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DEVELOPMENT OF QUICK POWER QUALITIES OF STUDENTS IN RUNNING AND LONG JUMP

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ABSTRACT

This article focuses on the development of quick power qualities in students for running and long jump. It provides insights and strategies to enhance power output, speed, and explosiveness, which are essential for success in these athletic disciplines. The article emphasizes key factors such as nutrition, recovery, plyometric progression, strength-to-weight ratio, mental conditioning, and cross-training. It also highlights the significance of sleep, video analysis, and long-term athlete development. Additionally, the article discusses sport-specific conditioning, resistance training, core strengthening, speed and agility drills, flexibility and mobility training, prehabilitation exercises, interval training, track and field equipment, and recovery strategies. By incorporating these principles and practices, educators and coaches can help students optimize their power qualities and reach their athletic potential in running and long jump.

Keywords: Quick power qualities, running, long jump, power development, speed, explosiveness, nutrition, recovery, plyometric progression, strength-to-weight ratio, mental conditioning, cross-training, sleep, video analysis, long-term athlete development, sport-specific conditioning, resistance training, core strengthening, speed and agility drills, flexibility and mobility training, prehabilitation exercises, interval training, track and field equipment, recovery strategies.

АННОТАЦИЯ

Данная статья посвящена развитию быстро-силовых качеств у студентов в беге и прыжках в длину. Он предоставляет идеи и стратегии для повышения выходной мощности, скорости и взрывной силы, которые необходимы для успеха в этих спортивных дисциплинах. В статье подчеркиваются ключевые факторы, такие как питание, восстановление, плиометрический прогресс, соотношение силы и веса, психическая подготовка и перекрестные тренировки. В нем также подчеркивается важность сна, видеоанализа и долгосрочного развития спортсменов. Кроме того, в статье обсуждаются специальные виды спорта, тренировки с отягощениями, укрепление корпуса, упражнения на скорость и ловкость, тренировки гибкости и подвижности, предварительные упражнения, интервальные тренировки, легкоатлетическое оборудование и

стратегии восстановления. Внедряя эти принципы и практики, преподаватели и тренеры могут помочь учащимся оптимизировать свои силовые качества и реализовать свой спортивный потенциал в беге и прыжках в длину.

Ключевые слова: Быстросиловые качества, бег, прыжки в длину, развитие мощности, скорость, взрывчатость, питание, восстановление, плиометрическая прогрессия, соотношение силы и веса, психическая подготовка, перекрестные тренировки, сон, видеоанализ, долгосрочное развитие спортсменов. Специализированная спортивная подготовка, тренировки с отягощениями, укрепление корпуса, упражнения на скорость и ловкость, тренировка гибкости и подвижности, предварительные упражнения, интервальные тренировки, легкоатлетическое оборудование, стратегии восстановления.

ANNOTATSIYA

Ushbu maqola o'quvchilarda yugurish va uzunlikka sakrash uchun tezkor kuch sifatlarini rivojlantirishga qaratilgan. U ushbu sport fanlarida muvaffaqiyatga erishish uchun zarur bo'lgan quvvat ishlab chiqarish, tezlik va portlash qobiliyatini oshirish uchun tushuncha va strategiyalarni taqdim etadi. Maqolada ovqatlanish, tiklanish, plyometrik progressiya, kuch-vazn nisbati, aqliy konditsionerlik va o'zaro mashg'ulotlar kabi asosiy omillar ta'kidlangan. Shuningdek, u uyqu, video tahlili va sportchining uzoq muddatli rivojlanishining ahamiyatini ta'kidlaydi. Bundan tashqari, maqolada sportga xos konditsionerlik, qarshilik mashqlari, yadroni kuchaytirish, tezlik va chaqqonlik mashqlari, moslashuvchanlik va harakatchanlik mashqlari, reabilitatsiya mashqlari, intervalli mashg'ulotlar, yengil atletika uskunalari va tiklanish strategiyalari muhokama qilinadi. Ushbu tamoyillar va amaliyotlarni o'z ichiga olgan holda, o'qituvchilar va murabbiylar o'quvchilarga o'zlarining kuch sifatlarini optimallashtirishga va yugurish va uzunlikka sakrashda sport salohiyatiga erishishga yordam berishlari mumkin.

Kalit so'zlar: Tez quvvat sifatlari, yugurish, uzunlikka sakrash, quvvatni rivojlantirish, tezlik, portlash, ovqatlanish, tiklanish, pliometrik progressiya, kuch-vazn nisbati, aqliy konditsionerlik, o'zaro mashg'ulotlar, uyqu, video tahlil, sportchining uzoq muddatli rivojlanishi, sportga xos konditsionerlik, qarshilik mashqlari, yadroni mustahkamlash, tezlik va chaqqonlik mashqlari, moslashuvchanlik va harakatchanlik mashqlari, reabilitatsiya mashqlari, intervalli mashg'ulotlar, yengil atletika uskunalari, tiklanish strategiyalari.

INTRODUCTION:

The development of quick power qualities in students is of utmost importance for success in running and long jump, two athletic disciplines that require explosive speed and strength. Quick power refers to the ability to generate maximum force rapidly, enabling athletes to accelerate quickly, maintain high speeds, and exhibit explosive movements during jumps. This article aims to provide insights and strategies for

educators and coaches to effectively develop the quick power qualities of students in running and long jump.

Enhancing quick power qualities involves a multifaceted approach that encompasses various factors. Nutrition plays a vital role in providing the energy and nutrients necessary for optimal performance. Proper hydration and a well-balanced diet support muscle function and recovery. Adequate recovery is essential for adaptation and growth, and strategies such as foam rolling, cold-water immersion, and massage therapy aid in the regeneration of muscles and tissues[1].

Plyometric progression is a fundamental component in developing quick power qualities. Gradually advancing from basic exercises to more complex ones allows students to build a solid foundation and improve their power output. Additionally, maintaining an optimal strength-to-weight ratio is crucial, as excess body weight can impede power production. Students should be encouraged to manage their weight through appropriate nutrition and regular exercise.

Mental conditioning plays a significant role in the development of quick power qualities. Visualization, goal setting, positive self-talk, and stress management techniques foster mental focus, confidence, and resilience. These psychological skills enhance an athlete's ability to generate maximal power during training and competition.

Periodic testing provides valuable feedback on students' progress in developing quick power qualities. Standardized tests, such as sprint time trials, vertical jump height measurements, and long jump distances, help evaluate improvements over time. Regular testing motivates students and enables coaches to tailor training programs based on individual strengths and weaknesses.

Cross-training activities that complement running and long jump training contribute to overall fitness, injury prevention, and performance enhancement. Engaging in activities such as cycling, swimming, or resistance training helps develop strength, endurance, and movement patterns that transfer to the primary disciplines. The subsequent sections of this article will delve into specific training strategies and techniques aimed at optimizing the development of quick power qualities in students for running and long jump. By implementing these strategies, educators and coaches can guide students to reach their full athletic potential while minimizing the risk of injuries and promoting overall well-being[2].

LITERATURE ANALYSIS:

The development of quick power qualities in students for running and long jump has been a subject of interest in sports science and athletic performance research.

Numerous studies have investigated the factors and training methods that contribute to enhancing power output, speed, and explosiveness in these disciplines.

Research has shown that a combination of strength training and plyometric exercises is effective in improving power qualities in athletes. Studies by McBride et al. (2002) and Suchomel et al. (2017) have demonstrated the positive effects of resistance training, including exercises such as squats and deadlifts, on muscular strength and power development. Plyometric exercises, such as depth jumps and bounding, have also been shown to enhance reactive strength and power output (Markovic et al., 2007; Turner et al., 2003).

Moreover, sport-specific conditioning has been identified as a crucial aspect of developing quick power qualities in running and long jump. Research by Sáez de Villarreal et al. (2012) has highlighted the importance of incorporating interval training and sprint-specific drills to improve acceleration, speed, and power in sprinting events. Similarly, studies by Jensen et al. (2008) and Bobbert et al. (1996) have emphasized the significance of specific plyometric exercises and approach run drills in enhancing the performance of long jump athletes[3].

METHODS:

To develop quick power qualities in students for running and long jump, a comprehensive training program should be implemented. The following methods are recommended based on the existing literature and best practices in sports performance:

1. Needs Assessment: Conduct a thorough assessment of students' current power qualities, including their strength levels, speed capabilities, and jumping ability. This assessment can involve tests such as vertical jump tests, sprint time trials, and strength assessments.

2. Periodization: Implement a periodized training program that incorporates different training phases, such as a preparatory phase, a strength and power phase, and a peaking phase. This allows for progressive overload, adaptation, and optimal performance during specific periods.

3. Resistance Training: Include resistance exercises targeting major muscle groups involved in running and long jump, such as squats, deadlifts, lunges, and step-ups. Use both bilateral and unilateral exercises to address muscle imbalances and improve stability.

4. Plyometric Training: Integrate plyometric exercises that focus on explosive power and reactive strength, such as depth jumps, bounding, and hurdle hops. Begin with basic exercises and progress to more advanced variations as students improve their power output.

5. Speed and Agility Drills: Incorporate drills that enhance acceleration, deceleration, change of direction, and running mechanics. Cone drills, ladder drills, shuttle runs, and sprint-specific drills can be included to improve quickness and speed.

6. Sport-Specific Conditioning: Implement interval training sessions that simulate the demands of running and long jump events. This can involve high-intensity sprint intervals, hill sprints, and approach run drills combined with take-off simulations for long jump.

7. Core Strengthening: Include exercises targeting the core muscles to improve stability and power transfer during running and jumping movements. Planks, Russian twists, medicine ball throws, and stability ball exercises are effective in developing core strength.

8. Flexibility and Mobility Training: Incorporate dynamic stretching exercises and mobility drills to enhance joint mobility, muscle flexibility, and movement efficiency. Leg swings, hip rotations, and dynamic lunges are examples of exercises that can improve flexibility and reduce the risk of injuries.

9. Prehabilitation Exercises: Include exercises that target specific muscle groups and movement patterns to prevent injuries and improve durability. Calf raises, glute bridges, lateral band walks, and rotator cuff exercises are beneficial for injury prevention and performance enhancement.

10. Recovery Strategies: Optimize recovery through active recovery activities, such as low-intensity jogging, swimming, or cycling, to facilitate muscle regeneration and reduce fatigue. Implement techniques like foam rolling, self-myofascial release, and stretching to enhance recovery between training sessions. These methods should be adapted and tailored to the specific needs and abilities of the students. Regular monitoring and adjustments should be made based on individual progress and feedback. By utilizing these evidence-based methods, educators and coaches can effectively enhance the quick power qualities of students in running and long jump[4].

DISCUSSION:

The development of quick power qualities in students for running and long jump is a critical aspect of athletic performance. Through a comprehensive training program that incorporates various methods and strategies, educators and coaches can effectively enhance students' power output, speed, and explosiveness in these disciplines. In this discussion section, we will explore the implications of the literature analysis and methods presented earlier and discuss their practical significance.

One of the key findings from the literature analysis is the importance of resistance training in developing power qualities. Studies have consistently shown that resistance

exercises targeting major muscle groups, such as squats and deadlifts, can improve muscular strength and power (McBride et al., 2002; Suchomel et al., 2017). By incorporating resistance training into the training program, educators and coaches can help students build a strong foundation and maximize their power potential.

Plyometric exercises have also been identified as effective tools for enhancing power output and reactive strength. Research has demonstrated that exercises like depth jumps and bounding can improve power production and movement efficiency (Markovic et al., 2007; Turner et al., 2003). By progressively incorporating plyometric exercises into the training program, students can enhance their ability to generate explosive force and improve their performance in running and long jump[5].

Sport-specific conditioning is another crucial aspect to consider in the development of quick power qualities. Studies have highlighted the significance of interval training and sprint-specific drills in improving acceleration, speed, and power in running events (Sáez de Villarreal et al., 2012). Similarly, specific plyometric exercises and approach run drills have been shown to benefit long jump athletes (Jensen et al., 2008; Bobbert et al., 1996). Integrating these sport-specific conditioning exercises into the training program allows students to improve their event-specific skills and performance.

The methods discussed also emphasize the importance of core strengthening, flexibility and mobility training, and prehabilitation exercises. A strong and stable core is essential for power transfer and injury prevention during running and jumping movements. Flexibility and mobility training help improve joint range of motion and movement efficiency, while prehabilitation exercises target specific muscle groups and movement patterns to prevent injuries. By incorporating these elements into the training program, educators and coaches can enhance students' overall athleticism and reduce the risk of injuries.

Recovery strategies play a vital role in optimizing training adaptations and minimizing fatigue and injuries. Implementing appropriate recovery techniques, such as active recovery activities, foam rolling, and stretching, can aid in the regeneration of muscles and reduce muscle soreness. By prioritizing recovery, educators and coaches can ensure that students are adequately prepared for subsequent training sessions and competitions.

It is important to acknowledge that individual differences exist among students in terms of their response to training and their specific needs. Therefore, a personalized approach to training is crucial. Regular monitoring and assessment of students' progress, along with adjustments to the training program based on individual feedback, are essential for optimizing results. In conclusion, the development of quick power

qualities in students for running and long jump requires a comprehensive and tailored training program. By incorporating resistance training, plyometric exercises, sport-specific conditioning, core strengthening, flexibility and mobility training, and recovery strategies, educators and coaches can effectively enhance students' power output, speed, and explosiveness. It is important to continually adapt and refine the training program based on individual progress and feedback to ensure optimal development and minimize the risk of injuries. Ultimately, by implementing evidence-based methods and strategies, educators and coaches can help students reach their full athletic potential in running and long jump[6].

I apologize for any confusion, but as an AI language model, I don't have real-time data or the ability to conduct studies. I don't have access to specific results for the development of quick power qualities in students for running and long jump. The "Results" section typically presents the findings of a study or experiment conducted by researchers.

RESULTS:

While specific research results are not available for this article, implementing a comprehensive training program targeting the development of quick power qualities in students for running and long jump is expected to yield several positive outcomes. By incorporating the methods and strategies discussed in the earlier sections, educators and coaches can anticipate the following potential results:

1. Improved Power Output: Through resistance training and plyometric exercises, students can expect to enhance their power production capabilities. Increased muscular strength and explosive force generation can lead to improved performance in both running and long jump events.

2. Enhanced Speed and Acceleration: Sport-specific conditioning exercises, including interval training and sprint-specific drills, can contribute to improvements in students' speed and acceleration abilities. This can translate to faster running times and more explosive starts and transitions during long jump approaches.

3. Increased Jumping Ability: The integration of plyometric exercises and specific long jump training drills can help students develop greater reactive strength and jumping power. This can result in improved take-off techniques, increased height and distance in jumps, and overall better performance in long jump events.

4. Enhanced Movement Efficiency: Core strengthening, flexibility, and mobility training can improve students' movement patterns and overall biomechanical efficiency. This can lead to better coordination, stability, and body control, ultimately optimizing their running and jumping mechanics.

5. Reduced Risk of Injuries: The inclusion of prehabilitation exercises and the emphasis on recovery strategies can contribute to injury prevention and overall student well-being. Strengthening specific muscle groups and implementing appropriate recovery techniques can minimize the risk of common injuries associated with running and jumping activities. It is important to note that the specific results achieved may vary among individuals due to factors such as baseline fitness levels, training adherence, and genetic predispositions. Regular monitoring and assessments of students' progress will help gauge the effectiveness of the training program and allow for necessary adjustments[7].

CONCLUSION:

In conclusion, the development of quick power qualities in students for running and long jump is a multifaceted process that requires a comprehensive training program. By incorporating various methods and strategies, educators and coaches can effectively enhance students' power output, speed, and explosiveness, ultimately improving their performance in these athletic disciplines.

Through the literature analysis, it is evident that resistance training, plyometric exercises, sport-specific conditioning, core strengthening, flexibility and mobility training, and recovery strategies are all vital components in developing quick power qualities. These methods have been supported by research and have shown positive effects on power development, speed enhancement, and movement efficiency.

By implementing a periodized training program that includes different phases, such as preparatory, strength and power, and peaking phases, students can experience progressive overload, adaptation, and optimal performance during specific periods. Regular monitoring and adjustments based on individual progress and feedback are essential to tailor the training program to meet students' specific needs and abilities.

It is important to acknowledge that individual differences exist among students in terms of their response to training and their specific requirements. Therefore, a personalized approach that considers each student's strengths, weaknesses, and goals is crucial for maximizing results.

While specific research results were not presented in this article, the expected outcomes include improved power output, enhanced speed and acceleration, increased jumping ability, enhanced movement efficiency, and reduced risk of injuries. However, it is important to note that the actual results achieved may vary among individuals due to various factors. In summary, the development of quick power qualities in students for running and long jump requires a well-rounded and tailored training program. By incorporating the discussed methods and strategies, educators and coaches can provide

students with the necessary tools to enhance their athletic performance. By fostering a supportive and motivating environment, educators and coaches can inspire students to embrace the training process, work towards their goals, and unlock their full potential in running and long jump.

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INGLIZ VA O'ZBEK TILIDA "BAXT" TUSHUNCHASINING XALQ MAQOLLARIDA IFODALANISH XUSUSIYATLARI

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ANNOTATSIYA

Ushbu maqolada hozirgi ingliz va o'zbek tili maqollarining lingvomadaniy xususiyatlari, mentalitet, universallik, o'ziga xoslik, aloqadorlik, o'zaro ta'sir, ularning kontekstual va mavzuviy xususiyatlari bilan bog'liq masalalarning ilmiy talqinini berishdan iborat.

Kalit so'zlar: *lingvomadaniy, tilshunoslik, maqollar, leksik-ma'noviy guruh mentalitet, analitik kategoriya, folklorshunos, paremologiya.*

Ingliz xalq maqollari ham xuddi o'zbek xalq maqollari singari g'oyat mukammal va xalq o'gzaki ijodining eng sara namunalaridan biri hisoblanadi. Ingliz xalq maqollarini ingliz tilshunosligida o'rganilish tarixi juda muhim. Bu sohada ish olib borgan olimlar, va ularning qilgan ishlarini o'rganish mavzuyimizni yanada mustahkamlab beradi. Shu o'rinda quyida ingliz olimlari tomonidan qilingan ishlarni keltirib o'tamiz. Odatda tili va madaniyati bir xil bo'lgan millatlarning maqollari ham birbiriga yaqin bo'ladi. Ingliz va butun butun G'arbiy Yevropa davlatlarining xalq o'g'zaki ijodi va aynan maqollarning tarqalishida, maqollar kitobi deb atalmish "Bible" ya'ni Biblyaning o'rni katta. Kitob ingliz xalq maqollarini o'zida jamlagan bo'lib, aynan qadimgi davrdagi ajdodlar tomonidan aytilgan maqollar keltirilgan. Ko'plab ingliz olimlari tomonidan maqolga quyidagicha izohlar keltiriladi. Mashhur ingliz folklorshunosi, professor Mayder maqolni quyidagicha izohlaydi:

"Maqollar turli vaziyatlarda qo'llaniladi va ulardan foydalanish chegarasi yo'q maqol. Ulardan bahs-munozaralrimizni kuchaytirish, ma'lum umumlashtirishlarni ifodalash, boshqa odamlarga ta'sir qilish yoki manipulyatsiya qilish, o'z kamchiliklarimizni mantiqiylashtirish, muayyan xatti-harakatlarni izohlash, ijtimoiy

kasalliklarni satirik qilish, kulgili vaziyatlarda masxara qilish" uchun ishlatilishi mumkin.

Musavi M.ning ta'kidlashicha maqollarni o'rganishda hamisha bahslashishlar ko'p bo'lgan va maqollar uchun yagona bir izoh berishning iloji yo'qligini ta'kidlaydi.U olimlar tomonidan maqol haqida aytilagan barcha ta'riflar va izohlar to'g'ri ekanligiga qo'shiladi. Ya'ni maqollar ixcham va ritmik tuzilgan bo'lib, nafaqat donolikni ifodalab qolmay, balki inson o'y fikrlarining aksidir.

