam ma’naviy–ma’rifiy asos bo‘ladi. Shuningdek, inson kamoloti bosqichlari va ularga mos dunyoqarashlardan axborot kompetensiyalariga ega o‘quvchini tayyorlashdagi ta’lim–tarbiya jarayonida muntazam foydalanib borilishi natijasida ma’naviy yetuk, erkin va mustaqil fikrlaydigan, «XXI asr – intellektual asr»ning faol ishtirokchisi bo‘lgan mutaxassis tayyorlashga erishiladi.

Insoniyat paydo bo‘libdiki, unda inson kamoloti jarayoni davom etib kelmoqda. Ma’lumki, kishi kamoloti, uning umrini yuksak intellektual salohiyatini boyitishga bog‘liq bo‘ladi va shu asosda buyuk maqsadlar sari intiladi, jamiyat hamda davlatga foydasi tegib yashaydi, natijada uning hayot mazmuni shakllanadi. “Shaxs kamoloti ma’naviy yetuk, barkamol avlodni shakllantirish bilan uzviy bog‘liq holda amalga oshiriladi va bunday jarayon u yashab turgan ijtimoiy muhit hamda unga mos tarbiya bilan belgilanadi. Bu esa shaxs, millat va jamiyatning mentalitetiga bog‘liqdir”[3].

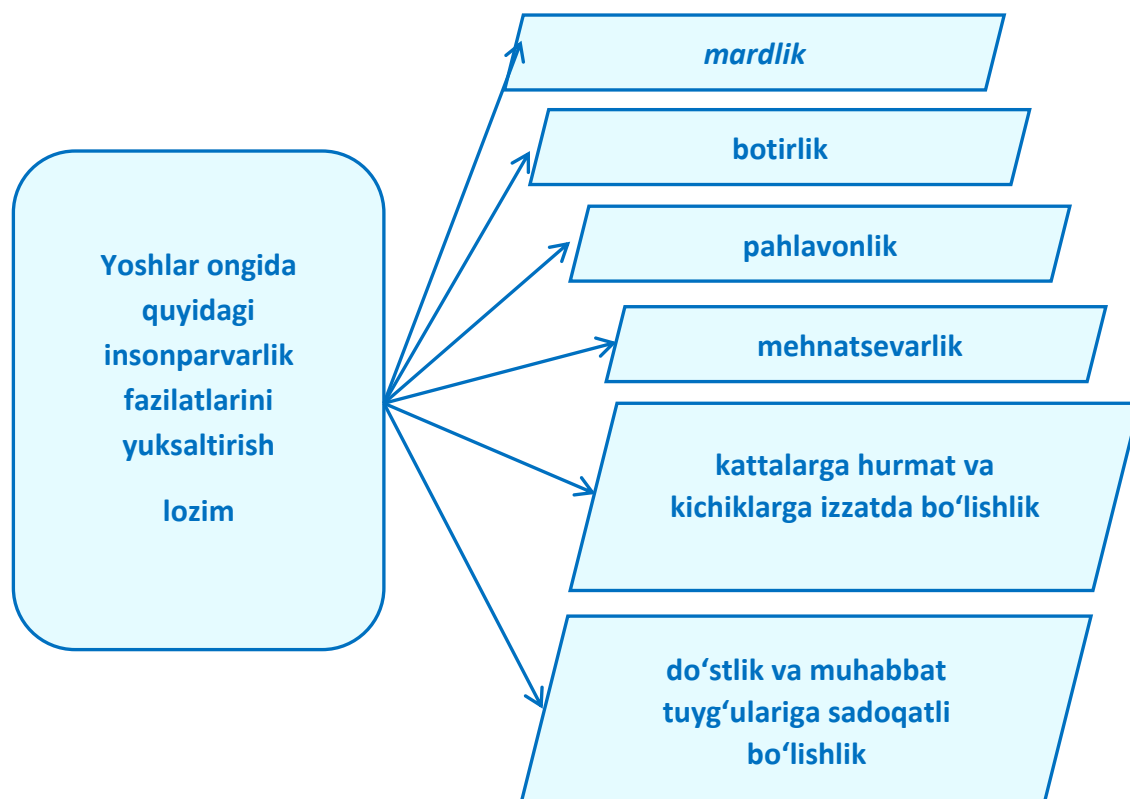
Bu borada ustozlar tashabbusi, xalqimiz ma’naviyatining tiklanishi, boy tarixiy merosimizning keng o‘rganilishi, ularga hurmat uyg‘otilishi, milliy an’analarimiz va urf–odatlarimizning saqlanishi hamda mazmunan boyitilishi, shuningdek, madaniyat, san’at, ilm–fan, texnika–texnologiya, ta’lim–tarbiya har tomonlama taraqqiy etishida muhim rol o‘ynaydi.