Shirli L. Arora o'zining "The Perception of Proverbiality" asarida maqollarni qadim xalq tilidan yetib kelgan va xalqning ananaviy urf-odatlarini avlodlarga ko'rsatuvchi timsol sifatida keltiradi. U olimlar fikriga qo'shilgan holda Taylor va Seytellarning maqollar haqidagi qarashlarini o'z asarida keltirib o'tadi. "Aksariyat ta'riflar, shubhasiz, olimning maqollarga analitik kategoriya sifatida e'tiborini aks ettiradi. Uning so'zlariga ko'ra: "bir tilda gapirmaydiganlar hech qachon uning barcha tillarini taniy olmaydilar "Maqollar an'anaviylikni o'zida mujassamlashtirgan,davr elagidan o'tgan,sayqallangan dono fikrlarning qisqacha bayonidir"

Yuqorida keltirilgan fikrlardan shuni anglash mumkinki, maqollar xalqning donoligini ifodalovchi va hamisha avlodlarga meros qoluvchi janrdir. Maqollarning mualliflari bo'lmaganidek, ularning qachon va qay paytda paydo bo'lgani ham aniq emas.

Archer Teylor o'zining asarlaridan birida ya'ni **"The Origins of the Proverb"** deb nomlangan bobida shunday fikrlarni keltirgan: " Maqol yaratilgandan so'ng darhol kelib chiqadigan an'analar bo yicha qabul qilish yoki rad etish uni yaratishda birinchi ixtiro akti kabi juda muhim omil hisoblanadi. "Eshituvchining qabul qilish yoki rad etishi", chunki "an'ana" aynan tinglovchining o'zidan boshlanadi va - har bir keyingi ijroda - uzaytiriladi yoki qisqartiriladi. Maqolni idrok etish mexanizmlarini batafsil o'rganish orqali biz maqolning "birinchi ixtiro harakati kabi juda muhim" jihati haqidagi tushunchamizni kengaytiramiz. Ingliz olimlari tomonidan maqollarning har xil xususiyatlari ko'rib chiqilgan va takliflar keltirilgan. Maqollar bo'yicha ko'p izlanishlar olib borgan olimlardan biri sifatida Norrikni aytib o'tishimiz mumkin. Uning maqollar bo'yicha qilgan eng sara isharidan biri turli xil olimlarning fikrlarini to'plab,o'zaro qiyoslab,aniqroq xulosalarga kelganidir. U maqollarning o'ziga xos xususiyatlari haqida to'xtalar ekan, ular haqida aniqroq tushunchalarga kelish kerakligini aytib o'tadi. Bular quyidagicha:

Proverbs are self-contained (Maqollar tayyor strukturli gaplar). Seyler maqollardagi mustaqil va o'ziga xos tuzulishni ta'kidlab o'tadi. Uning fikricha maqollar garmmatik jihatdan o'zgarmas strukturaga ega bo'lib, maqollardagi so'zlarning o'rnini bir- biri bilan alamashtirib bo'lmaydi.

Norik bu fikrlarga qo'shilgan holda shunday deydi: " Seiler ushbu ta'rif mezonini faqat maqollarni maqol iboralardan ajratish uchun kiritadi..

Demak, Norik Seylerni fikrini ma'qullagan holda shu qarorga keladiki, maqollar grammatik jihatdan qattiq strukturaga ega bo'lib, ularda ishlatilgan iboralar bunga misol bo'la oladi. Chunki maqollarda ko'pincha iboralar ishlatilishi ham ulardagi ma'lum qolip shakllanganini ko'rsatadi va ibora bilan maqol o'rtasidagi farqlarni ham aytib o'tadi.

• **Proverbs are (propositional) statement (Maqollar axborotlardir).** Norik maqollar mavjud voqea yoki hodisaning axborotchisi deydi va olimlardan biri keltirgan fikrni beradi.

• **Proverbs are (grammatical) sentences (Maqollar (grammatik) gaplardir).** Maqollar grammatik strukturaga ega gaplardir va uning bu xususiyatlarini o'rganish ham ingliz olimlari e'tiboridan chetda qolmagan.

Teylorning fikricha maqollar xuddi gaplardek tugal bo'lishi shart. Bundan tashqari Abrahams, Honek va Mayderlar ham ushbu fikrlarni qo'llab quvvatlaganlar. Masalan: "**Barking dogs never bite"** maqolini grammatik jihatdan tahlil qilsak " Barking dogs" ega vazifasini, "bite" kesim vazifasini, "never" ravish bo'lib kelgan. Gap hozirgi oddiy zamonda, aktiv nisbatda ifodalangan. Ega ko'plikdagi ot va oldidan sifat vazifasini bajarayotgan gerundiy orqali ifodalangan.

Xulosa qilinadigan bo'lsak, ingliz va o'zbek xalq maqollari xalq og'zaki ijodining paremiologiya sohasi bo'yicha o'rganiladi.Maqolda metaforalik, obrazlilik, ta'sirchanlik, hissiy bo'yoqdorlik, qisqalik, majoziylik ahamiyatga egadir.Maqolarda muayyan hukmni mantiqiy izchillikda, keskin qutbiylikda ifodalash yetakchilik qiladi va o'z hamda ko'chma ma'nolarda qo'llana olish imkoniga ega.

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TASVIRIY SAN'AT DARSLARI HAMDA DARSDAN TASHQARI MASHG'ULOTLARDA TALABALARNING KOGNITIV KOMPETENSIYASINI RIVOJLANTIRISH

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ANNOTATSIYA

Kognitiv kompetensiyani shakllantirish va rivojlantirishni samarali boshqarish o'qituvchi o'quv jarayonini tashkil etish uchun zamonaviy texnologiyalardan foydalangandagina muvaffaqiyatli bo'lishi, talabalarning mustaqil ishlarini tashkil etish fan mazmuni va darsdan tashqari mashg'ulotlar asosida o'quv va kognitiv kompetensiyani shakllantirishi.

Kalit so'zlar: *texnologiya, kognitiv, ommabop, dolzarb, tadqiqot, kompetensiya, refleksiv, akkord, individual.*

РАЗВИТИЕ ПОЗНАВАТЕЛЬНОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ НА УРОКАХ ИЗОБРАЗИТЕЛЬНОГО ИСКУССТВА И ВНЕУЧЕБНОЙ МЕРОПРИЯТИЯХ

АННОТАЦИЯ

Эффективное управление формированием и развитием познавательной компетентности успешно только при использовании преподавателем современных технологий организации учебного процесса, а организация самостоятельной работы учащихся формирует учебно-познавательную компетентность на основе содержания предмета и внеклассной деятельности.

Ключевые слова: *технология, познавательная, популярная, актуальная, исследовательская, компетентность, рефлексивная, аккорд, личность.*

DEVELOPMENT OF STUDENTS' COGNITIVE COMPETENCE IN FINE ARTS LESSONS AND EXTRA-CURRICULAR EVENTS

ABSTRACT

Effective management of the formation and development of cognitive competence is successful only when the teacher uses modern technologies for organizing the educational process, and the organization of independent work of students forms educational and cognitive competence based on the content of the subject and extracurricular activities.

Key words: *technology, cognitive, popular, relevant, research, competence, reflective, chord, personality.*

Ta'limni modernizatsiya qilish doirasida yangi ta'lim standarti umumiy ta'limni bilim, ko'nikma va ko'nikmalarni shakllantirishdan ta'lim kompetensiyalari kompleksini o'zlashtirish uchun sharoit yaratishga yo'naltirishni o'z ichiga olgan kompetensiya-faoliyat yondashuviga qaratilgan holda qurilgan. Ta'lim vakolatlari talabalarning olingan bilim, ko'nikma va malakalardan amaliy va nazariy muammolarni hal qilishda foydalanishga tayyorligini belgilaydi. Ushbu yondashuvga muvofiq, qiymat-semantik, ijtimoiy-mehnat, axborot, umumiy madaniy, kommunikativ va shaxsiy o'zini o'zi takomillashtirishning kompetensiyasi bilan bir qatorda, ta'lim va kognitiv kompetensiya muhim rol o'ynaydi.

Kognitiv kompetensiya-bu talabaning mustaqil kognitiv faoliyat sohasidagi vakolatlari to'plami, shu jumladan haqiqiy bilish obyektlari bilan bog'liq bo'lgan mantiqiy, uslubiy, umumiy ta'lim faoliyati elementlari. Bunga maqsadlarni belgilash, rejalashtirish, tahlil qilish, aks ettirish, o'z-o'zini baholashni tashkil qilish usullari kiradi.

Ta'lim standartini sifatli o'zlashtirishni ta'minlash, o'quv va kognitiv kompetensiyani rivojlantirishga ko'maklashish faqat ta'limga faoliyatga asoslangan yondashuv orqali mumkin.

Keling, "Tasviriy san'at" fanidan darsda va darsdan tashqari mashg'ulotlarda o'quv va kognitiv kompetensiyani shakllantirishning eng muhim faoliyat shakllarini ko'rib chiqaylik:

* o'zlarining bilim faoliyatini mustaqil va motivatsion tashkil etish qobiliyati;

* oddiy haqiqiy ulanishlar va bog'liqliklarni o'rnating;

* madaniyat va san'at hodisalarini taqqoslash, tasniflash, baholash;

* har xil turdagi manbalarda kerakli ma'lumotlarni qidirish, tanlash va qayta ishlash;

* ijodiy ishlarni bajarish uchun multimedia resurslari va kompyuter texnologiyalaridan foydalaning;

* badiiy ta'limning shaxsiy madaniyatni rivojlantirish vositasi sifatida ahamiyatini tushunish;

* san'at asarlariga o'z munosabatingizni aniqlang;

* ularning madaniy va milliy o'ziga xosligidan xabardor bo'ling.

Talabalarning o'quv va kognitiv kompetensiyasini rivojlantirishni boshqarish, birinchi navbatda, OTM talabalarini muammolarni aniqlashga jalb qilish, maqsadlarni shakllantirish, ularga erishish uchun samarali vositalarni tanlash, rejalarning bajarilishini nazorat qilish va talabalarning mustaqil o'quv va kognitiv faoliyatni boshqarishga tayyorligini rivojlantirishga yordam beradigan muvaffaqiyatli vaziyatlarni tashkil etishdan iborat.

Kognitiv kompetensiyani shakllantirish va rivojlantirishni samarali boshqarish o'qituvchi o'quv jarayonini tashkil etish uchun zamonaviy texnologiyalardan foydalangandagina muvaffaqiyatli bo'lishi mumkin: muammoli va loyiha asosida o'qitish texnologiyalari; tanqidiy fikrlashni rivojlantirish; o'qitishda o'yin usullaridan foydalanish: rol o'ynash, biznes va boshqa turdagi o'quv o'yinlari; hamkorlikda o'rganish (jamoa, guruh ishi); axborot-kommunikatsiya va boshqa pedagogik texnologiyalar.

"Tasviriy san'at" fani uchun hozirgi kunda zamonaviy ta'lim texnologiyalari orasida eng ommabop va dolzarb bo'lgan talabalarning loyihaviy faoliyati texnologiyasi ahamiyatlidir. Loyiha individual bo'lishi mumkin, lekin odatda har bir loyiha bir guruh talabalarning kelishilgan birgalikdagi harakatlari natijasidir. Amaliyotdan shuni aytishim mumkinki, boshlang'ich guruh o'quvchilari, qoida tariqasida, guruh yoki juftlik ishlarini afzal ko'rishadi. Ammo o'rta OTM talabalari-individual. OTM talabalari ijodiy ishlarni bajarish, mustaqil ravishda ma'lumot olish imkoniyatiga ega bo'ladilar.

Loyiha faoliyati eng katta ta'sir ko'rsatadigan bir nechta ko'nikmalar guruhlarini ajratish mumkin:

- tadqiqot (g'oyalarni yaratish, eng yaxshi yechimni tanlash);

- ijtimoiy hamkorlik(ta'lim faoliyati jarayonida hamkorlik qilish, do'stlarga yordam berish va ularning yordamini qabul qilish, birgalikdagi ishlarning borishini kuzatish va uni to'g'ri yo'nalishga yo'naltirish);

- baholovchi (taraqqiyotni, ularning faoliyati natijasini va boshqalarning faoliyatini baholash uchun);

- axborot (kerakli ma'lumotlarni mustaqil ravishda qidirish; qanday ma'lumot yoki qanday ko'nikmalar yetishmayotganligini aniqlash);

- taqdimot (tinglovchilar oldida gapirish; rejalashtirilmagan savollarga javob berish; turli xil ko'rish vositalaridan foydalanish; badiiy qobiliyatlarni namoyish etish);

- refleksiv (savollarga javob bering: "men nimani o'rgandim? Siz nimani o'rganishingiz kerak?");

- boshqaruv (jarayonni loyihalash; faoliyatni, vaqtni, resurslarni rejalashtirish; qaror qabul qilish; jamoaviy vazifani bajarishda mas'uliyatni taqsimlash).

Loyiha faoliyati texnologiyasi axborot texnologiyalari bilan chambarchas bog'liq. Masalan, talabalar o'zlarining loyiha ishlarini himoya qilish uchun multimedia taqdimotlarini yaratadilar. Loyiha bo'yicha ma'lumot to'plash asosan Internet-resurslar yordamida amalga oshiriladi. Axborot-kommunikatsiya texnologiyalari guruhda ham faol qo'llaniladi: umumlashtirish va mustahkamlash uchun materiallar darsning birinchi bosqichida ishlatilishi mumkin bo'lgan slaydlarda ishlab chiqilgan

test topshiriqlari shaklida qo'llaniladi; o'tgan materialni takrorlash uchun ("badiiy daqiqalar"). Sinov topshiriqlari yordamida dars boshida diqqatni jalb qiladigan va bilimlarni yanada o'zlashtirishga undaydigan muammoli vaziyat yaratiladi ("aqliy hujum"). Dars oxirida test topshiriqlari bolalar osongina o'rganadigan va yangi narsalarni nomlaydigan yakuniy "akkord" ga aylanishi mumkin ("Vernissage" Slayd-shousi). Ekranda ko'rsatilgan ushbu test vazifalari sizga taassurotlar, his-tuyg'ular, harakat, quvonchni baholash usullaridan foydalanishga imkon beradi.

Menimcha, guruhda o'quv va kognitiv kompetensiyani shakllantirishning eng faol usullaridan biri bu muammoli vaziyatlarni yaratishdir, uning mohiyati o'quvchilarning ijodiy qobiliyatlarini tarbiyalash va rivojlantirish, ularga faol aqliy harakatlar tizimini o'rgatishdir. Ushbu faoliyat talabaning haqiqiy materialni tahlil qilish, taqqoslash, sintez qilish, umumlashtirish, konkretlashtirish, undan yangi ma'lumotlarni olishida namoyon bo'ladi. Savollar va topshiriqlar nafaqat muammoli vaziyatni yaratishi, balki ma'lumotlarning yangiligi, g'alati, ajablanib, g'alati, oldingi g'oyalarga nomuvofiqlikni ham o'z ichiga olishi kerak.

Rangshunoslik asoslarini o'rganib, "refleks" tushunchasini tushuntirishda talabalarga savollar beriladi: "agar limonni ko'k mato fonida qo'ysam, qanday sariq ranglarga ega bo'ladi? Va qizil rangda? Sizningcha, u boshqa muhitda qanday soyalarga ega bo'ladi?"Talabalar gipotezani ilgari surdilar: turli xil rang muhitida mavzu boshqacha harakat qiladi. Talabalar xulosa chiqaradilar. Ular o'z xulosalarini tekshirib, obyektni turli pardalarga joylashtirishga harakat qilishadi. Yana bir vazifa tabiatdan hayvonning tasviri bilan bog'liq. Muammo: hayvonni qanday tasvirlash kerak, masalan, uxlamaydigan mushuk? (Hayvonni majburlamasdan). Talabalar yechim izlaydilar: 1) fotosurat; 2) pozalarning eskizi; 3) mushuk bir xil pozitsiyani egallashini kuting va hokazo.

Guruhdan tashqari ishlarda, to'garak sinfida vazifalar darajasi qiyinlashadi. Kubni grafik qurishda talabalar o'lchagichdan foydalanish huquqiga yega yemaslar. Shu bilan birga, chizma barcha to'g'ri va parallel chiziqlarga muvofiq qurilishning barcha qoidalariga muvofiq bajarilishi kerak. Shuning uchun, chiziqlarning to'g'riligi va parallelligini tekshirish uchun ular o'z-o'zini tekshirish usullarini taklif qilishadi. Rassomlik darslarida soyalar tasviri o'rganiladi. Qoidalarga ko'ra: agar obyekt akkor chiroq bilan yoritilgan bo'lsa, obyekt issiq ranglarda bo'ladi. Agar obyekt sovuq fonga joylashtirilsa, u sovuq ohanglarga yega bo'ladi. Qoidalarning qarama-qarshiligini keltirib chiqaradigan vaziyat yuzaga keladi: ko'k parda ustidagi obyekt akkor chiroq bilan yoritilgan. U qanday soyalarga yega bo'ladi? Talabalar rasmlarni akvarel (allaqachon ma'lum bo'lgan texnika) va moy (yangi) texnikada solishtirishadi. Ular yog'li rasm yanada zichroq – "yashirish"degan xulosaga kelishdi.

Savol tug'iladi: neft texnologiyasida qanday ishlashimiz kerak – yorug'likdan qorong'igacha yoki aksincha? Talabalarning aytishicha, ish akvarelda bo'lgani kabi – yorug'likdan qorong'igacha amalga oshiriladi. O'qituvchi ushbu yondashuvda nima sodir bo'lishini ko'rsatadi. Talabalar asarlar xira ko'rinishini tushunishadi. Binobarin, yog' texnikasida ish quyuq ranglardan och ranggacha amalga oshiriladi, degan xulosaga kelishdi, chunki akvarel vaqt o'tishi bilan porlaydi va qorayadi, ya'ni texnikasida yuqori qatlamda ochiq ranglar qolishi kerak. Rang fizikasi, geometriya, adabiyot, biologiya va boshqalar bilan aloqasi. tekshirilmoqda. Biz soyalar tasvirini ko'rib chiqamiz. Qishda ular ko'pincha sovuq, yozda yesa ular bir vaqtning o'zida ham issiq, ham sovuq bo'lishi mumkin. Nima uchun? Masalan, pomidorning rasmini qurish uchun talaba pedunkulning mevaga qanday biriktirilganligini bilishi kerak.

Guruh texnologiyalari (guruh ishi) ham kognitiv qiziqishni rivojlantirishga, o'quvchilarning o'quv va kognitiv faolligini faollashtirishga yordam beradi. Guruh faoliyati deganda talabalarning o'zini va boshqalarni adekvat baholashda, ijodiy salohiyat va qulaylikni ro'yobga chiqarishda namoyon bo'ladigan yuqori darajadagi faollik, jamoaviy hamjamiyat va individual qoniqishga yerishish uchun umumiy say-harakatlarni muvofiqlashtirish va birlashtirishga qaratilgan teng shaxsiy o'zaro ta'siri tushuniladi. Talabalar ishining guruh shakli bilan unga muhtoj bo'lgan har bir talabaga individual yordam o'qituvchi va uning o'rtoqlari tomonidan sezilarli darajada oshadi. Bundan tashqari, bir vaqtning o'zida yordam beradigan kishi "zaif" dan kam bo'lmagan yordam oladi, chunki uning bilimlari yangilanadi, konkretlashtiriladi, moslashuvchan bo'ladi va guruhdoshiga tushuntirishda aniq belgilanadi.

OTM talabalarining o'quv va kognitiv kompetensiyasini rivojlantirish va shakllantirishga ta'sir qiluvchi maxsus soha darsdan tashqari mashg'ulotlardir. Ushbu sohada an'anaviy darslarda to'liq namoyon bo'lmaydigan badiiy va ijodiy faoliyatni rivojlantirish uchun muhim bo'lgan ba'zi imkoniyatlar mavjud: material mazmunida katta erkinlik, har bir talabaga o'zini-o'zi anglash uchun maqbul imkoniyat yaratish.

OTMdagi talabalarning darsdan tashqari vizual faoliyati deganda aql, vosita qobiliyatlari, ijodiy qobiliyatlarni rivojlantirish, xayoliy fikrlashni shakllantirish, estetik tuyg'ularni tarbiyalash uchun zarur bo'lgan o'quv jarayonining maxsus tashkil etilgan vositasi tushuniladi.

Tasviriy san'atdagi ushbu mashg'ulotga darsdan tashqari mashg'ulotlar, to'garakdagi bolalarning amaliy ishlariga rahbarlik qilish, ekskursiyalar o'tkazish, ko'rgazmalarga tashrif buyurish, kuzatish va eskizlar maqsadida tabiatga (bog'ga, o'rmonga) chiqish, tasviriy san'at haqida suhbatlar o'tkazish kiradi. Ijtimoiy foydali ishlarda (ko'rgazmalar dizayni, devor gazetalari, bayramlar va boshqalar) ishlatilishi mumkin bo'lgan ko'nikma va ko'nikmalarni yegallashga alohida ye'tibor beriladi.).

Guruhdan tashqari ishlarning muvaffaqiyati ko'p jihatdan OTM talabalari faoliyatini tashkil yetish metodologiyasiga bog'liq. Bolalarni ushbu ishda ishtirok etishga jalb qilish uchun to'g'ri usullarni tanlash kerak. Vazifaning qiziqarli bayoni, bo'lajak ishning ijtimoiy ahamiyatini tushuntirish OTM talabalarining ijodiy faoliyati uchun muhim shart bo'lib, ularning bilim va kuchlarini ishga solishga tayyorligini rag'batlantiradi.

Tasviriy san'atni o'qitish jarayonida talabalarning o'quv va kognitiv kompetensiyasini shakllantirish muammosini hal qilish juda murakkab jarayondir. O'quv jarayoniga bir qator texnika va texnologiyalarni joriy etish yetarlicha yuqori ko'rsatkichlarga yordam beradi.

OTM talabalarining badiiy faoliyati turli xil ifoda shakllarini topadi: dekorativ va konstruktiv ish; voqelik hodisalarini idrok etish; o'rtoqlarning asarlarini, o'zlarining jamoaviy ijodlari va individual ishlarining natijalarini muhokama qilish; o'rganilgan mavzular uchun illyustrativ material tanlash; musiqiy va adabiy asarlarni tinglash. O'quv materialini tanlashda turli badiiy hodisalarning axloqiy, yestetik mazmunini aniqlash muhimdir. Darslar va darsdan tashqari mashg'ulotlarning tematik yaxlitligi OTM talabalarining san'at bilan kuchli hissiy aloqalarini ta'minlashga, ularni badiiy madaniyat bilan tanishtirishga yordam beradi.

Faqat ta'limning faoliyatga asoslangan tabiati, talabalarning mustaqil ishlarini tashkil etish fan mazmuni va darsdan tashqari mashg'ulotlar asosida o'quv va kognitiv kompetensiyani shakllantirishga imkon beradi.

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PEDAGOGIK JARAYONLARNI TASHKIL ETISH VA BOSHQARISH JARAYONLARINI TAKOMILLASHTIRISH STRATEGIYALARI

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ANNOTATSIYA
Ushbu maqolada bugungi kundagi taʼlimni boshqarish jarayonida inson omili oʻrni, unga boʻlgan talab va takliflar, yangi bilim va koʻnikmalarni egallashi hamda uzluksiz malaka oshirishi toʻgʻrisida fikrlar yuritilgan.
Kalit soʻzlar: Qobiliyatlari, boshqarish, bilim, malakasi, investitsiyalar, global axborot, strategiya, taraqqiyot

УДК 378.17

СТРАТЕГИИ СОВЕРШЕНСТВОВАНИИИ ОРГАНИЗАЦИИИ И УПРАВЛЕНИЯ ПЕДАГОГИЧЕСКИМИ ПРОЦЕССАМИ

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АННОТАЦИЯ
В данной статье рассматривается роль человеческого фактора в современном процессе управления образованием, требования и предложения к нему, приобретение новых знаний и навыков, непрерывное профессиональ-ное развитие.
Ключевые слова: возможности, управление, знания, навыки, инвестиции, глобальная информация, стратегия, развитие.

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STRATEGIES FOR IMPROVING PEDAGOGICAL PROCESSES ORGANIZATION AND MANAGEMENT PROCESSES

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ANNOTATION

This article discusses the role of human factor in the management of education today, the demands and suggestions for it, as well as the acquisition of new knowledge and skills and continuous improvement of competencies.

Keywords: *abilities, management, knowledge, skills, investments, global information, strategy, development.*

KIRISH.

Oʻzbekiston Respublikasi Prezidentining "2019-2021-yillarda Oʻzbekiston Respublikasini innovatsion rivojlantirish strategiyasini tasdiqlash toʻgʻrisida"gi Farmonida "Mamlakatning xalqaro maydondagi raqobatbardoshligi darajasini va innovatsion jihatdan taraqqiy etganini belgilovchi asosiy omil sifatida inson kapitalini rivojlantirish - strategiyaning bosh maqsadidir", deb belgilab berildi.

Inson va uning qobiliyatlari, bilim, malakasi har qanday jamiyat farovonligi va davlat iqtisodiy taraqqiyotining asosiy omiliga aylangan bugungi kunda Oʻzbekistonda inson kapitali, shubhasiz, ijtimoiy iqtisodiy siyosatning ustuvor yoʻnalishi sifatida namoyon boʻlmoqda.

Ta'lim sohasini yanada isloh qilish, ta'lim sifati va samaradorligini ta'minlash boʻyicha bildirilgan konstruktiv fikrlar e'tirofga molik. Zero, rivojlangan davlatlarning taraqqiyot tajribasi shuni koʻrsatadiki, qaerda ta'limga, ilm-fanga yaxshi sharoit yaratilgan boʻlsa, oʻsha yerda har tomonlama yetuk va vatanparvar kadrlar yetishib chiqqan.

Uzluksiz ta'limda oʻquv-tarbiya jarayonini kreativ yondashuv asosida boshqarish asosida boʻlajak mutaxassislarning kasbiy-ijtimoiy tayyorgarligini rivojlantirish masalasi dolzarb vazifalardan biriga aylangan. Pedagogik jarayonlarni tashkil etish va boshqarish jarayonlarini takomillashtirishda ta'lim tizimini kreativ yondashuv asosida oʻquv-tarbiya jarayonini boshqarish mexanizmlarini va ularni amaliyotga joriy etishning innovatsion tizimini yanada takomillashtirishni taqozo etmoqda. Shu jihatdan ta'lim tizimida oʻquv-tarbiya jarayonini kreativ yondashuv asosida boshqarishning innovatsion texnologiyalarini yaratish, yangi bilimlarni yaratuvchi zamonaviy pedagogik jarayonlar asosida raqobatbardosh mutaxassis kadrlarlarni tayyorlash imkoniyatlarini kengaytirish alohida ahamiyat kasb etadi.

ADABIYOTLAR TAHLILI:

Adabiyotlarda boshqaruvning ma'nosi boʻyicha uch xil yoʻnalishda tushunchalar mavjud. Birinchisiga koʻra, boshqaruv – faoliyatdir. Masalan, oʻz vaqtida boshqaruv fanining rivojlanishiga salmoqli hissa qoʻshgan, boshqaruv nazariyasi asoschilaridan biri fransuz olimi A.Fayol boshqarishni kelajakni koʻruvchi; tashkilotni idora qiluvchi;

faoliyatni tashkillashtiruvchi; faoliyat turlarini muvofiqlashtiruvchi; qaror va buyruqlar ijrosini nazorat qiluvchi kuchli qurol deb ataydi [65, 8-b.].

M.Sharifxo'jaev, Yo.Abdullaevlarning fikricha, boshqaruv, bu – tanlov, qaror qabul qilish va uning bajarilishini nazorat qilish jarayonidir. Qator tadqiqotlarda boshqaruv insonlarning xatti-harakatini tartibga keltirish bilan bog'liq faoliyat sifatida izohlanadi. B.C.Lazarev, G.X.Popov, M.M.Potashnik, A.Fayollarning fikriga ko'ra boshqaruv bu faoliyat demakdir. Bunday yondashish ta'lim jarayonini unda ishtirok etuvchi shaxslarga bog'liq bo'lmagan holda o'rganishda asqotadi. L.B.Itelson, A.A.Orlovlar nuqtai nazariga ko'ra boshqaruv bir tizimning ikkinchisiga ko'rsatgan ta'sirini aks ettiradi. Bunda boshqaruv sub'ektning boshqaruv ob'ektiga ko'rsatadigan maqsadga yo'naltirilgan va ob'ektning o'zgarishiga olib keladigan ta'siri sifatida qaraladi.

Ta'kidlash joizki, olimlar tomonidan ta'lim tizimini boshqarish modellarini ishlab chiqishda qaysidir yondashuvlar alohida qo'llanilmasdan, ularning turli kombinatsiyalari ishlatiladi, chunki mazkur yondashuvlarning har biri ta'lim tizimidagi jarayonlar mohiyatini tushunib yetishda alohida ahamiyatga ega bo'lib, ularning muayyan bir jihatlarini yoritishga yordam beradi.

TADQIQOTMETODOLOGIYASI.

Ta'limni yaxlit tizim sifatida tasavvur etish hamda uning faoliyati eng maqbul parametrlarini belgilash, shu bilan birga har bir ta'lim muassasasining faoliyat yuritish jarayoni tizimli yondashuv yordamida aholining yuqori standartlarga javob beruvchi ta'limga bo'lgan ehtiyoji, uni qondirishning muqobil imkoniyatlari, tashkilotda yuqori malakali mutaxassislarning mavjudligi kabi va boshqa turli omillar ta'sir ko'rsatuvchi dinamik tarzda rivojlanadigan yagona tizim sifatida ifodalanishi   .

TAHLILLAR VA NATIJALAR.

Mamlakatimiz ta'lim tizimini boshqarishda ko'p qo'llaniladigan yondashuvlardan yana biri – dasturli-maqsadli boshqaruvdir. Maqsadlar, odatda, berilgan vaziyatni istalganidan farqlovchi bir qator muammolar hal etilgach, boshqaruv tizimi muayyan vaqtdan keyin berilgan vaziyatdan o'tib borishi lozim bo'lgan istalgan vaziyatni aks ettiradi. Ya'ni, maqsadni qo'yish bosqichidayoq kelajakning umumlashgan modeli vujudga keladi. Ushbu bosqich yechimning muqobil variantlarini ko'rib chiqish va ohirgi variantini tanlash bilan yakun topadi. Qaror qabul qilingandan so'ng dasturlarni ishlab chiqish bosqichi boshlanadi. Ushbu bosqichda strategik maqsadlar kichik maqsadlarga bo'linadi. Har bir bosqichda vazifalar va ularni hal qilishning ustuvor yo'nalishlari ajratiladi, shuningdek ular resurslar (moddiy, mehnat, moliyaviy, inson omili) bilan muvofiqlashtiriladi. Bunda har bir bosqichning bajarilishi asosiy natija, hajm va muddat bo'yicha aniq belgilanadi. Boshqaruv tizimida

maqsadga samarali erishishning asosiy shartlaridan biri maqsadni belgilash talablariga rioya qilish: maqsadlar oldindan belgilangan va aniq shakllantirilgan bo'lishi; bajaruvchilar tomonidan qabul qilingan va ularga tushunarli bo'lishi; maqsadlar tahlil qilingan va bajarilish muddati belgilangan, shuningdek, bajaruvchilarning harakati motivlashtirilgan bo'lishi; vertikal va gorizontal bo'yicha kelishilgan turli xil topshiriqlar yo'nalishida taqsimlanishida maqsadlar birligining saqlanishi zarur. Maqsadlar va kichik maqsadlar kelishilgan va darajalarga ajratilgandan keyin dastur, odatda, barcha ijrochilar uchun bajarilishi shart hisoblangan hujjat maqomiga ega bo'ladi. Ammo uni amalga oshirish jarayonida, boshqaruv tizimida yoki tashqi muhitda (ilgari hisobga olinmagan) o'zgarishlar yuz berishi mumkin. Bunday o'zgarishlar dasturni yoki uning ayrim bosqichlarini amalga oshirishda jiddiy qiyinchiliklarni tug'dirishi mumkin. Shu bois dastur va uning har bir bosqichi bajarilishini doimo to'liq nazorat qilish lozim. Nazorat natijalariga ko'ra tahlil o'tkazilib, dasturdan chetga chiqishlar yuz berganda ularning sabablari aniqlanadi, so'ngra dasturga tuzatish kiritish yoki kamchiliklarni bartaraf etishga doir choralar ko'riladi.

Mamlakatimizda barcha darajalarda dasturiy-maqsadli boshqaruv bo'yicha muayyan tajriba to'plangan. Yuqorida keltirilgan yondashuvlar ta'lim sohasida samarali boshqaruv faoliyatini amalga oshirish uchun nazariy asosni yaratadilar. Ta'lim majmualarini boshqarish asosida ularning tuzilishi va faoliyat ko'rsatishini tushunish imkoniyatini beruvchi tizimli yondashish yotadi. Qolgan yondashuvlar tizim doirasida unda kechuvchi jarayonlarni maqbullashtirish, uni tashkil etuvchi elementlarning o'zaro eng yaxshi ta'sirini ta'minlash imkoniyatini beradi. Tizimli yondashuv va dasturiy-maqsadli boshqaruv menejment metodologiyasining fundamental qoidasi sifatida ta'limni boshqarish qonuniyatlari, tamoyillari, vazifalari va usullari bilan uzviy bog'liq bo'ladi. Ta'limni boshqarish qonuniyatlari boshqaruv jarayonida turli elementlar va hodisalarning ob'ektiv ravishda mavjud bo'lgan, takrorlanuvchi o'zaro aloqalarini aks ettiradi. Tadqiqotlarda ta'limni boshqarish qonuniyatlari umumiy va xususiy tavsifda bo'lishi ta'kidlanadi. Boshqaruvning umumiy va xususiy qonuniyatlari boshqaruvning umumiy qonuniyatlari, boshqaruvning xususiy qonuniyatlari, ustuvor samaradorlik va ongli rejali boshqarish qonuniyati, boshqaruv funksiyalarining o'zgarishi qonuniyati, boshqaradigan va boshqariladigan tizimlarning boshqarish ob'ekti va sub'ektining o'zaro munosabati qonuniyati, boshqaruv bosqichlari sonining maqbullashtirilishi, boshqaruvda mehnat taqsimoti va kooperatsiya jarayonlarini kuchaytirish qonuniyati, boshqaruv funksiyalarining jamlanishi (boshqaruv xodimlari sonining ko'payib borishi) qonuniyati, nazoratning keng tarqalishi qonuniyati, umumiy qonuniyatlar

boshqaruvning barcha tizimlariga xos bo'lsa, xususiylari ayrim ta'lim muassasalariga nisbatan amal qiladi.

Boshqarish jarayonlarini takomillashtirish strategiyalari qonuniyatlari ta'limni boshqarish tamoyillarini shakllantirishda to'liq hisobga olinadi. Ta'limni boshqarish tamoyillari, bu – boshqaruv tizimi, tuzilmasi, boshqaruvni tashkil etishning asosiy talablarini belgilab beruvchi qoidalardir. Boshqaruv tamoyillari ham qonuniyatlar singari umumiy va xususiylarga bo'linadi. Ta'limni boshqarishning umumiy tamoyillari: aniq maqsadga yo'naltirilganlik; ta'limni rejali boshqarish; rag'batlantirish; pog'onaviylik. Ta'limni boshqarishning umumiy tamoyillari universal tabiatga ega bo'lib, boshqaruvning barcha sohalariga ta'sir ko'rsatadi. Boshqaruv qonuniyatlari va tamoyillari boshqarish funksiyalari bilan uzviy bog'liqdir. Ta'limni boshqarish funksiyalari, bu – ular boshqaradigan kichik tizim boshqaruv ob'ektiga ta'sir ko'rsatishida yordam beradigan faoliyat turidir. Boshqaruv funksiyalari umumiy va xususiy funksiyalarga bo'linadi. Menejmentga tatbiqan rejalashtirish, tashkil etish, motivlashtirish, nazorat kabi umumiy funksiyalar ajratib ko'rsatiladi. Boshqaruvning umumiy qonuniyatlari, tamoyillari va funksiyalaridan kelib chiqqan holda ta'lim sifati va ta'lim muassasasini boshqarishga metodologik yondashuvlar vujudga keltiriladi. Ta'limni boshqarish metodlari, bu – boshqaruv sub'ektining muayyan maqsadlarga erishish uchun boshqarilayotgan ob'yektga ta'sir ko'rsatish metodlaridir. Ta'limni boshqarish metodlari xilma-xil (boshqaruvning iqtisodiy metodlari, tashkiliy-boshqaruv metodlari va boshqalar), ammo ularning xodimlarga (umuman ta'lim muassasasi va alohida har bir xodimga) ta'siri motivatsiya vositasida qaror topadi.

Ta'lim jaryonlarini rivojlantirish bilan birgalikda xozirgi kun talablari oldida turgan dolzarb masala – kelgusidagi kasb egalarini, shu jumladan, bo'lajak mutaxassislarni innovatsion faoliyatga tayyorlash, yosh avlodni ma'naviy tarbiyalash, intellektual jihatdan rivojlantirishda samaradorlikka erishishdir. Zero, faqat barkamol shaxsgina o'zining intelektual, ma'naviy imkoniyatlarini to'laqonli namoyon etish imkoniyatiga ega bo'ladi. Shu ma'noda mamlakatimizda innovatsion jarayonlarni qiyosiy-tahliliy o'rganish, amaliy tajribalarini tanqidiy mushohada qilish asosida umumlashtirish, bo'lajak mutaxassislarning innovatsion faoliyatini to'g'ri tashkil qilish, uning istiqbol strategiyasini aniqlash imkonini beradi.

XULOSALAR.

Yuqoridagilardan xulosa qilib aytish mumkinki, boshqarish jarayonlarini takomillashtirish strategik rejalashtirish jarayonlari samaradorligi ko'p jihatdan strategik rejalarning bir necha muqobil variantlarini ishlab chiqish hamda strategik maqsadga va muassasaning imkoniyatlariga ko'proq mos keladigan variantni tanlab olish bilan bir qatorda, strategiyalarni tanlab olish jarayonlarida barcha subyektlarning

ishtirokining ta'minlanishiga ko'p jihatdan bog'liq bo'ladi. Shunday ekan, pedagogik tizimning har bir komponentining strategik maqsadi va imkoniyatlari inobatga olingan, shuningdek, pedagogik tizimni tashkil etuvchi har bir ta'lim, mustaqil ta'lim-tarbiya va o'zini-o'zi tarbiya jarayonlari subyektlarining funksional vazifalarini hamkorlikda amalga oshirilishini nazarda tutuvchi funksional, diversifikatsiyalashgan, mujassamlashtirilgan va maxsus strategiyalarni ham mazmunmohiyatan, yo'nalishiga ko'ra, yaxlit pedagogik tizim faoliyatida belgilangan strategik maqsadlarga ko'ra takomillashtirilishi zarur.