Bizga ma’lumki, kishi tarbiyasi masalasi insoniyat paydo bo‘lganidan boshlab dolzarb muammo bo‘lib kelmoqda va tarbiyada baland cho‘qqi sari komillik kabi yo‘naltirilgan bo‘ladi. Shu sababli ham jamiyat taraqqiyotini komil insonlar belgilaydi. Komil inson tarbiyasida boy o‘tish ma’naviy merosimiz mavjud.

“Insonni ezgulik sari yetaklash haqidagi ta’limotlar muqaddas kitoblarimiz («Qur’oni Karim», «Hadisi Sharif», «Avesto» va shu kabilar)da doimo ulug‘lanib kelingan”[4]. Bu borada Vatanimizda o‘tmishda bu istiqbolli orzu–istaklar doimiy vazifaga aylangan va u bilan jamiyatimizning har qanday a’zosi shug‘ullanishi ham farz, ham qarz bo‘lgan. Ayniqsa, tarbiya masalasi bilan nafaqat oila boshlig‘i yoki ta’lim muassasalari mutasaddilari, balki yurtimizning donishmandlari, ziyolilari (olimlar, shoirlar, yozuvchilar, tarixchilar, tasavvuf ilmi sohiblari va h.k.), adolatparvar hukmdorlarning ham bosh maqsadlari bo‘lgan.

Demak, buyuk bobolarmizning o‘lmas merosi bugungi yoshlarning ma’naviy tarbiyasida va, ayniqsa, ularning milliy dunyoqarashi kengayishida bitmas–tuganmas xazinadir. Ularni ibrat–namuna qilib ko‘rsatish orqali yoshlar ongida quyidagi insonparvarlik fazilatlarini yanada yuksaladi: mardlik, botirlik, pahlavonlik,

mehnatsevarlik, kattalarga hurmat va kichiklarga izzatda bo‘lishlik, do‘stlik va muhabbat tuyg‘ulariga sadoqatli bo‘lishlik va shu kabilar.



1-rasm. Yoshlar ongida yuksaltirish lozim bo‘lgan insonparvarlik fazilatlarini

Demak, “inson kamoloti va uning yuksalishida yoshlarimiz ma’naviy tarbiyasi va ilmiy dunyoqarashi kengligi, ibrat–namuna muhim rol o‘ynar ekan. Bugungi yoshlarimiz dunyoqarashini shakllantirish va yuksaltirishda ular ongiga millat, Ona tuproq, Ona Vatan, xalq va uning tarixiy ildizlari asosidagi boy milliy–ma’naviy merosimiz haqidagi ma’lumotlarni ta’lim–tarbiyaning barcha jabhalarida singdirib borishimiz lozim”[6].

Shuning bilan birga yoshlar ongida millat, milliy axloq, milliy g‘urur, milliy tarbiya, milliy salohiyat, Vatan tuyg‘usi, Vatan qayg‘usi, Vatan sog‘inchi va shu kabi tushunchalarni singdirib borish ham ularning milliy dunyoqarashini kengaytirishga asosiy omillardan biri bo‘lishligi, shubhasiz. Bunda inson kamoloti uchun milliy tarbiyamizga xos bo‘lgan mehr–oqibat, hurmat–izzat, muruvvat, or–nomus, bag‘rikenglik va shu kabilardan foydalanish maqsadga muvofiqdir.

Demak, milliy xususiyatlarimizga mos tarbiyani olgan va olayotgan o‘quvchi–yoshlarimiz muntazam ravishda kamol topib boraveradi hamda ularning dunyoqarashi ham unga mos ravishda yuksalib boradi.



Barkamol avlod tarbiyasining bu qayd etilgan ketma–ketligiga, O‘zbekiston ijtimoiy–iqtisodiy rivojlanishining beshta tamoyili asos qilib olingan bo‘lib, barkamol avlodni amaliy faoliyatgacha bo‘lgan jarayonini o‘z ichiga olgan va o‘z xususiyatiga ko‘ra barkamol avlod tarbiyasiga kompleks yondashuvdir.

Mazkur masalada yoshlarimizni tarbiyalashda va ularning ilmiy dunyoqarashini kengaytirishda shaxs ijodiy kamoloti bosqichlari hamda ulardan ta‘lim–tarbiya jarayonida ibrat–namuna sifatida foydalanishga tavsiyalar berish haqidagi ma‘lumotlarni yoritishni maqsad qilib oldik.