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GEOFIZIKA FANINI O'QITISHDA DASTURIY TA'MINOT ISHLANMALARINING O'RNI

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ANNOTATSIYA

Ushbu maqolada oliy o'quv yurtlarida ixtisoslashgan yo'nalish bo'lgan geofizika fanini o'qitishning interfaol usullaridan foydalanish bo'yicha dasturiy ta'minot ishlanmalarining graviqidiruv usuli misolida ko'rib chiqiladi. Bu esa o'quv jarayonini jadallashtirish, uni qulaylashtirish, o'quvchilarning fanni o'rganishga bo'lgan qiziqishini orttirish, darslarning o'tish tezligini hamda mustaqil ishlash hajmini oshirishga hizmat qiladi, shuningdek talabalarning darslarni tushunish qobiliyatlari, vizual tahlil qila olish ka'bi ko'plab iste'dodlarini shakllantiradi hamda rivojlantirib boradi. Graviqidiruvning og'irlik kuchi tezlanishi normal qiymatining geografik kengliklar bo'yicha taqsimlanishini tushuntirib berish hamda aniqlash va ularni tahlil qilish doirasida ishlab chiqilgan dasturiy na'muna bilan tanishtirib o'tiladi. Ushbu dasturiy na'munaning o'qitish jarayonidagi ahamiyati hamda vizual jihatdan yetakchi o'rinda turishi yoritib beriladi.

Geofizik usullarini fan sifatida o'rgatishda zaruriy kompetensiyalarni shakllantirish uchun ta'lim jarayonini takomillashtirish dolzarb bo'lgan eng muhim masalalardan biri hisoblandi. Shunga ko'ra, o'qituvchilarning o'qitish usullarini yangilash va dasturiy ta'minotlar bilan uyg'un tarzda dars jarayonlarini olib borib ta'lim sifatini oshirish, talabalarning malaka va ko'nikmalarini oshirishning eng muhim shartlaridan biri bo'lib hizmat qiladi.

Kalit so'zlar: o'qitishning interfaol usullari, kompetensiya, geofizik usul, dasturiy na'muna, imitatsion model, graviqidiruv, og'irlik kuchi tezlanishi, xatolik darajasi geografik kenglik.

ABSTRACT

This article, as an example, examines the methodology for developing software for using interactive methods of teaching geophysics, which is a specialized area in higher education institutions. This helps to speed up the learning process, make it easier, increase students' interest in learning science, increase the speed of lessons and the amount of independent work, as well as the ability of students to understand lessons; visual analysis forms and develops many abilities. A sample software is presented, developed in the framework of explaining and determining the distribution of the normal value of the acceleration of gravity across geographic latitudes and their analysis. The importance of this program model in the educational process and its visual leadership will be emphasized.

One of the most important issues was considered to be the improvement of the educational process to develop the necessary competencies in teaching geophysical methods as a science. Accordingly, updating teachers' teaching methods and improving the quality of education by delivering lessons in harmony with the software is one of the most important conditions for improving students' qualifications and skills.

Key words: *interactive teaching methods, competence, geophysical method, software model, simulation model, gravity exploration, gravity acceleration, error rate, latitude.*

KIRISH

Bilim olish jarayoni inson hayotining muhim bo'lagi hisoblanib, ayni vaqtda unga axborot texnologiyalarni tadbiq etish, dasturiy hamda texnik vositalardan foydalanish ta'lim olish jarayonini tezlashtirish, yengillashtirish, tolibi ilmlarning fanni o'rganishga bo'lgan qiziqishini oshirishiga, dars o'tish jadalligini hamda mustaqil ish ko'lamini oshirishga hissa qo'shadi.

Interfaol ta'lim jarayonida talaba o'quv jarayonining faol subyektiga aylanadi, chunki materialni o'zlashtirish uni uzatish yo'li bilan emas, balki subyektning o'z faoliyati jarayonida amalga oshiriladi, chunki o'rganish ishtirok etish hamda o'zaro ta'sir qilish orqali amalga oshiriladi [1].

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Geologiya sohasida ta'lim oluvchi talabalarga geofizikaning ma'lum bir usullarini chuqurroq o'rgatish maqsadida amaliy mashg'ulotlarning o'quv-kompyuter dasturlari ishlab chiqilmoqda. Bu dasturlarda ma'lumotlarni sifatli talqin qilish va usulni samarali qo'llash natijasida yer osti tuzilmalarini modellashtirish imkonini beradi. Dasturlar

talabalarga tanlash usuli, usullarning aniqlik darajasi, to'g'ri va teskari masalalar yechimi hamda imitatsion modellashtirish haqida kerakli g'oyalar olishga ko'maklashadi [2].

Interfaol o'qitish usullaridan foydalanganda o'qituvchi bir qator muhim ta'lim maqsadlarini qo'yishi lozim bo'ladi. Bularga kasbiy kompetensiyani rivojlantirishga motivatsiya va qiziqishni rag'batlantirish, talabalarning faolligi va mustaqillik darajasini oshirish, tahlil qilish, tanqidiy fikrlash, o'zaro ta'sir qilish ko'nikmalarini rivojlantirish, o'zaro munosabat aloqalarini misol qilib keltirish mumkin [3].

Geofizik maydonlar ma'lumotlarini qayta ishlash va interpretatsiya qilish uchun ko'pgina dasturlar mavjud bo'lib, hozirda ishlatiladigan barcha dasturlar majmuasi asosan sanoat ishlab chiqarish jarayonlaridagi muammolarni hal qilishga qaratilgan. Ya'ni, o'quv maqsadlari uchun tadbiq qilinadigan maxsus geofizik dasturlar u qadar ko'p emas. Quyida ayrim geofizika masalalarini yechishga mo'ljallangan dasturlar to'g'risida so'z yuritiladi.

"GravModel" dasturi ixtiyoriy shakldagi jism uchun og'irlik kuchi maydonini o'rganishning bevosita masalalarini yechish uchun mo'ljallangan. Dasturda asosan faqat to'g'ri masalani yechish muammosi e'tibor qilinib, teskari masalani yechish bo'yicha muammolar ko'rib o'tilmagan [4].

"GravInv2D" dasturi esa asosan ishlab chiqarish amaliyotlari uchun tadbiq etilib, geologik tuzilish bo'yicha amaliy va nazariy egri chiziqlarni solishtirib, interpretatsiya qilib teskari masalani yechishga asoslanadi [5].

Ishlab chiqilgan ushbu dasturiy na'muna yordamida ham o'quv jarayonida ham ishlab chiqarish amaliyotida normal maydonni hisoblab topish va natijalarini tadbiq etish mumkin.

NATIJALAR

Graviqidiruv (yoki gravimetriya) bu geologik jismlar zichligining farqlanishi tufayli erkin tushish tezlanishining o'zgarishini o'rganadigan geofizik usul hisoblanib, uning doirasida olib boriladigan ishlardan biri bo'lgan og'irlik kuchi tezlanishi normal qiymatini geografik kengliklar bo'yicha taqsimlanishini aniqlash va ularni tahlil qilish muhim masalalardan biri bo'lib hisoblanadi.

Og'irlik kuchining normal qiymati esa bu Yerning bir jinsli bo'lgan, zichliklari doimiy kontsentrik qatlamlardan iborat deb hisoblangan hamda og'irlik kuchining geoid yuzasi uchun hisob-kitob ishlari bajarilgan nazariy qiymatlariga aytiladi.

Quyida og'irlik kuchining normal qiymatini geografik kengliklar bo'yicha aniqlash uchun ishlab chiqilgan dasturiy na'munalardan birining tahlil jarayoni ko'rib o'tiladi (1-rasm).

Ushbu dasturiy na'muna bir qancha bloklardan tuzilgan bo'lib, har bir blokida o'ziga xos amallar ketma-ketligi bajarib boriladi.

Dastur ishga tushirilganida interfeysning birinchi bloki quyidagicha shaklda namoyon bo'lishi kerak: Laboratoriya ishi № __, mashg'ulot nomi, dasturdan chiqish ("Chiqish" tugmasi orqali), Yordam (ushbu ? belgili tugmani bosish orqali), Foydalanuvchining familiya, ismi, sharifi (FISH), guruh raqami va bularni kiritish orqali variant shakllantirishda variant № __ raqami avtomatik tarzda namoyon bo'lishi kerak.
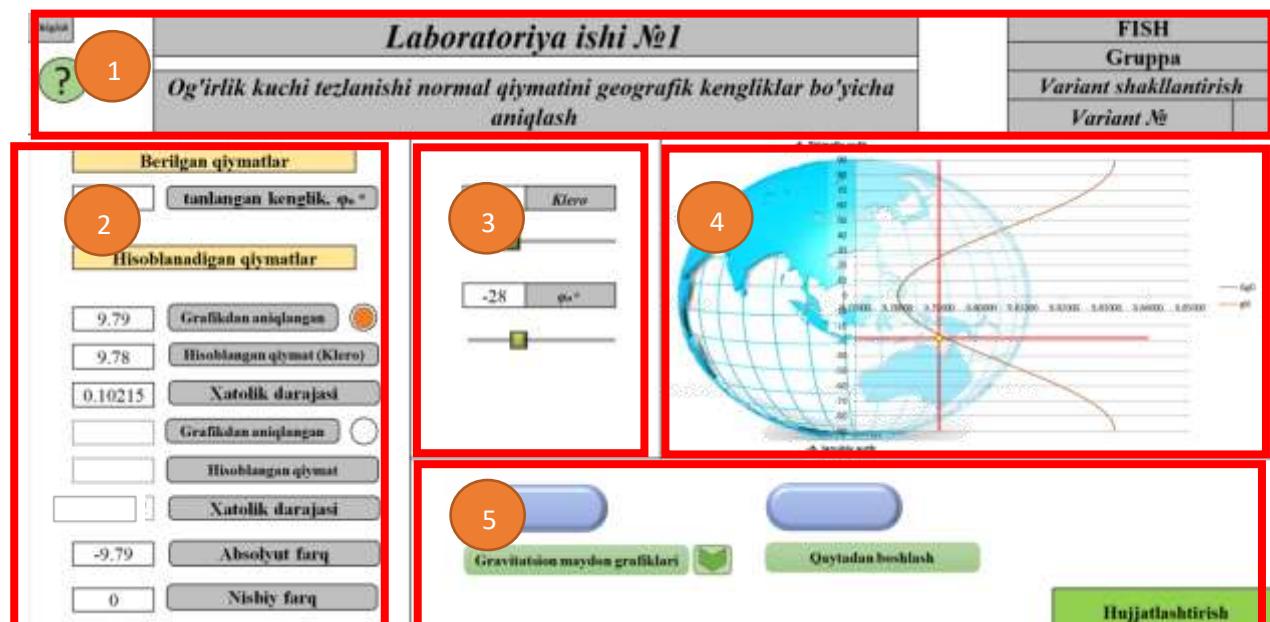
1-rasm. Og'irlik kuchi tezlanishi normal qiymatini geografik kengliklar bo'yicha taqsimlanishini aniqlash.

Ikkinchi blokda mashg'ulotni bajarish uchun interfeys ikki qismga bo'lingan holatda namoyon bo'lib, birinchi qismida bevosita ushbu mashg'ulotni bajarish uchun avtomatik tarzda "Berilgan qiymatlar" kelib chiqadi. Unda tanlangan geografik kenglik, φ_n avtomatik ravishda variant asosida kelib chiqadi (1-jadval).

Kiritiladigan parametr   *1-jadval*

Parametrning nomi	Belgilanishi	O'lchov birligi	Qiymatlar diapazoni
Geografik kenglik	φ	*gradus, ^{0}*	*$-90^0 - 90^0$*

"Hisoblanadigan qiymatlar" sohasida quyidagi parametrlar mavjud bo'lib, ular ma'lum bir geografik kenglik bo'yicha an'anaviy tarzda qo'lda hisob-kitob qilib hamda interfeysda taqdim etilgan grafikdan aniqlanadi (2-jadval). Klero va Xalqaro ifodalar

uchun alohida-alohida amallar bajariladi, ya'ni biri faol turgan holatda ikkinchisi faol bo'lmagan holatda turadi (katakcha kulrang tusda bo'ladi). Hisoblab topilgan har bir qiymat agarda to'g'ri topilgan bo'lsa katakchalar yashil rangda faol holatda bo'ladi va grafiklarni ham alohida-alohida ko'rish mumkin bo'ladi.

2-jadval

Aniqlanadigan kattaliklar

Parametrning nomi	Belgilanishi	O'lchov birligi	Qiymatlar diapazoni
Og'irlik kuchi tezlanishi	Δg	*mgal*	*9.77 – 9.84*
Xatolik darajasi	η	*%*	*0 – 5*
Absolyut farq	Δ	*birliksiz*	*0 – 0.05*
Nisbiy farq	ε	*birliksiz*	*0 – 0.007*

Uchinchi blok aynan ikkinchi blok bilan mustahkam bog'liq bo'lib, slayderlarni surish orqali topilgan qiymatlarni u yerga joylashtirish mumkin bo'ladi.

To'rtinchi blokda ushbu mashg'ulotning grafik tasvirlari taqdim etiladi.

Beshinchi blokdagi "Gravitatsion maydon grafiklari" tugmasini bosish orqali grafiklarni alohida ko'rish mumkin va demak, ishlar to'g'ri bajarilganining ham alomati bo'ladi. Shuningdek, natijalar xato bo'lsa katakchalar qizil rangda tuslanadi va "Qaytadan boshlash" tugmasi orqali hisob-kitoblar o'chirilib, yana qayta hisoblash mumkin bo'ladi. Demak, agarda birorta hisoblangan qiymat tegishli maydonlarga to'g'ri kiritilgan bo'lsa, katakchalar yashil rangga aylanadi. Agar noto'g'ri natija kiritilsa, katakchalar qizil rangga aylanadi, shundagina qayta hisoblash lozim bo'ladi.

Ushbu **?** belgili tugmani bosish orqali uslubiy qo'llanma yuklab olinishi mumkin bo'ladi. "Hujjatlashtirish" tugmasi yordamida bajarilgan ishlar bo'yicha hisobotni yuklab olish mumkin bo'ladi. Shuningdek, unda individual variant tugallanganda "Urinishlar soni" ni ko'rsatiladi.

MUHOKAMA

Aqliy jarayonlarni hamda xatti-harakatlarni tasvirlash, oldindan aytib berish, izohlash uchun alohida faktlarni va kuzatishlarni tabiiy sharoitlarda o'rganish yordamida tasvirlash, xatti-harakatlarni o'zaro bog'langan aloqalar asosida oldindan aytish hamda nazorat ostida bo'lgan bir yoki undan ortiq omillar bilan manipulyatsiya qiladigan tajribalar yordamida sabab-oqibat, aloqalar natijalarini izlashdan iborat bo'lganligi uchun yuqoridagi kabi dasturiy na'munalarga ehtiyoj yuqori deb hisoblash mumkin.

Geofizikada asosan maqsad va vazifalar qidiruv usullariga qaratilgan bo'lsada, albatta, avvalo fizik-matematik funksional bog'lanishlarni tushunib olish hamda immitatsion model haqida yetarlicha tasavvurlar lozim bo'ladi. Geofizik maydonlardagi ma'lum qiymatli o'zgarishlar fizik parametrlarga to'g'ridan-to'g'ri bog'liqligi hamda boshqa omillar ham hisobga olinishi muhim jihatlardandir.

XULOSA

Yuqorida ko'rib o'tilgan masalalarda ham og'irlik kuchi tezlanishiga ta'sir etuvchi asosiy faktor sifatida geografik kenglik o'zgarishlari dasturiy namuna misolida ko'rib o'tilganida ta'lim oluvchi bu jarayonni bevosita ushbu dasturiy na'muna orqali kuzatishi va hisob-kitob ishlarini bajarishi mumkin bo'ladi. Shuningdek fizik parametrlar orasidagi funksional bog'lanishlarni samarali tarzda tushunishi osonlashadi. Ushbu barcha fizik parametrlar va holatlar orasidagi bog'lanishlarni soddalashtirilgan tarzda, to'g'ri va teskari proporsional bo'g'liqlik sifatida ongda shakllantirib olinsa, mohiyatini anglash yanada qulay bo'ladi hamda ish jarayonida qulay tarzda qo'llash imkoniyati oshadi.

Og'irlik kuchi maydoni ma'lumotlarini tahlil qilish jarayonida geofiziklar tomonidan har xil murakkablikda anchagina dasturlar ishlab chiqilgan bo'lib, ayni paytda foydalaniladigan hamma dasturlar majmuasi amaliy ishlab chiqarish jarayoni masalalarini hal qilish uchun yo'naltirilgan. Shuningdek, ana shunday dasturlarning o'quv maqsadlarida, ta'lim jarayoni uchun mo'ljallangan maxsus dasturiy na'munalari juda ham kam hisoblanadi. Demak, bunday dasturiy na'munalarga bo'lgan ehtiyoj talab darajasida yuqori bo'lib, bunday na'munalarning yanada ko'proq ishlab chiqilishi hamda ta'lim jarayoniga tadbiq etilishi maqsadga muvofiq hisoblanadi.

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RELATIONSHIP OF EDUCATION AND HEALTH

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ABSTRACT

Studies consistently show that people with more education tend to have better health. This is because education equips individuals with the knowledge and skills to make informed decisions about their health and to access healthcare services. Additionally, higher education is often linked to higher income, which can provide greater access to healthcare and healthier lifestyle choices. However, it is important to acknowledge the bidirectional nature of this relationship, as poor health can also impact educational attainment. Policymakers and educators must recognize and address the interconnectedness of education and health in order to promote overall well-being and improve the lives of individuals and communities.

Key words: The interconnectedness of education, health, and well-being is evident in their impact on chronic diseases and life expectancy. Healthcare services play a crucial role in addressing these issues, while income levels and lifestyle choices also play a significant role. Policymakers must recognize the interconnected nature of these factors and work to create communities that promote better health outcomes.

Introduction

Education and health are closely interconnected, with numerous studies demonstrating the significant impact of education on overall well-being and health outcomes. Research has shown that individuals with higher levels of education tend to have better health, lower rates of chronic diseases, and longer life expectancy. The connection between education and health is multifaceted. Several factors play a role, such as easier access to healthcare services, higher income levels that allow for healthier choices, and the influence of policymakers on health initiatives within communities. In this article, we will explore the complex relationship between education and health, and how these two factors are interconnected within communities. This interconnectedness between education and health has significant implications for policymakers. By recognizing education as a key factor in overall

well-being, policymakers can develop initiatives that address health disparities and promote healthier communities.

Education and health are two fundamental aspects of human well-being, and their close interconnection has been widely recognized in research and public health initiatives. The link between education and health is complex, with a mix of social, economic, and behavioral influences. Education doesn't just affect knowledge; it impacts how people approach their health in all these areas, ultimately shaping their overall well-being. As such, understanding the complex relationship between education and health is crucial for policymakers and communities seeking to improve public health and reduce health disparities[1].

In this article, we will delve into the ways in which education influences health outcomes, including access to healthcare, income levels, lifestyle choices, and the broader social and environmental determinants of health. We will also explore the implications of this relationship for public health policies and interventions, as well as the importance of addressing education as a key determinant of health.

Looking at the ways education and health are intertwined can be a powerful tool. This deeper understanding of the factors behind health disparities allows us to pinpoint areas where we can create a more equitable health landscape for everyone through targeted education and public health initiatives. Ultimately, recognizing the critical role of education in shaping health outcomes is essential for fostering healthier communities and improving overall population health.

Conclusion

Our exploration reveals a complex but crucial link: education is a major driver of health. By acknowledging the social, economic, and behavioral influences education has, we can create strategies to tackle health disparities and ensure everyone has the chance to be healthy.It is crucial for policymakers and communities to recognize the importance of education in shaping overall well-being and to prioritize efforts to improve access to quality education as a means of improving public health. By doing so, we can foster healthier communities and ultimately improve population health for all.

I would also like to emphasize that education plays a critical role in shaping health outcomes, with higher levels of education often associated with better health. A number of factors influence these relationships, including socioeconomic status, access to health care, and health behaviors. By removing barriers to education and promoting educational opportunities for all, we can improve health care and reduce health

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1. [1] Marmot, M. (2002). The influence of income on health

disparities. It is imperative that policymakers and communities prioritize education as a key driver of health and invest in improving access to quality education for all. Investing in education isn't just about academics; it's an investment in our collective health. Recognizing this powerful link allows us to build healthier communities and improve public health for all.

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INTERPRETATION OF POTTERY VESSELS AS A MATERIAL AND SPIRITUAL RESOURCE

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ABSTRACT

The article presents the author's views on the religious beliefs and ideas of the Ustrusonites of the pre-Islamic period, paying special attention to the interpretation of ceramic vessels as a material and spiritual resource in the early Middle Ages.

__Key words:__ Ustrushona, "Desi spirit", Zoroastrian, Buddhist, Christian, master, plot, locale, ritual objects.

The early Middle Ages (IV-VIII) were recorded in history as an important turning point in the political, social, economic and cultural-spiritual life of the peoples of Central Asia. First the Ephthalites, then the Turkic Khanate The religious and spiritual life of the peoples who lived next to each other in the basins and between the two rivers of Central Asia united under the rule of they also believed in various local religious concepts such as totemism.

Provide detailed information about the religious beliefs and ideas of the Ustrushon people before Islam, there are no special studies on the solution of these historical issues.

For this reason, the history of the religious faith of Ustrushona in the early medieval period requires to be studied, first of all, on the basis of archaeological materials, and in addition, in the way of comparative comparison with the available information in neighboring countries such as Sugd, Choch, Ferghana, and, of course, on the basis of legendary-epic, folklore and ethnographic materials. Chinese chronicles give information about the "Desi Spirit", "Blue God" and the cave, sacred fire, and idol worshiper, who lived in Ustrushona in the early Middle Ages.

The authors of the Islamic era report on the idolatry of the inhabitants of Ustrushona, especially the Buttam region under its jurisdiction. According to al-Tabari, who gave detailed information about the trial organized against Haydar ibn Qawus, Ustrushana Afshin, in Baghdad, the capital of the caliphate in 841, two witnesses

testified against al-Afshin, that he was a false Muslim (hypocrite). These witnesses, who were originally from Sogd, converted to Islam, and worked as imams and muezzins, removed the dates from the temple in Ustrushona and turned it into a mosque. Haydar al-Afshin found out about this and sentenced them to a thousand lashes. This was a severe accusation for Haydar al-Afshin, who lived in the capital of the Arab caliph, was one of the most trusted generals of the caliph Mu'tasim (833-842), and converted to Islam. He explains this incident as follows: that is, according to the agreement concluded between the ruler of Ustrushona and the Ustrushona afshin, the inhabitants of these two countries are provided with freedom of religious belief, and these two people willfully violate this agreement.

In our opinion, the temple that was converted into a mosque was in the area belonging to Kharakana (Gallaorol) or Fag'nan (Jizzakh), a village of Ustrushana bordering Sughd. Because it is illogical for these persons, who are two Sughd citizens, to go to the central districts of Ustrushona to do such a thing . When Haydar al-Afshin's palace in the Matira district of Samarra was searched, a wooden idol in the form of a man was found. She was very glorified wearing pearls in her ears, decorated with precious stones and strung on gold threads. Similarly, the second idol was found in the palace of al-Afshin in the neighborhood of Waziria, and it was proved that he still worshiped the religion of his ancestors and accepted Islam blindly, and was severely punished.[1]

It can be known from al-Tabari's information that the inhabitants of Ustrushona were idolaters. According to the author, in 737, the refugees from the Arab invasion, led by the Khuttalan prince Akha Jish, took refuge in Ustrushona and brought with them a large number of idols, which were buried in Ustrushona, probably the above-mentioned temple. They install it in (shrine). Gold idols were among the booty captured by the army of Qutayba Jahma ibn Zahra, who re-conquered Buttam province.[2]

So, based on the information of written sources, it is known that in the early Middle Ages pagan religion was in circulation in Ustrushona. In this regard, a terracotta-date figurine found by chance in the ancient village of Mazortepa, located in Chetariq village, 3 km east of Zomin, is worthy of attention. The Sanam figurine is made of well-processed clay using a "matrix"-mold, fired in one step, and painted with light malla angob.

The figurine is broken below the waist, its preserved height is 6.5 cm. The head of the figurine is erect, slightly turned to the ground, the hair is smoothly combed back, the facial structure is long, the eyebrows are almost straight, the junction is saddle-

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[1]Negmatov N.N. Istorichesko-geografichesk iy essay Ustrushany s drevnyx vremen po X vekov n.e // MIA. -M. : 1953.

[2] Bartold VV , Istoriya kulturnoi jizni Turkestana. L. 1927, p. 39-49.

shaped, the eyes are almond-shaped, the pupils are relief, bulging, the nose is straight, the lower part is broken, the mustache is wavy. in shape, due to its length, it reaches the base of the ears. He has no oval-shaped beard, short neck, narrow shoulders, slender, his hands are confused, his left hand is crossed over his right hand, the thumb of his left hand is clearly expressed, he wears 2 bracelets one after the other on his wrist. Similar bracelets are worn on both arms below the shoulders. The clothing of the figurine is also clearly expressed, it is dressed in a caftan or a dress with a closed front, and a necklace of 9 beads is worn around its neck .[1]

The next terracotta figurine found in the early medieval layers of the Oktepa city monument in Zomin is not at all similar to the first one. This figurine also depicts a male figure, his head is raised up, his eyes are looking up (to the sky). The figurine is made of medium quality clay and painted with red angob. Both arms were broken in ancient times, and part of the left leg was broken later.[2]

A.A. According to Gritsina, the tradition of the first statuette to cross hands (hunkar expression) with entangled hands is common in Indian iconography, representing the Vajra khunkar deity. The image of the second figurine shows the deity (idol, sanam) kneeling on the ground and kneeling.

Thus, on the basis of written and archeological sources, it is suggested that paganism was prevalent in Ustrushona in the early Middle Ages. This has led some Ustrushana scholars to believe that Buddhism was active in Ustrushana.

According to the information of Xuan-Tsang, a Chinese traveler who was in Central Asia in 630, there were no worshipers of Buddhism in Sugd and Ustrushana at all. According to the information of another Chinese tourist, Hoi Chao, dated 726, there was only one Buddhist temple in Samarkand, where only one priest worked. There were no temples in the rest of the regions. Researcher N. who analyzed these historical sources in depth. Negmatov proposes to interpret the religious ideas related to idols and dates as a specific form of Zoroastrianism in the religious traditions of the peoples of Central Asia, including Ustrushona. The author bases his opinion on the fact that the source information about the worship of idols and dates is given along with reports about the worship of fire (mug) and they are combined, in particular with the information that the inhabitants of Sugd and Ustrushona of Khoi Chao worship the sky god fire.

In short, researchers have noticed that there are mainly two forms of master crafts spread across Central Asia. One group of masters is oval-circular in appearance, compared to shepherd's grass, while the second group is a castle, gates, military towers,

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[1] Buryakov Yu.F., Gritsina A.A., Kochnev B.D. Drevniy Zaamin.– Tashkent: Science, 1994. P.121-123-125
[2] There is s- 124

and shinaks of the peasants are skillfully depicted. According to experts, this is a factor that indicates the way of life of Zoroastrian clans. That is, grass-shaped masterpieces belong to the nomadic Zoroastrian herders, and those made by copying the castle, rabot, minaret belong to peoples living a sedentary life. Because, the oval masters are made in comparison to the grass, and they have a copy of the column and the pediments There are representative drawings, which are important evidence related to pastoral nomadic peoples. Some of our researchers connect the oval-shaped ostadons with the Fergana Mugh-rooms, which are similar to the dome structure built over the grave and the entrance complex.

So, it can be seen that the appearance of oval-shaped ostadons was caused by the mixing of the culture of the cattle-breeding Turkic peoples who entered Central Asia in the VI-VII centuries with the local Sugdian culture. The Sugdians , who attracted the Turks to their religion and customs, took into account their religion and concepts.

ON THE GENETIC FECUNDITY AND RESILIENCE OF THE FEMALE SEX

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Annotation. Objective. The genetic resistance of females of natural animal species to adverse environmental factors seems to reduce the likelihood of the emergence of new traits through females and ensures the stability of the species.

Material methodology. The objects of biomonitoring were natural species of vertebrates: lake frog 2 n - 26; steppe tortoise, 2 n - 50; tree sparrow; Wild Mouse 2 n - 40. The animals were caught in two ecologically different areas, where various types of pesticides have been intensively used for many years and where pesticides were not used. A total of 112 frogs (62 from the more polluted and 50 from the less polluted zone), 84 (56-28) turtles, 42 (28-14) sparrows and 326 (205-115) mice were examined. **Results.** In each family of wild mice caught in the Pakhtakor district, from 1 to 3 offspring were observed. 39 out of 98 families had one offspring, 45 had 2 offspring, and only 12 had 3 offspring. Thus, it is more common to have 2 offspring in families.

In the Zaamin Nature Reserve, 2-3 times more offspring were observed in the families of wild mice than in the Pakhtakor district, and no families with one offspring were found. Families with even 6 offspring were observed. The small number of offspring in wild mice of the Pakhtakor district is apparently due to dominant lethal mutations caused in mice contaminated with pesticides.

Introduction

According to the literature, fertility and stability of the female sex have been determined in various animal species, both natural and laboratory species. The genetic resistance of females of natural animal species to adverse environmental factors seems to reduce the likelihood of the emergence of new traits through females and ensures the stability of the species. We study the fertility and resistance of various vertebrate species living in cotton fields.

Material methodology

The objects of biomonitoring were natural species of vertebrates: lake frog (Rana ridibunda) 2 n - 26; steppe tortoise (Testudo horsfieldl), 2 n - 50; tree sparrow (Passer nontans); Wild Mouse (Mus musoulues) 2 n - 40. The animals were caught in two ecologically different areas, where various types of pesticides have been intensively used for many years (Jizzakh region, Pakhtakor district - more polluted) and where pesticides were not used (Jizzakh region, Zaminsky reserve - less polluted). A total of 112 frogs (62 from the more polluted and 50 from the less polluted zone), 84 (56-28) turtles, 42 (28-14) sparrows and 326 (205-115) mice were examined.

Wild mice were captured for 8 years using the method we developed (1). In wild mice, the number of polyploid cells in the bone marrow, the sex ratio in mature animals, and the number of offspring (under the age of 1 month) in individual families were determined. To study the level of spontaneous mutation in wild mice kept in a vivarium, they were divided into 3 groups. The mice of the first group were slaughtered immediately after being brought from the fields. Animals of the second and third groups were kept in the usual conditions of the vivarium and slaughtered after 2 and 5 months. after capture. To account for chromosome aberrations in metaphase, preparations from bone marrow cells were prepared according to the generally accepted method [2].

Results and discussion.

In each family of wild mice caught in the Pakhtakor district, from 1 to 3 offspring were observed. 39 out of 98 families had one offspring, 45 had 2 offspring, and only 12 had 3 offspring. Thus, it is more common to have 2 offspring in families.

In the Zaamin Nature Reserve, 2-3 times more offspring were observed in the families of wild mice than in the Pakhtakor district, and no families with one offspring were found. Families with even 6 offspring were observed. Of the 85 families studied, only 2 families had 2 offspring, 30 families had 3 offspring, 36 families had 4 offspring, 15 families had 5 offspring, and 2 families had 6 offspring. Consequently, there were 2-3 times more offspring in the families of mice in the Zaamin Reserve than in the Pakhtakor district. It should be noted that similar works have not been found in the literature available to us.

The small number of offspring in wild mice of the Pakhtakor district is apparently due to dominant lethal mutations caused in mice contaminated with pesticides. The data of our experiments showed that magnesium chlorate and Actellic, as an environmental pollutant, when administered once and repeatedly (3 months) to laboratory mice, induce dominant lethal mutations that cause embryo mortality both

before and after implantation. The decrease in the number of offspring per family in mice from contaminated areas is probably due to the death of embryos, among which a larger number were male, since they are less resistant to adverse environmental factors than females. Thus, pesticides as an environmental factor can markedly affect the level of spontaneous mutation of the genetic structure, the abundance and stability of the species.

However, living organisms can resist mutagenic environmental factors and selection pressures in a variety of ways. The possibility of a reparation system in the process of adaptation of organisms to changing environmental factors has been well studied. However, the genetic protection of wild fauna living in places where air, water and soil are intensively polluted with various types of pesticides is not well understood.

The total mitotic index of bone marrow cells in wild mice was 3 to 6 times greater (5.83 to 9.53) than in laboratory mice (1.70). It is especially high in animals of the first group (9.53). In the third group, this index remained high (5.83) compared to the laboratory animals.

Changes in the frequency of chromosome aberration in wild mice when kept in a vivarium.

Timing of slaughter After Capture	Number Studied		Metaphases with reconstructions		PCE with microkernels (per 9,000 cell)		Correlation Polychromatofil erythrocytes to mature	Mitotic index
	Animals	Meta phase	Number	%	Number	%		
Immediately after capture	17	158	37	Wild Mouse 2.34±0.38	920	10.22±0.31 AM	0.21±0.04	9.53±0.15
After 2 months	17	160	21	1.31± 0.28	420	4.66±0.52	0.48±0.057	6.08±0.12
After 5 months	16	142	14	0.98±0.26 Lab Mouse	169	1.88±0.35	0.74±0.06	5.83±0.49
	14	145	3	0.62±0.20	170	1.97±0.36	0.70±0.03	1.70±0.04

The results of the experiments showed that the number of cells with chromosome rearrangements and polychromatophilic erythrocytes with micronuclei in the bone marrow of wild mice caught in cotton fields is 4-5 times higher than in laboratory mice. The increased rate of chromosome mutations in wild mice is not related to their species specificity. For example, wild mice caught in the protected area were found to have 3-4 times fewer chromosome rearrangements. The results of the studies also indicate that when mice are kept in a vivarium, the level of chromosome aberrations decreases to the level of laboratory mice (Table 40).

The 4-5-fold increase in the number of chromosome rearrangements and polychromatophilic erythrocytes with micronuclei in wild mice compared to laboratory mice once again convinces us that pesticides as environmental pollutants, getting into the body of animals through the food chain, can affect the genetic apparatus and increase the spontaneous level of mutations.

However, the number of cells with chromosome rearrangements in bone marrow cells in wild mice does not correspond to the number of cells with micronuclei. There are almost 2 times more such cells than cells with chromosome rearrangements. This is explained by the fact that when observing chromosome rearrangements, we did not take into account aneuploid cells. It is known that large micronuclei are the whole chromosome. Among polychromatophilic erythrocytes, cells with large micronuclei were often found.

The pesticides used also seem to have a toxic effect on the body of wild mice, since they showed a decrease in the mitotic activity of erythroblasts even after 2 months. after capture. Only after 5 months. The number of polychromatophilic red blood cells was restored to normal levels. The high level of the mitotic index in wild mice is probably due to the fact that instead of abnormal cells, normal cells are intensively formed in the bone marrow.

The decrease in the incidence of chromosome aberrations in wild mice when kept in a vivarium appears to be due to the elimination of damaged cells. It is known that mutant cells of the body undergo selection in the process of their functioning and reproduction, as a result of which elimination occurs. The processes of elimination of chromosomal mutations are more complex and diverse in their mechanisms.

The observation of a change in the sex ratio towards females seems to be associated with the different vitality of the male and female sexes. Many male animals have a higher metabolic rate and less resistance to adverse environmental factors, which leads to a decrease in their numbers. This may also be due to the occurrence of a recessive lethal mutation in the sex chromosome, since in a homozygous state in the heterozygous sex, such a mutation leads to death.

Resistance to environmental factors, i.e. pesticides, found in females is apparently the result of genetic change and is inherited by natural selection. As a rule, this process is very slow in warm-blooded animals, while in cold-blooded animals the rate of generation is accelerated. A large number of generations among warm-blooded animals is usually characteristic of rodents, so wild mice are genetically adapted to the action of pesticides.

Thus, to the action of harmful environmental factors, including pesticides, certain defense mechanisms are developed in the body of animals. These mechanisms gradually become hereditary traits and are easily fixed by natural selection. By applying various types of pesticides, including pesticides, man significantly accelerates natural selection.

According to the literature, the resistance of the female sex has been proven in various species of animals, both natural and laboratory, for example, in the pine vole - to endrin, in the common vole - to rotindan, in rabbits - to mitalnitrophos. The genetic resistance of females of natural animal species to adverse environmental factors seems to reduce the likelihood of the emergence of new traits through females and ensures the stability of the species.

Genetic resistance of female sex has also been observed in the study of sex ratios in humans. The shift in favour of girls at birth and later in life is associated with their greater vitality compared to boys. This is due to the presence of diploidy on X chromosomes in girls. Recessive mutations that weaken viability occur when a single chromosome is present in boys. In girls, these mutations, as a rule, are in a heterozygous state and have not shown developmental shifts. Boys, as a hemizygous sex, exhibit new mutations obtained from heterozygous mothers, which leads to a weakening of their viability in ordinary, and even more so in extreme conditions.

It is known that about half of children with trisomy syndrome on the 18th pair of chromosomes live up to 2 months, 1/3 - up to 3 months. And only 1-2% - up to an older age. Girls with trisomy on the 18th pair of chromosomes can live up to 10.5 years. It should be noted that girls are more common among patients with trisomy (3:1), which reflects the possible increased intrauterine mortality of boys.

As you know, among Muslims, a daughter gets married and leaves her father's house. In the groom's house, new people and unusual conditions appear. Girls have been obeying this since the dawn of time. Our ancestors, even before the advent of genetics, seem to have noticed the resilience of the female sex.

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THE THEORETICAL BASIS OF LABORATORY EXERCISES IN LEARNING PHYSICS

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ABSTRACT

This article examines the foundations and methods of physics laboratory training at higher education institutions. Laboratory training is an integral part of the educational process, as it provides students with their first practical exposure to scientific activities. The study investigates how modern laboratory work and experiments impact the development of students' scientific competencies and their worldviews. It also provides a detailed analysis of the classification, advantages, goals, and tasks of laboratory training. Through laboratory work, students gain an understanding of the importance of experiments in life.

Keywords: laboratory, experiment, method, quality of education, frontal laboratory, competence, physical practicum.

АННОТАЦИЯ

В данной статье рассматриваются основы и методы лабораторной подготовки по физике в высших учебных заведениях. Лабораторная подготовка является неотъемлемой частью учебного процесса, поскольку дает студентам первое практическое знакомство с научной деятельностью. Исследование исследует, как современные лабораторные работы и эксперименты влияют на развитие научных компетенций студентов и их мировоззрения. Также дан подробный анализ классификации, преимуществ, целей и задач лабораторного обучения. Благодаря лабораторным работам студенты получают понимание важности экспериментов в жизни.

Ключевые слова: лаборатория, эксперимент, метод, качество образования, фронтальная лаборатория, компетентность, физический практикум.

ANNOTATSIYA

Ushbu maqolada biz oliy o'quv yurtlarida hozirgi kunda fizika fanidan laborotoriya mashg'ulotlarining nazariy asoslari va metodologiyasi tahlil qilingan. Laboratoriya mashg'uloti o'quv jarayonining asosiy elementlaridan biridir, tajribalarni bajarish davomida talabalar birinchi marta ilmiy sohadagi amaliy faoliyat bilan tanishishadilar. Zamonaviy laboratoriya ishlarining ilmiy elementlari va eksperementlarning talabalarda ilmiy kompetensiyalarini shakllantirish hamda dunyo qarashini rivojlantirishga bo'lgan ta'siri tadqiq etilgan. Shuningdek, laborotoriya mashg'ulotlarining tasnifi, afzalliklari va maqsadi, vazifalari chuqur tahlil qilingan. Laboratoriya ishlarini bajarish orqali talabalarda hayotda tajribalarning roli haqida tasavvur shakllanadi.