Bu borada olib borilgan ko‘p yillik ilmiy izlanishlarmiz natijalarining ko‘rsatishicha, o‘quvchi-yoshlar ilmiy dunyoqarashini kengaytirishda ularga shaxs ijodiy kamoloti ketma–ketligi haqida ma‘lumot berish ijobiy pedagogik samaralarni berar ekan. Bu ketma–ketlik odam shaxs darajasiga erishgandan keyingi intellektual salohiyatga ega bo‘lgandan boshlab baholansa, o‘quvchi-yoshlar ilmiy dunyoqarashini shakllantirishni to‘g‘ri yo‘lga qo‘yish imkoniyati tug‘iladi va ulardan ta‘lim–tarbiya jarayonida asosli ravishda foydalanishga erishiladi. Shu sababli ham o‘quvchi-yoshlar ilmiy dunyoqarashini kengaytirish va ularning ma‘naviyatini yuksaltirishni samarali amalga oshirish uchun shaxs intellektual kamolotini mazkur ishning dastlabki qismida qayd etilganidek ketma–ketlikda ifodalab oldik. Ushbu ketma–ketlikdan muntazam ravishda o‘quvchi-yoshlar ilmiy dunyoqarashini kengaytirishda turli fanlarni o‘qitishda foydalanish mumkin. Natijada aqliy tarbiya va ilmiy dunyoqarashning asosiy belgilari (omillari, tashkil etuvchilari) va mohiyati o‘quvchi-yoshlar ongidan yanada mustahkam o‘rin oladi. Bu borada o‘quvchi-yoshlar ilmiy dunyoqarashning asosiy tarkiblari va farqlarigacha tahlil qilish salohiyatiga ega bo‘ldi.

Demak, yoshlarimizga shaxs kamoloti pillapoyalarini hisobga olgan holda ta‘lim–tarbiya berishdagi barcha xatti–harakatlar (o‘quv qo‘llanmalar, darsliklar, ta‘limning axborotli texnologiyalari va h.k.)da quyidagi omillar asosiy diqqat–e‘tiborda turish lozim ekan:

✓ milliy–ma‘naviy qadriyatlarimiz haqidagi batafsil ma‘lumotlar tayyorlash, ularni yoshlarimiz ongiga singdirishga qulay holga keltirib, ya‘ni axborot ko‘rinishiga keltirib tizimlarga (qomusiy va hadis ilmi olimlari, shoirlar, yozuvchilar, tarixchilar, faylasuflar, xalq qahramonlari, davlat arboblari, tarbiyaviy ahamiyatga ega bo‘lgan rasm–rusumlar va urf–odatlar, an‘analar va h.k.) ajratish;

✓ yoshlarimizda shaxs kamolati bosqichlari asosida Vatan tuyg‘usini shakllantirish va bunda ular ongiga Ona tuproq, Ona Vatan, Vatan sog‘inchi, Vatan qayg‘usi kabi tushunchalarga hurmat uyg‘otish;

✓ yoshlar tarbiyasida «Barkamol avlod», «Komil shaxs», «Olim», «Pahlavon», «Alloma», «Mutafakkir», «Donishmand» kabi kamolat bosqichlaridan aniq dalillar asosida ibrat–namuna tizimidan keng foydalanish lozim;

✓ shaxs ijodiy kamoloti bosqichlarini o‘quvchi-yoshlar ongiga singdirishda aniq fanlardan ta’lim–tarbiya berishda qomusiy olimlar, donishmand, faylasuflar ijodi va faoliyatidan foydalanish, ijtimoiy–gumanitar fanlar bo‘yicha esa shoirlar, yozuvchilar, tarixchilar, xalq qahramonlari, davlat arboblari, hadis ilmi sohiblarini ibrat–namuna qilib ta’lim–tarbiya berish ijobiy pedagogik samaralarni beradi;

✓ o‘quvchi-yoshlar ongiga shaxs ijodiy kamoloti bosqichlarini ilmiy, ma’naviy qadriyat sifatida singdirish ularni ijodiy kamolot sari intilishiga turtki bo‘ladi va natijada ular ijtimoiy faol shaxs bo‘lishga intiladi, olimlikni va komillikni havas qiladi.

Aytish mumkinki, tarbiya inson paydo bo‘lishi bilan birga boshlanib ular uning jismonan baquvvat, ma’nan etuk insonlar bo‘lib shakllanishi doimo ulug‘lanib kelingan va jismonan baquvvat insonlarni polvon hamda ham jismonan, ham ma’naviy yetuk insonlarga pahlavon, deb nom berilgan.

Demak, inson kamolotida tafakkurning shakllangan, dunyoqarash insoniyatning tarixiy taraqqiyoti davomida rivojlanib borgan va ular taraqqiyot jarayoni davomida turli ko‘rinishlarni olgan. Albatta, ular ko‘rinishlari o‘zining mazmun–mohiyati jihatidan ham turli yo‘nalishlarda bo‘ladi. Shu sababli ham ulardan ta’lim-tarbiya jarayonida foydalanish, ularning mos ko‘rinishlarini tanlash ham o‘ziga xos ijodiy jarayondir.

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