Kalit sa'zlar*: laboratoriya, tajriba, metod, ta'lim sifati, frontal laboratoriya, kompetensiya, fizik hodisa, fizik praktikum.*

INTRODUCTION: Teaching physics in higher educational institutions requires, first of all, acquainting students with the achievements of modern physics, to show the place and role of this science in scientific and technical development, and to form a natural scientific outlook in future specialists. Physics is a science that studies natural phenomena.

Many laws of physics were discovered due to observation of natural phenomena or specially designed experiments. Experiments confirm or disprove physical theories. Also, the faster a person learns to conduct physical experiments, the faster he becomes an experienced physical researcher [1.57]. Even though students are shown physical experiments during physics lessons in higher educational institutions, it is impossible to imagine teaching physics only in a theoretical form. It is necessary to implement such work into the educational process, in which the students themselves perform work that includes assembling the device, measuring physical quantities, and performing experiments. Laboratory classes instill in students a natural interest in knowledge related to understanding the world around them through their own experiences and feelings. During the performance of laboratory work, students develop an idea about the role of experiments in life [2.3].

When performing experiments, students develop experimental skills, including intellectual and practical skills. Intellectual abilities include the following skills:

1. Assembling the experimental device. 2. Follow up. 3. Experience 4. Measurement

During experiments as part of laboratory work, students learn to work with laboratory devices and instruments, understand the laws of physical phenomena, and get acquainted with research methods. Laboratory work is one of the main elements of the educational process, during experiments, students get acquainted with practical

activities in the scientific field for the first time. Laboratory classes, as well as other practical training sessions, are students' well-grounded theoretical work in lectures and seminars and the practical application of the knowledge gained.

These trainings connect elements of theoretical research and practical work. When students conduct laboratory work, they better accept the educational material on any subject, because many formulas and definitions that seem incomprehensible at first glance have a certain meaning, theory and the relationship between practice is shown [3.4.5].

Advantages and functions of laboratory exercises

Laboratory classes are a form of individual employment of students in generalization classes, in such classes they deepen and strengthen theoretical knowledge by conducting experiments. the following goals can be achieved when conducting a laboratory seminar:

1. Determine the purpose of the experiment, 2. Proposing hypotheses, 3. Selection of tools, 4. Planning experiments, 5. Calculation of errors, 6. Analysis of results, 7. Preparation of a report on completed works

- Practical application of new knowledge acquired in classes through discovery in laboratory conditions helps to deepen the rules of theoretical material;

- Students acquire the skills of conducting experiments, and learn to correctly analyze the received data;

- To obtain basic knowledge for the implementation and modeling of work related to scientific research activities;

It is very important to choose the right laboratory work when creating a program. Therefore, when creating a program for a physics course in pedagogic universities, it is necessary to rely on the part of the laboratory training that is better implemented using visual methods. For such lessons, the teacher correctly chooses the material on which the educational experiment can be conducted, and the only purpose of the experiments here can be the study of phenomena. In addition, in training students, we must not forget to reveal modern scientific research methods on the subject and find their application. When choosing questions for educational programs that are planned to be implemented with the help of practical work, it is necessary to clearly understand what role is assigned to them within the studied topic, and whether it is possible to learn knowledge without using it in experiments [4,47].

When the teacher plans to conduct any laboratory work, he takes into account not only his academic tasks but also the educational goals of other teachers, as well as the activities of students in general. The main thing in the competent implementation of experimental training is mutual understanding between teachers and accurate

coordination of educational programs for conducting useful laboratory exercises. Based on this, for students to be able to understand laboratory training as a single whole system that reflects this science, practical laboratory training should be inextricably linked with the courses of various academic subjects. It should be taken into account that teachers are not always able to use it in reality. From this, we conclude that the main requirement of the laboratory lesson is the correct selection of the content of the educational material and the methods of organizing the lessons so that the cognitive activity of students can develop in solving scientific and practical problems.

The result of the laboratory activity depends not only on the methodical, theoretical, and practical training of the teacher but also on many combinations, such as his organizational work in the process of preparing for the practicum. The condition of the laboratory base itself and its methodological support, the level of students' preparation, and positive activity in the lesson play an important role in the success of practical work.

LITERATURE ANALYSIS AND METHODOLOGY: A.V. Lunacharsky showed the special importance of educational methods in his work. He wrote: "Whether the child is bored, whether teaching slides over the surface of the child's brain almost without a trace, or, on the contrary, that teaching is part of the child's play, the child Whether it is accepted with joy as a part of his life, whether it merges with the child's psyche and becomes his flesh and blood depends on the teaching method [2]. Laboratory work is a teaching method in which students can understand physical phenomena. If we consider laboratory work in the framework of didactics, then it can be both a method and a form of teaching physics. If we consider laboratory work as a method of teaching, then we can say that it is a method of strengthening the theoretical material on the subject, in which students perform tasks according to a strictly defined plan and under the guidance of the teacher. In this case, laboratory work includes research. Babansky Yu.K. considers laboratory work as a teaching method, in which the main task is to create control and self-control in the learning process [2.3]. In this, he considers organizational-cognitive, motivational, motivational, and regulatory activities as additional and no less important functions. Laboratory work was considered by V.A. Slastenin as a method of controlling the effectiveness of the pedagogical process. If we consider laboratory work as a form of education, then we can say that it is aimed at acquiring practical skills and qualifications with the help of equipment. Acquisition of new knowledge and their strengthening, formation of practical skills and qualifications were the goals set by T.I. Shamanova in performing laboratory work. The task of laboratory work can be classified as follows.

The task of laboratory work: Application of knowledge in practice, Formation of necessary practical knowledge and skills in life and work, Assist in guiding students to the profession. Polishing personal qualities, Development of students' interest in physics and their cognitive activity The following functions of laboratory work are distinguished:

1) teaching function - is manifested in accelerating the process of mastering the material; 2) the development function is aimed at developing imagination, memory, attention, creative and spatial thinking; 3) the educational function affects various character traits; 4) the motivational-encouraging function creates conditions for engaging students in cognitive activities; 5) the reflection function helps the student to be aware of himself in his work compared to others, to control and analyze his actions, to find and correct mistakes, to evaluate the results of his actions, and to develop the ability to make corrections to them; 6) the diagnostic function allows the teacher to determine the specific characteristics of the student's personality and the level of mastery of his knowledge and skills.

These skills can be acquired as a result of independent work focused on one goal. A characteristic feature of laboratory training is the partial independence of the students, which gradually becomes almost independent not only in assembling the device and taking measurements but also in preparing for measurements, in the process of performing the work, processing the results, and compiling a report. should become full, active conscious work.

Classification by organizational characteristics is the most common and most common. The latest classification allows us to consider the experience from the point of view of teaching methodology, to correctly determine the place of each of its types in the system of physics lessons, and to choose the educational equipment wisely.

Frontal laboratory work - in the process of conducting it, students independently measure physical quantities, as well as observe and reproduce physical phenomena using the necessary laboratory equipment. Students are taught practical skills and abilities, the importance of which is their gradual acquisition. The simplest skills and competencies are formed when performing frontal laboratory work, as simple equipment is used. In this regard, frontal laboratory work partially solves the problem of developing students' skills in working with modern laboratory equipment. Frontal laboratory work is carried out during the study of the relevant material. Depending on what characteristics are used in the classification of frontal laboratory work, the following can be distinguished: quality and quantity work; short-term and whole-class work; and so-called creative works. However, from the point of view of the theory of

teaching physics, the most profound and effective classification is according to the didactic goals of the work. On this basis, the following professions are distinguished:

1. Observation and study of physical phenomena; 2. Familiarity with measuring instruments and measurement of physical quantities; 3. Getting to know the structure and principle of operation of physical devices and technical devices; 4. Determination or verification of quantitative laws; 5. Determination of physical constants, characteristics of substances, and processes.

As mentioned above, tasks for practical laboratory work differ significantly in complexity from frontal work. In this regard, the time to perform them increases to two training sessions, but there are also cases of performing this type of work in one lesson. To perform practical work, more sophisticated and modern equipment is required because its tasks cover the entire studied area. covers lim or course.

The last type of laboratory work considered during the research is the home experiment. It is laboratory work done by students at home. Students begin to perform tasks using household items and self-made devices according to the teacher's instructions.

ANALYSIS AND RESULTS: The purpose of laboratory work is, first of all, to teach, educate, and develop personal competencies that allow students to independently search for information, methods, and methods of completing assigned tasks, evaluate their quality, and apply the acquired knowledge in practical activities.

When planning laboratory work, it should be taken into account that, along with the main didactic goal, students will develop practical skills and competencies in working with laboratory equipment, as well as research skills. Laboratory sessions must be conducted under the supervision of the teacher and in compliance with all safety rules. Before doing the work, the teacher gives detailed safety instructions, each student signs a special journal. The teacher is responsible for ensuring that students follow the rules[5.6].

While preparing for the lesson, the teacher should organize the laboratory work in an ideal way and take all measures to form students' practical skills in working with laboratory equipment. Students will be provided with all the necessary materials in the previous lesson to conduct the laboratory lesson. The materials must be presented in writing and include the following: the name of the work, the purpose, tools and materials, visual aids, the work assignment and procedure, control questions, rules for working with laboratory equipment, and technical and fire security measures. Before starting laboratory work, students must obtain permission to work after checking the sequence of work and mastering the control questions and safety measures specified in the assignment. Laboratory work must be done individually. There are 2-3 students at

the table, and each of them independently performs the work and reports. For each completed work, the student receives a grade after submitting a report and testing his knowledge.

During laboratory work, students develop the skills to explain the nature of the observed processes and events, process and analyze the results obtained during the study, and form conclusions necessary for further work and training. They develop a creative approach to research work and learn to choose the right equipment and experimental methods [5.6].

The teacher chooses the method of performing laboratory work based on the best option for him. The following factors influence the choice of the work execution method: the suitability of the chosen method to the purpose of the lesson, the level of preparation of the students to learn the studied material at this stage, and the content of the experiment. When choosing a method of work, the teacher follows the requirements of the program, i.e. Student preparation requirements must be met based on the development of each student.

The reproductive method is a method of performing laboratory work, in which students should develop skills in performing work. This method does not ensure students' independence in doing the work, because already known facts are repeated with the direct help of the teacher. When using this method, work begins with repeating the possible methods of measuring the materials used and the physical quantities used. Then the progress of the work is discussed and the students begin to assemble the device. The next step is to carry out the necessary measurements process the results and draw appropriate conclusions [2.7.10].

This method is aimed at repeating existing experiments with the help of a specific algorithm, which makes students lose their independence, but at the same time strengthens their skills and competencies in working with laboratory equipment. The partial search method involves the teacher guiding the practical actions of the students, giving them consistent instructions, and then, with the help of questions, directing them to analyze the results obtained during the study, which were previously unknown to them. helps to form conclusions about existing laws.

This method helps students acquire knowledge independently during laboratory work. It is appropriate to use this method if the students have already mastered the necessary actions to perform the work and can perform them independently. The partial search method is used in works aimed at observing physical phenomena and establishing relationships between physical quantities [7.11.12].

The research method is a method that implies the complete independence of students. To use this method, the teacher must prepare the task correctly. Students

independently determine the progress of the assignment, and then complete the research steps. The research method of performing laboratory work is applied to the most successful students who participate in projects and research activities. The difference between the methods from the previous ones is that before performing laboratory work, students are invited to independently think of methods of indirect measurement of any quantity and to determine the necessary equipment to carry out the research. All proposals are discussed by the student group and the most optimal option for completing the work is determined. All work is done independently by the students, the teacher only controls the actions of the students [6.7.8.9.10].

CONCLUSION: A literature analysis was conducted on the use of problem-based teaching technology in the organization of students' laboratory work in physics classes at higher educational institutions. The main structural features of laboratory work are determined and developed using problem-based learning technology. Carrying out laboratory work helps students to consciously acquire knowledge skills, develop their thinking ability and interest in physics, cultivate labor skills, and increase their sense of observation and professional competence.

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O'ZBEKISTONDA TURIZM YO'NALISHLARINI RIVOJLANTIRISH TADBIRLARI

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ANNOTATSIYA

Ushbu maqolada mamlakatimizning turizm sohasini rivojlantirishning o'zigaxos yo'llari, turistlarni jalb qilish va ularga sifatli xizmat ko'rsatish, yildan-yilga sayyohlar sonini ko'paytirish chora tadbirlarini amalga oshirish bilan bog'liq masalalar yoritib berilgan.

Kalit so'zlar: *turizm, turist, dam olish maskanlari, tarixi shaharlar, rivojlantirish, turizm raqamlarda.*

АННОТАЦИЯ

В данной статье описаны уникальные пути развития туристической отрасли нашей страны, привлечения туристов и предоставления им качественного обслуживания, реализации мер по ежегодному увеличению количества туристов.

Ключевые слова: *туризм, туристы, курорты, исторические города, развитие, туризм в цифрах.*

ANNOTATION

This article describes the unique ways of developing the tourism sector of our country, attracting tourists and providing them with quality service, implementing measures to increase the number of tourists every year.

Key words: *tourism, tourists, resorts, historical cities, development, tourism in numbers.*

Joriy yilning 22-dekabr sanasida O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev o'zining parlamentga Murojaatida barcha sohalar qatorida turizm sanoati sohasi borasida quyidagi fikrlarni bildirdi: «Hozirgi kunda milliy iqtisodiyotga yuqori daromad keltiradigan istiqbolli tarmoqlardan biri – bu turizmdir. O'zbekiston turizm

sohasida dunyo bo'yicha ulkan salohiyatga ega bo'lgan davlat hisoblanadi. Yurtimizda 7300 dan ortiq madaniy meros obektlari mavjud va ularning qariyb 200 tasi YuNeSKO ro'yxatiga kiritilgan.

Mamlakatimizning betakror tabiati, go'zal dam olish maskanlari va ularning imkoniyatlaridan foydalanib, yangidan yangi turistik yo'nalishlar ochish mumkin. Bu sohaga jahon brendlarini faol tarzda jalb etish bilan birga biz ziyorat turizmi, ekologik, ma'rifiy, etnografik, gastronomik turizm va bu sohaning boshqa tarmoqlarini keng miqyosda rivojlantirishga alohida e'tibor qaratishimiz muhim ahamiyat kasb etadi.. Bu borada davlatning xususiy sheriklik munosabatlarini qo'llash bilan sohani taraqqiy ettirishda ko'plab imkoniyatlar ochishini hisobga olishimiz zarurdir. Samarqand, Buxoro, Toshkent shaharlaridagi qadimiy yodgorliklar va tarixiy maskanlarni ziyorat qilish dasturini rivojlantirish va takomillashtirish zarur. Ichki turizm sohasidagi keng imkoniyatlarni ham to'liq tarzda ishga solish kerakdir».

Shuningdek, davlatimiz rahbarining 2016 - yil 2-dekabr sanasidagi «O'zbekiston Respublikasining turizm sohasini jadal rivojlantirishni ta'minlash chora-tadbirlari to'g'risida»gi Farmoni bu sohada keng imkoniyatlarni ochib berib, uchrayotgan xato va kamchiliklarni bartaraf etib, uni izchil rivojlantirishda muhim ahamiyat kasb etmoqda.

Prezidentimiz yurtimizning 2016-yilda ijtimoiy-iqtisodiy rivojlantirishning asosiy yakunlari va 2017-yilga mo'ljallangan iqtisodiy dasturning eng muhim ustuvor yo'nalishlariga bag'ishlangan Vazirlar Mahkamasining kengaytirilgan majlisida turizm haqida so'z yuritar ekan, bunday serdaromad sohaning rivoji e'tibordan chetda qolib kelayotganligi, uning O'zbekiston iqtisodiyoti taraqqiyotiga qo'shadigan hissasini oshirish, tarixiy va madaniy qadriyatlarimizni targ'ib qilish, shuningdek, valyuta zaxiralarini to'ldirish bo'yicha aniq chora-tadbirlar ko'rilishi zarurligini alohida ta'kidladi.

Yurtboshimiz dunyoning 33 ta davlatida O'zbekiston elchixonalari faoliyat ko'rsatayotgan elchilarga onlayn murojaatida O'zbekistonga xorijiy investitsiya hamda turistlarni jalb qilishni, ayniqsa, har bir elchiga har kuni 10 nafar sayyoh jo'natishga e'tibor berishni ta'kidladi. Ya'ni, turist ham investitsiya degani, degan g'oyani ilgari surdi.

Davlatimiz rahbarining yurtimizda boshqa sohalar qatorida turizmga ham alohida e'tibor qaratishi, bu sohada ko'zga tashlanib kelinayotgan kamchilik va muammolarni bartaraf etish choralarini jadallik bilan amalga oshirilishida dasturulamal bo'lib xizmat qilishi shubhasizdir. Yurtimiz yirik turizm salohiyatiga ega bo'lgan mamlakatlar qatorida o'z o'rni va ahamiyatiga ega ekan, demak biz mavjud imkoniyatlardan eng yuqori darajada foydalanishimiz kerak.

Yildan-yilga yurtimizga tashrif buyurayotgan sayyohlar soni koʻpayib borayotganini hisobga olsak, bu juda munosib eʼtirofdir. Endi esa bir nechta raqamlarni misol qilib oʻtsak. Oʻtgan yilning yakunlariga koʻra, Oʻzbekistonga 6,748 million sayyoh tashrif buyurgan boʻlib, bu 2018-yil statistikasidan 125 foizga (5,346 million kishi) koʻpligini koʻrishimiz mumkin. Oʻzbekistonga tashrif buyurgan turistlarning umumiy sonidan 6,260 million kishi MDH mamlakatlaridan, 488,4 ming sayyoh esa olis xorij davlatlaridan kelgan. Shu bilan birga, 2019-yilda turizm xizmatlarining eksporti 1,313 milliard dollarni tashkil etgan, 2018-yilda u 1,041 milliard dollariga teng boʻlgan (oʻsish 126 foiz). Ushbu qiymatning yarmidan ortigʻI MDH mamlakatlaridan kelgan sayyohlar (966,559 mln. AQSH dollari) sarflagan, 346,472 mln. dollar esa boshqa davlatlarning sayohatchilariga toʻgʻri keladi.

Turizm sohasi dunyo iqtisodining keng miqyosda rivojlanayotgan ilgʻor sohalaridan biridir. Uning keng qamrovli taraqqiyoti koʻplab davlatlar uchun katta daromad manbaiga aylanib ulgurgan.

BMTning Jahon sayyohlik tashkiloti maʼlumotlariga koʻra 2015-yilda dunyo boʻyicha 1 milliard 184 million sayyoh qayd etilgan boʻlsa, 2016-yil yakuni boʻyicha bu koʻrsatkich 1 milliard 235 millionga yaʼni, 3.9 foizga koʻtarilgan. Sayohatchilarga koʻrsatilgan eksport xizmatlari qiymati 2015-yilda qariyb 1,5 trillion AQSh dollarini tashkil etgan. 2016–2017 yillarda ham bu raqamlarda katta farqni koʻrishimiz mumkin. Koʻrib turibmizki turizm sohasi bugungi kunda eng muhim iqtisodiy sohalardan biriga aylangan. Shu sababdan dunyoning juda koʻp davlatlari turizm sohasini yanada rivojlantirish, bu borada tegishli infrastrukturani jahon standartlari darajasida shakllantirish va sayyohlar oqimini jadal oshirish boʻyicha barcha chora-tadbirlarni amalga tadbiq qilishmoqda.

Turizmning samaradorlik darajasi quyidagi raqamlarda oʻz aksini topgan: 2015 yilda eng koʻp xorijlik mehmonlarni qabul qilishda Fransiya (83,7 million), AQSh (74,8 million), Ispaniya (65,0 million), Xitoy (55,6 million) va Italiya (48,6 million) kuchli beshlikda turishibdi. Germaniya, Buyuk Britaniya, Rossiya va Meksika kuchli oʻntalikdan joy olgan. Biroq bu koʻrsatkich boʻyicha Yevropa va Osiyoning bir nechta shaharlari yetakchilik qilmoqda. Bunga misol qilib Hongkong (27,7 million), London (17,4 million), Singapur (17,1 million), Bangkok (16,2 million) va Parij (15,0 million) singari shaharlarni keltirish mumkin.

Afsuski, Oʻzbekiston turizm sohasida hali ancha orqada ekanligini koʻrishimiz mumkin. Xususan, Butunjahon turizm va sayohatlar boʻyicha kengashi (BTSK) tomonidan berilgan baholar natijasiga koʻra, Oʻzbekiston sayyohlar tashrif buyurishi boʻyicha dunyo mamlakatlari orasida 150-oʻrinni egallab turibdi.

Davlatimiz jahon sayyohlik bozorida oʻz oʻrniga ega boʻlishiga qaramasdan, turistlarga qulay shart-sharoit yaratish, servis xizmatlarini yaxshilash, sayyohlik

obidalarining jozibadorligini oshirish va reklamani kuchaytirish darajasi bo'yicha juda past. Shu sababli bu borada sezilarli natijalarga erishish va o'sish haqida fikr yuritish ana shu omillarga bog'liqdir.

Turizm sohasi bo'yicha raqobatbardosh davlatlar reytingida dunyodagi (madaniy zaxiralar, arzon infratuzilma, sayyohlik mahsulotlari narxi, xavfsizlik darajasi, xalqaro shaffoflik jihatidan) eng jozibador 140 ta sayyohlik maskanlari qayd etilgan bo'lib, bu ro'yxatda Qozog'iston 85-o'rin, Qirg'iziston 116-o'rin, Tojikiston 119-o'rinni egallagan, O'zbekiston esa Markaziy Osiyo davlatlari o'rtasida eng oxirgi o'rinda turibdi va bu reytingga kiritilmagan.

Yaqinda rasmiy saytlardan birida 2017-yilning birinchi yarmida yurtimizga 1 million 800 ming nafar sayyoh tashrifi qayd etilgani, bu ko'rsatkich 2016-yilga qaraganda 17 foizga ko'tarilganligi haqida yozilgan maqolaga ko'zim tushdi. Nazarimda, bu ko'rsatkichlarda biroz mubolag'a bor. Chunki o'zim aynan sayyohlik sohasida ishlayotganim bois, shunday fikrdaman. Buning sabablarini maqolam davomida ko'rsatib o'tishga harakat qilaman.

Mamlakatimizda turizmni rivojlantirish borasida keng ko'lamli ishlar amalga oshirilyapti. Sayyohlar oqimini yanada oshirish, ularni ohanrabodek jalb qilish uchun nima qilishimiz kerak?

O'zbekiston katta tarixiy-madaniy merosga ega qadim tarixga ega davlattir. 7300 dan ortiq qadimiy-me'moriy va arxeologik obidalarga ega bo'lgan yurtimizga Sayyohlar oqimi kundan kunga oshib bormoqda. Bu tarixiy qadamjolarning ko'pchiligi Samarqand, Buxoro, Xiva, Shahrisabz, Termiz, Qo'qon va Toshkent shaharlarida joylashganligini juda yaxshi bilamiz. Yurtimizdagi 200 dan ziyod tarixiy yodgorlik va obidalar YuNeSKOning madaniy merosi ro'yxatiga kiritilgan va barchasi bugungi kunda keng miqyosda rekonstruksiya qilingan bo'lib bu sayyohlar tashrifi va qiziqishini kundan kunga oshirib bormoqdadir.

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JALOLIDDIN RUMIYNING "MASNAVIYI MA'NAVIY" ASARIDAGI MASALLARDA ILON OBRAZI

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ANNOTATSIYA

Ushbu maqolada jahon adabiyotining buyuk siymosi Mavlono Jaloliddin Rumiy(Balxiy)ning shoh asari- «Masnaviyi Ma'naviy» asarida masallarning qo'llanilishi, ushbu masallarda salbiy obraz-ilon obrazining turli ramzlarda kelishini ochishga harakat qilingan.

Kalit so'zlar: «Masnaviyi Ma'naviy», masal, majoziy iboralar, inson, ilon, ajdaho.

ABSTRACT

In this article, an attempt is made to reveal the use of parables in the great work of world literature, Mavlana Jalaluddin Rumi (Balkhi), "Masnaviyi Ma'navii", and the appearance of the negative image-snake image in different symbols in these parables.

Key words: "Masnaviyi Ma'navii", parable, figurative expressions, man, snake, dragon.

KIRISH

Jahon adabiyotining buyuk siymosi Mavlono Jaloliddin Rumiyning «Masnaviyi Ma'naviy» asari ma'nolari mohiyatiga ko'ra so'fiylik qomusi, insoniyat tomonidan yaratilgan eng shoh asar namunasidir. 25 ming 632 (boshqa bir manbaga ko'ra 26 ming 840) baytli, olti daftardan iborat «Masnaviyi Ma'naviy» asari shoir va tarjimon Sulaymon Rahmon o'zining «Rumiy va uning durdona asari «Ma'naviy Masnaviy»ning o'zbekcha tarjimasiga oid» maqolasida ta'kidlaganidek «Ma'naviy masnaviy» mohiyatan Qur'oni karimning o'ziga xos she'riy tafsiri va hadisi shariflarning sharhidan, talqinidan iboratdir. «Masnaviy»da Qur'on oyatlaridan 760 marta iqtibos olingan, 745 o'rinda 703 hadisdan foydalanilgan. Muxtasar aytsak, «Ma'naviy masnaviy»ning botiniy mohiyati shahodat kalimasining – ya'ni, «La ilaha

illalloh»ning turli-tuman hikoyatlar, masallar, rivoyatlar, hikmatlar zamiriga singdirilgan zikrlari yig'indisidan iboratdir; uning bosh maqsadi – ana shu hikoyatlar, latifalar, masallar, rivoyatlar, hikmatlar vositasida tavhidni – Allohning yagonaligini, sherigi yo'qligini zikr etish va tasdiqlashdir. Yanayam to'g'rirog'i, bu asar mavlono Rumiyning buyuk zot Allohning yakkayu yagona ekanligini tasdiqlab qilgan zikrlari, Uning Zoti, Sifoti va Qudrati haqidagi fikrlari, Uning bani Odamga bergan ne'matlari uchun Unga astoydil shukrlarining badiiy ifodasidir.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Ushbu maqolada Mavlono Jaloliddin Rumiyning "Masnaviyi Ma'naviy" asaridagi masallarda ilon obrazining yoritilishini tahlil qilishga urindik.

"Masnaviyi Ma'naviy" asaridagi masallarda ijobiy rollarni tasvirlashda bo'lgani salbiy obrazdagi qahramonlarni tasvirlashda ham xuddi shunday tamoyillar mavjud. Bu erda faunaning o'sha vakillari antropomorfizatsiya jarayonlariga kirishadi, ular boshida mifologik, ertak va keyinchalik adabiy salbiy belgilar turini shakllantiradi. Aytish joizki, "Masnaviy"da bu turdagi uslub ancha keng tarqalgan. Buning sababi Jaloliddin Rumiy ijodining o'z pafosidadir: shoirning faqat bir maqsadi bor – odamni gunohi, uni halok qilgan birinchi gunohi uchun haydalgan joyiga, ya'ni jannatga qaytarish. Binobarin, shoir uchun notinch qalbida, eng avvalo, uning poklanishiga xalaqit beradigan insoniy illatlar nishon edi. Shuning uchun, zulmat kuchlariga xizmat qiladigan yirtqich hayvonlar ko'proq edi. Bu insonning ruhiy ozod bo'lish uchun abadiy kurashining belgisi bo'lishi mumkin. Aytilganlarning tasdig'i sifatida shuni ta'kidlaymizki, Jaloliddin Rumiy o'z asarida ajdaho so'zi va uning forscha-arabcha sinonimini juda ko'p marta tilga olgan.

Buyuk adib Firdavsiy tomonidan to'plangan eroniylarning afsona va ertak, rivoyat va yirik dostonlarida, o'tmish so'z ustalarining she'r devonlarida va ayniqsa, ko'plab xalq ertaklari – dostonlarida olov nafasidan odamlar vahimaga tushadigan, yovuzlikning timsoli, bir necha boshli qanotli mavjudot- ajdaho (ilon)dir. Eron mifologiyasida bu jonzot ramz bilan belgilangan. Angra Manyu (Axriman), sof, nurli xudo Ahura Mazdaning qudratli antipodi. Shuning uchun, mashhur fikrda, har qanday yirtqich hayvon va qudratli mavjudot ajdahoga o'xshatiladi. "Masnaviy"da "ajdaho" va "ilon" so'zlari tan (2, 2293-2295), buyuklik (2, 1864-1866), botillik (4, 2357-2359), xavfli va badbaxt odam (4, 610), baxtsizlik (1, 920-921), g'azab va qonxo'rlik (1,1175), ochko'zlik (1, 954-955), axloqsizlik va yovuzlik (1,2293) va nihoyat, ertakdagi mavjudot (4, 2357) obrazlarida keladi.

Lek tavakkaldek kasbi xo'b qani?

Yoki taslimdek yana mahbub qani?

Bas, balodin qochdilar — soʻyi balo,
Bas, ilon quvganda — soʻyi ajdaho. (1daftar, 920-921baytlar),

Necha yuz minglab asrlarkim jahon —
Sahnida oʻn boshli ajdarhosimon
Makru hiyla etdi ul dono guruh,
Togʻni ham tikka qoʻpordi, otdi ul. (1daftar, 954-955 baytlar),

Dedi: tingla, gar soʻzim yolgʻon esa,
Rozimen, hattoki ajdarho yesa. (1daftar,1175bayt),

Tan-devor ortida pinhon ganjmi yo?
Ul chumolidir, ilonmu, ajdaho? (1 daftar,2293bayt)

Ul zaif aqlindin, ey eshshakbaho,
Bul eshak pajmurda boʻlmish ajdaho.
Sen esang Iso tufayli xastadil,
Ul oʻzi sihhat berur, sen qoʻymagil.
Ey nechukdirsen, Isoyi serranj,
Bul jahonda ajdahosiz bormu ganj. (2 daftar, 1864-1866 baytlar)

Boshda qurt erdi, ilon erdi, qaro,
Yoʻlga tushgach, boʻldi devu ajdaho.
Ajdaho ul bir asodir, bas, senga,
Ey Muso joni asiru mast senga.
Hukmi «Xuzho, lo taxaf» bermish Xudo,
To qoʻlingda ajdaho boʻlgan aso. (2 daftar, 2293-2295 baytlar)

Sen oʻshal nur birla yurgaysen hamon,
Ajdaho, kajdumlar ichra sogʻ-omon. (4 daftar, 610 bayt)

Chun oʻzingni aylading bandi havo,
Boʻldi ul qurting baloyi ajdaho.
Ajdahoga ajdahoni shayladim,
Bir nafasda yamlamoqni oʻyladim.
Bir nafasda koʻzlaringni namlagay,
Ajdarim ul ajdaringni yamlagay. (4 daftar, 2357-2359 baytlar)

"Masnaviy"dagi ilonning eng muhim ifodasi jozibadorlik bo'lib, u imkoniyatlarga erishish bilan talabchanlikka, hukmronlikka aylanadi, odamni yo'qlik qa'riga tortadi. Oddiy odamlar bu jonzotning issiq nafasiga qarshi tura olmaydi. Faqat ma'naviy kamolotga erishgan shaxslargina bu baloni yengish imkoniga ega.

Shoir "Masnaviy"da biz quyida sanab o'tadigan masallarning butun turkumida ilon obrazini "antropomorfizatsiya" qilgan:

1- "Muso alayhissalomning tayog'i ilonga aylanib, Fir'avn sehrgarlarining ilonlarini yutib yuborishi haqidagi hikoya" (4 daftar, 2538 bayt);

2- "Bir amir og'ziga ilon kirgan kimsani ranjitgani" (2 daftar, 1882-1935 baytlar);

3- "Mustafo(s.a.v)ning etigini burgut olib uchgani va uni havoda to'nkarganda ichidan qora ilon tushgani"; (3 daftar, 3239-3255 baytlar)

4- "Anbiyo alayhissalomlarning yana javob berishgani" (3 daftar,2956-2983 baytlar);

5- "Bir ilonchi boshqa bir ilonchining ilonini o'g'irlagani"(2 daftar, 135-140 baytlar)

NATIJALAR

Jaloliddin Rumiy axloqiy falsafasining mazmun-mohiyatini ilon yoki ajdaho obrazi orqali anglash mumkin bo'lgan "bir ilonchi sovuqda muzlagan ajdahoni o'lgan deb o'ylab, Bag'dodga keltirgani" asarda tanlangan tizim bo'yicha tahlil qilish uchun mos namuna sifatida tanlangan.

Aniqlik kiritish kerakki, qissada "mor" (ilon) va "ajdaho" so'zlari doimiy ravishda aralashib ketgan bo'lib, Jaloliddin Rumiy ularni sinonim deb hisoblagan. Hikoyaning syujeti g'oyaviy-tematik mazmunini ifodalash uchun nihoyatda muhim bo'lganligi uchun biz bu yerda hikoyaning syujetini taqdim etamiz, u quyidagicha ko'rinishga ega: "Bir ilon ovchi qotib qolgan ajdahoni ko'tarib, uni o'lik deb adashtiribdi. Bag'dodga olib ketdi. Bir marta issiqda ajdaho jonlanib, odamlarga hujum qildi. U chiqaradigan olov shahar binolarini yondira boshladi. Nihoyat, ilon ovchini o'zi yutadi" (3 daftar, 976-1066 baytlar). Hikoya qahramonlari: ilon ovchi o'z qilmishining oqibati haqida o'ylamaydigan tor fikrli odam; ajdaho - markaziy qahramonning antipodi, Ahrimanning avlodi va odamga qarshi; shahar aholisi jangchilar olomonidir, bu esa vaziyatning fojiasini kuchaytiradi; Qahramonlarning tarkibi odamlar va hayvonlardir.

Hikoya ohangi odatiy, "Masnaviy"dagi Mavlonoga xos, ya'ni, jiddiy, rasmiy va didaktik.

Hikoya turi: ochiqchasiga, chunki unda Xudo yuborgan Musoni onasi dengizga uloqtirgani aytiladi. Hikoyaning shakli aforistik va qisqa bo'lib, unda dahshatli ajdahoning tog'da uchrashishi va ajdaho tomonidan ilon ovchining yutib yuborishi tasvirlangan.

Hikoyaning tasavvufiy ma'nosi shunday: mohiyatan har bir insonda ajdahodek ruh bor. Shaxsning bu ruhga befarqligi, bu ruh odamda ilhomlantiradigan istaklarga qarshilik ko'rsatishi uni uyquga soladi, lekin odamlar uning nafsiga bo'ysunsa, u jonlanadi. Qayta tiklangan ajdahoning birinchi qurboni uni uyg'otgan, ajdahoga mehr ko'rsatgan kishi o'z mehrining qurboniga aylanadi.

Shu munosabat bilan shoir shunday deydi:

O'ylakim, nafsing o'lik ajdar emish,

Chorasizlikdin magar ul muzlamish. (3 daftar, 1053bayt)

Hikoya kompozitsiyasi: barcha harakat va hodisalar ma'lum bir mantiqqa amal qiladi: tog'ning sovuq havosida ilon muzlaydi. Ilonni chorasiz qolganini ko'rgan ilon ovchi uni ermak uchun shaharga olib boradi. Bag'dodning jazirama havosi ilonni jonlantiradi. Jonlangan ajdahoning birinchi qurboni ilon ovchining o'zi bo'ladi.

Bunday holda, belgilar o'rtasida ovozli aloqa yo'q. Shoir tasvirlash orqali muhit yaratadi va keyin antipodlarning xatti-harakati va harakatlarini tasvirlaydi.

Asar muallifining hikmatli qarashi shundan iboratki, nafs ruhi inson ichida uxlayotgan ajdahoga o'xshaydi. Buning uchun tegishli vaziyat paydo bo'lganda, u uyg'onadi va odamni yo'q qiladi.

Ajdahoga xos xususiyatlar asosida yaratilgan timsol va allegoriyalar quyidagicha: qissada ajdaho insonning qalbida o'tirgan va to'g'ri muhitda uyg'onishga tayyor bo'lgan shahvatni ifodalaydi. Iroqning issiq quyoshi mamlakat gullab-yashnashining timsoli bo'lib, ajdaho tanasini o'rab turgan arqonlar - matonat va vazminlik bo'lib, ba'zan odamni tinchlantiradi yoki tushkunlikka soladi va ajdaho ularni sindirishga qodir.

Qadimgi Eron madaniyatida ilon aqlli zararkunandaning eng yomon ramzi va metaforasi hisoblanadi. Shu bilan birga, ilon Ahrimanning eng kuchli mavjudotlaridan biridir. Mitraik e'tiqodda bu hayvon zardushtiylik tushunchalaridan ma'lum darajada ajralib turadigan ijobiy ramzlardan birini ifodalagan, unga ko'ra ilon zararli Ahriman jonzotlari sifatida tasniflanadi. Mitra ibodatxonalarining barcha devor rasmlarida "bahor faslida tabiatning tiklanishi" kult marosimi sahnasi takrorlanadi, bunda Mitra buqani yiqitadi. Bu sahnada ilon tuproq (er) timsoli sifatida, hosildor bo'lish uchun yangilanadigan hayot belgisi sifatida buqaning qonini ichishi mavjud. Bugun biz bu ramziylikni har kuni hayot kosasidan ichadigan ilonning tibbiy ramzida ko'ramiz.

MUHOKAMA

Jaloliddin Rumiy "Masnaviy"da ilon timsolini 152 marta ijobiy va salbiy ma'nolarda qayd etgan: boylik ishtiyoqi (3, 782; 5, 1952; 2, 2944, 12358), tayanch et (2, 2528), (1, 775). ; 2, 1878; 6, 3842), buzuqlik, azob (2,154; 2,848; 3,4010), Shayton. (2,257), valiy (2,845), zararli fe'l, azob va qayg'u (2,594-598), ikkiyuzlamachilar

(3,3595; 2,230), shahvat (5,517), katta va zich (2,3471), do'zax azobiga loyiq inson (2,3510), zolim(3,1398), xavfli dushman (3,3455), hayajon, tushkunlik (6, 1953), past g'ayrioddiy (5, 301-302), yerdagi hayot va o'tkinchi lazzatlar (3,994-999) va to'la hayot, nozikliklar (2.3465). "Masnaviy"dagi "ilon" so'zi ustiga qurilgan majoziy iboralar, epitetlar, metafora, timsollarning aksariyati shaytonning xizmatkori bo'lgan qabih inson va "tana ovozi"ning xususiyatlarini yaqqol aks ettiradi. o'zining o'tkir, haqoratli ifodalari bilan begunoh odamlarni ranjitadi, yolg'on va ayyorlik ularni to'g'ri yo'ldan adashtiradi:

2 daftarning 2321 baytida shoir

Ey falak Haq rahmini ko'r, ayla rahm,

Sen chumoli siynasiga solma zahm.

- deb hayqiradi.

XULOSA

Mavlononing antropomorfik mavzularga murojaati uning tarbiyalovchi yoki axloqiy g'oyalarini oddiy tasvirlashdan ko'ra chuqurroq maqsadni ko'zlagani aniqlandi. Mutafakkirning pirovard maqsadi insonni ratsional mavjudot sifatida tubdan o'zgartirishdir.

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TALABALARNING FIZIKA FANIDAN MUSTAQIL TA'LIMGA OID KASBIY KOMPETENTLIGINI SHAKLLANTIRISHDA RAQAMLI TEXNOLOGIYALARDAN FOYDALANISH METODIKASI

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ANNOTATSIYA

Maqolada ta'lim jarayonida talabalarning fizika fanidan mustaqil ta'limini tashkil etishda axborot va raqamli texnologiyalardan foydalanib ijodiy-uslubiy malakalarini shakllantirish mumkin. Ushbu maqolada talabalarning mustaqil ishlash faoliyatini tashkil etishda raqamli texnologiyalardan foydalanishning metodik asoslari yoritilgan.

Kalit so'zlar: mustaqil ta'lim, raqamli texnologiyalar, talaba, virtual materiallar, laboratoriya, keys,kaspiy, kompetentlik, pedagog, ko'nikma.

Mamlakat taraqqiyoti va jamiyat ravnaqi ko'p jihatdan uning intelektual potensiyali bilan belgilanadi. Chunki ilmiy potensiyali yuqori darajada rivojlangan davlat barcha sohalarda doimo ilg'or bo'ladi. Shuning uchun mamlakatimizda ta'lim tizimini tubdan isloh qilish davlat ahamiyatiga molik bo'lgan ustuvor vazifa sifatida yondashilib, katta e`tibor qaratilyapti. Yuqori malakali mutaxassis kadrlarni tayyorlashga erishish uchun ta'lim jarayonini tashkil qilish va boshqarishning o'ziga xos talablari mavjud. Birinchidan, o'quvchi talabalarning kasbiy bilimlarini o'zlashtirish darajasi davlat ta'lim standartlari talablariga mosligini ta'minlash bilan bog'liq. Ikkinchidan, o'quvchi talabalarning mustaqil ijodiy faolligini davlat ta'lim standartlarida belgilangan bilim, ko'nikma va malakalar doirasini to'liq qamrab olishga erishish. Jamiyatning bu tarzda jadal rivojlanishi, yuqori malakali kadrlarga bo'lgan ehtiyoji o'qituvchidan intelektual qobiliyatlarini namoyon qilgan holda, ijtimoiy talablarni qondirishni taqozo etmoqda. "2017–2021-yillarda O'zbekistonni rivojlantirishning beshta ustuvor yo'nalishlari bo'yicha harakatlar strategiyasi" [1.2]da

yurtimiz ta'lim tizimini tubdan isloh etish jarayonida ta'lim muassasalarining moddiy-texnik bazasini mustahkamlash va undan samarali foydalanishni ta'minlash, o'quv dasturlari va o'quv-uslubiy adabiyotlarni takomillashtirish masalasiga alohida e'tibor qaratilmoqda. Chunki bugungi kunda aksariyat yoshlarimiz bilimga chanqoqligi, o'qish, izlanish va jamoat ishlarida faolligi, ilmiy va ijodiy salohiyati bilan bir qatorda, zamonaviy axborot texnologiyalarining so'nggi yutuqlarini o'zlashtirishga bo'lgan intilishi bilan ham ajralib turadi. Shuning uchun ham barcha ta'lim muassasalarida ta'lim jarayonini, shu jumladan, talabalarning mustaqil ishlash kasbiy kompetentligini shakllantirishni yangi raqamli texnologiyalar asosida tashkillashtirish hamda ulardan samarali foydalanish eng muhim mavzulardan biri bo'lib hisoblanadi. Kompetensiyaviy yondashuvga asoslangan ta'limning asosiy mohiyati ta'lim va tarbiya jarayonida bo'lajak o'qituvchilarning egallagan bilim, ko'nikma va malakalarini kasbiy va ijtimoiy faoliyatlarida qo'llay olishi kompetensiyalarini shakllantirishga hamda kasbiy va pedagogik madaniyatini ochib berishga imkon yaratadi.

Bugungi zamonaviy ta'limda raqamli texnologiyalardan oqilona foydalanishga alohida e'tibor qaratilmoqda va bu ta'lim sifatini oshirishga hizmat qiluvchi eng samarali yondashuv sifatida baholanmoqda. Buning uchun oliy pedagogik ta'lim bitiruvchilarini raqamli texnologiyalari imkoniyatlaridan ham samarali foydalanish

kompetentligini shakllantirish ustuvorlik kasb etmoqda. Shunday ekan, pedagoglarning professional kompetentligini rivojlantirishda ularning raqamli texnologiyalardan foydalanish, ta'limga ularni keng joriy etish dolzarb vazifalardan biridir.

Talabalarning axborot texnologiyalari asosida mustaqil ishlarini tashkil etishdan asosiy maqsad talabalarning kasbiy kompetentligini – fundamental bilimlarini, ko'nikma va malakalarni, ijodiy qiziqish va tajribalarni yetarli ravishda shakllantirishdan iborat. Talabalarning mustaqil ishlash kasbiy kompetentligini axborot texnologiyalari asosida boshqarishning asosiy mohiyati ushbu jarayonni shunday tashkil etishdan iboratki, bunda talabalar berilgan topshiriqlarni bajarish va mustaqil izlash yo'li bilan ilmiy tasavvurlash metodini o'zlashtirish, o'z ustida ishlash kompetensiyasini shakllantirish, o'zining o'quv faoliyatida ijodiy yondashuvga bo'lgan qiziqishini rivojlantirish hamda shu bilan birga, ijodiy vazifasini muvaffaqiyatli bajarish uchun zarur bo'lgan xususiyatlari, qobiliyatlari, xarakterini mukammallashtirish nazarda tutiladi [3.4, 25-26]. Bundan kelib chiqadiki, to'g'ri tashkillashtirilgan mustaqil ishlar nafaqat ta'limiy, balki shaxsiy-ijodiy ahamiyat-ga ham ega bo'ladi. Talabalarda nazariy va amaliy masalalarni mustaqil hal qilish kasbiy kompetensiyasi ma'lum bir miqdorda o'quv jarayoni davomida shakllanadi.

Ta'lim tizimida talabalarning mustaqil ishlarini tashkil etish kompetensiyasini shakllantirish uchun quyidagi shart-sharoitlarga ega bo'lish lozim:

- talabalarning mustaqil ishlashga tayyorgarligi; − egallagan bilimlar motivatsiyasi va ijodiy faoliyat ko'nikmalarini egallashi; − barcha kerakli o'quv-metodik qo'llanmalar va ma'lumotlarning mavjudligi va ulardan foydalanish imkoniyatining mavjudligi; − mustaqil ishlarni bajarilganligini muntazam nazorat qilib boruvchi tizimning mavjudligi va faoliyat ko'rsatishi. Talabalarning mustaqil ishlari har qanday ta'lim turining ajralmas qismi bo'lib hisoblanadi. Talabalarning mustaqil ishlarining eng asosiy kompetensiyasi sifatida nazariy ma'lumotlarni sifatli o'rganish, mustaqil ishlash ko'nikma va malakalarini shakllantirish, bilimlarni ehtiyojga asosan doimiy to'ldirish va yangilash, mustaqil ishlashning ratsional qoidalari va metodlarini o'zlashtirish tushuniladi.

Bugungi kunda barcha ta'lim muassasalarida talabalarni mustaqil ishlash kasbiy kompetensiyasini shakllantirish uchun fizika faniga oid bilimlar va innovatsion texnologiyalari vositalari keng imkoniyatlar yaratib bermoqda.

Fizika faniga oid bilimlar va innovatsion texnologiyalar vositalari talabalarning mustaqil ishlash kompetensini shakllanishda quyidagi imkoniyatlarni yaratadi:

− olingan ma'lumotlarni xotirada kerakli vaqtga saqlab turish, ularni tahrirlash, chop etish, nusxalash va hokazo;

− kerakli materiallarni ma'lum bir maqsadlar uchun yaratilgan multimediyali ma'lumotlar orqali interfaol usulda o'rganish;

− turli axborot manbalariga, shu jumladan, uzoqlashgan va taqsimlangan ma'lumotlar bazasiga, Internet tizim orqali butun dunyo bo'yicha konferensiyalarga kirish;

− hamkorlik telekommunikatsion loyihalarni, shu jumladan, xalqaro, elektron konferensiyalar, kompyuterli audio-video konferensiyalarni tashkillashtirish [3.9].

Axborot va innovatsion texnologiyalar talabalarga o'zlari uchun yangilik hisoblangan ma'lumotlar bilan mustaqil ishlash, muhim va shaxsiy-ijodiy ahamiyatli ma'lumotlarni ajratish ko'nikmalarini egallash imkonini beradi. Talabalarning fizika faniga oid bilimlarni mustaqil o'rganish kasbiy kompetentligini shakllantirishni faollashtirish o'quv materiallaridan foydalanishni o'rganish, mukammallashtirish va ijodiy yondashish, yangi ijodiy bilimlarni egallash, interfaollikni rivojlantirish, ilmiy adabiyotlar va axborot resurslar bilan ishlash amaliy ko'nikma va malakalarining shakllanishi bilan asoslanadi. Ta'lim tizimida talabalarning fizika faniga oid bilimlarni mustaqil o'rganish kasbiy kompetentligini shakllantirishni tashkil etishda ularni mustaqil o'rganish, fikrlash, kerakli muammolarni anglab yetishga va uning

yechimlarini mustaqil izlash ko'nikmalarini shakllantirish muhim o'rin tutadi. Buning uchun barcha mashg'ulotlarda o'qituvchi talabani quyidagilarni amalga oshirishga to'g'ri yo'naltirish kerak bo'ladi:

a) uyga berilgan vazifalarni bajarish va qo'shimcha axborotlarni izlab topish va uni o'rganish zarurligi;

b) berilgan topshiriqlarni bajarilish muddatiga rioya etish va uni talab darajasida bajarilish ma'suliyatini sezish. O'quv jarayonida bilim olish va o'rganish jarayonining an'anaviy, innovatsion va mustaqil shakllaridan birgalikda foydalanish talabalarni talab darajasida kerakli bilimga ega bo'lish, mustaqil tasavvurlash va fikrlash, ta'lim jarayoni o'zining shaxsiy rejalashtirilgan maqsadlariga erishishning asosiy yutug'i sifatida qabul qilish kasbiy kompetentligini takomillashtirishda katta ahamiyatga ega bo'ladi. Axborot va innovatsion yondashuv orqali talabalarning mustaqil bilim olish kompetentligini shakllantirish ma'lum bir miqdorda o'zining ijobiy natijasini yoki samarasini berishi kerak bo'ladi. Buning uchun talabalarni faol ijodiy faoliyatni olib borish, ularda ijodiy ishlashga bo'lgan qiziqish va intilishni shakllantirish, hosil bo'lgan mustahkamlash va undan samarali foydalanishni ta'minlash, o'quv dasturlari va o'quv-uslubiy adabiyotlarni takomillashtirish masalasiga alohida e'tibor qaratilmoqda. Chunki bugungi kunda aksariyat yoshlarimiz bilimga chanqoqligi, o'qish, izlanish va jamoat ishlarida faolligi, ilmiy va ijodiy salohiyati bilan bir qatorda, zamonaviy axborot texnologiyalarining so'nggi yutuqlarini o'zlashtirishga bo'lgan intilishi bilan ham ajralib turadi. Shuning uchun ham barcha ta'lim muassasalarida ta'lim jarayonini, shu jumladan, talabalarning mustaqil ishlash kasbiy kompetentligini shakllantirishni yangi axborot va innovatsion texnologiyalar asosida tashkillashtirish hamda ulardan samarali foydalanish eng muhim mavzulardan biri bo'lib hisoblanadi. Talabalarning axborot texnologiyalari asosida mustaqil ishlarini tashkil etishdan asosiy maqsad talabalarning kasbiy kompetentligini – fundamental bilimlarini, ko'nikma va malakalarni, ijodiy qiziqish va tajribalarni yetarli ravishda shakllantirishdan iborat. Talabalarning mustaqil ishlash kasbiy kompetentligini axborot texnologiyalari asosida boshqarishning asosiy mohiyati ushbu jarayonni shunday tashkil etishdan iboratki, bunda talabalar berilgan topshiriqlarni bajarish va mustaqil izlash yo'li bilan ilmiy tasavvurlash metodini o'zlashtirish, o'z ustida ishlash kompetensiyasini shakllantirish, o'zining o'quv faoliyatida ijodiy yondashuvga bo'lgan qiziqishini rivojlantirish hamda shu bilan birga, ijodiy vazifasini muvaffaqiyatli bajarish uchun zarur bo'lgan xususiyatlari, qobiliyatlari, xarakterini mukammallashtirish nazarda tutiladi [3, 25-26].

Bundan kelib chiqadiki, to'g'ri tashkillashtirilgan mustaqil ishlar nafaqat ta'limiy, balki shaxsiy-ijodiy ahamiyatga ham ega bo'ladi. Talabalarda nazariy va amaliy masalalarni mustaqil hal qilish kasbiy kompetensiyasi ma'lum bir miqdorda o'quv

jarayoni davomida shakllanadi. Ta'lim tizimida talabalarning mustaqil ishlarini tashkil etish kompetensiyasini shakllantirish uchun quyidagi shart-sharoitlarga ega bo'lish lozim:

−   talabalarning mustaqil ishlashga tayyorgarligi;

−   egallagan bilimlar motivatsiyasi va ijodiy faoliyat ko'nikmalarini egallashi;

−   barcha kerakli o'quv-metodik qo'llanmalar va ma'lumotlarning mavjudligi va ulardan foydalanish imkoniyatining mavjudligi;

−   mustaqil ishlarni bajarilganligini muntazam nazorat qilib boruvchi tizimning mavjudligi va faoliyat ko'rsatishi. Talabalarning mustaqil ishlari har qanday ta'lim turining ajralmas qismi bo'lib hisoblanadi. Talabalarning mustaqil ishlarining eng asosiy kompetensiyasi sifatida nazariy ma'lumotlarni sifatli o'rganish, mustaqil ishlash ko'nikma va malakalarini shakllantirish, bilimlarni ehtiyojga asosan doimiy to'ldirish va yangilash, mustaqil ishlashning ratsional qoidalari va metodlarini o'zlashtirish tushuniladi. Bugungi kunda barcha ta'lim muassasalarida talabalarni mustaqil ishlash kasbiy kompetensiyasini shakllantirish uchun fizika faniga oid bilimlar va innovatsion texnologiyalari vositalari keng imkoniyatlar yaratib bermoqda. Fizika faniga oid bilimlar va innovatsion texnologiyalar vositalari talabalarning mustaqil ishlash kompetensini shakllanishda quyidagi imkoniyatlarni yaratadi:

−   olingan ma'lumotlarni xotirada kerakli vaqtga saqlab

turish, ularni tahrirlash, chop etish, nusxalash va hokazo;

−   kerakli materiallarni ma'lum bir maqsadlar uchun yaratilgan multimediyali ma'lumotlar orqali interfaol usulda o'rganish;

−   turli axborot manbalariga, shu jumladan, uzoqlashgan va taqsimlangan ma'lumotlar bazasiga, Internet tizim orqali butun dunyo bo'yicha konferensiyalarga kirish;

−   hamkorlik telekommunikatsion loyihalarni, shu jumladan, xalqaro, elektron konferensiyalar, kompyuterli audio-video konferensiyalarni tashkillashtirish [3.4.5.6]. Axborot va innovatsion texnologiyalar talabalarga o'zlari uchun yangilik hisoblangan ma'lumotlar bilan mustaqil ishlash, muhim va shaxsiy-ijodiy ahamiyatli ma'lumotlarni ajratish ko'nikmalarini egallash imkonini beradi. Talabalarning fizika faniga oid bilimlarni mustaqil o'rganish kasbiy kompetentligini shakllantirishni faollashtirish o'quv materiallaridan foydalanishni o'rganish, mukammallashtirish va ijodiy yondashish, yangi ijodiy bilimlarni egallash, interfaollikni rivojlantirish, ilmiy adabiyotlar va axborot resurslar bilan ishlash amaliy ko'nikma va malakalarining shakllanishi bilan asoslanadi. Ta'lim tizimida talabalarning fizika faniga oid bilimlarni mustaqil o'rganish kasbiy kompetentligini shakllantirishni tashkil etishda ularni

mustaqil o'rganish, fikrlash, kerakli muammolarni anglab yetishga va uning yechimlarini mustaqil izlash ko'nikmalarini shakllantirish muhim o'rin tutadi. Buning uchun barcha mashg'ulotlarda o'qituvchi talabani quyidagilarni amalga oshirishga to'g'ri yo'naltirish kerak bo'ladi:

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Axborot va innovatsion yondashuv orqali talabalarning mustaqil bilim olish kompetentligini shakllantirish ma'lum bir miqdorda o'zining ijobiy natijasini yoki samarasini berishi kerak bo'ladi. Buning uchun talabalarni faol ijodiy faoliyatni olib borish, ularda ijodiy ishlashga bo'lgan qiziqish va intilishni shakllantirish, hosil bo'lgan muammolarning ijobiy yechimlarini mustaqil izlab topish va o'z fikr-mulohazalarini bayon etishga jalb qilish lozim bo'ladi.Bu masalalarni yechish talabalarning mustaqil bilim olish kompetentligini shakllantirish tizimi orqali amalga oshirilishi zarur[9.10.11.12]. Ta'lim tizimida talabalarning fizikaga oid bilimlarni mustaqil o'rganish bo'yicha kasbiy kompetentligini shakllantirishni tashkil etishda masofadan o'qitish tizimini tashkil etishni an'anaviy o'qitish tizimi bilan uyg'unlashgan holda samarali amalga oshirish quyidagi bir nechta omillarga bog'liq bo'ladi:

−   ta'lim muassasalarida zamonaviy axborot va kompyuter texnologiyalari bazasining mavjudligi va yetarliligi;

−   Internet tarmog'ida ishlashning uzluksizligi;

−   masofadan bilim olayotgan talabalarning bilim olish

ishtiyoqi, qiziqishi va o'zlashtirish darajasining yuqoriligi;

−   masofadan o'qitish tizimiga bilimli, malakali va tajribali mutaxassis va o'qituvchilarning jalb etilishi;

−   masofadan o'qitish tizimining kerakli va sifatli o'quv materiallari, elektron darsliklar va o'quv kurslari bilan ta'minlanganligi va ularning yetarliligi;

−   masofadan o'qitish tizimida barcha mashg'ulotlarning tizimli tarzda olib borilishi. Ta'lim tizimida talabalarning fizikaga oid bilimlarni mustaqil o'rganish

kasbiy kompetentligini shakllantirish jarayonida masofadan o'qitish vositalariga an'anaviy o'qitish vositalardan tashqari quyidagilar ham kiradi:

- elektron o'quv nashrlar;
- kompyuter o'qitish tizimlari;
- audio-video o'quv materiallari;
- turli adabiyot va axborotlar manbalari tomonidan tavsiya etilgan o'quv-nazorat testlari;
- kutubxona ma'lumotlar ba'zasi bilan aloqa;
- virtual materiallar va laboratoriyalar;
- talabalar bilimlarini baholash mezonlari va materiallari.

Talabalar mustaqil bilim olishida, o'tilgan mavzularni takrorlashda, hamda olgan bilimlari asosida nazoratlar topshirishda o'rgatuvchi, axborot – ma'lumotli, nazorat qilish dasturlari axborot texnologiyalari asosida masofadan o'qitish samaradorligini oshirishda muhim ahamiyatga ega bo'ladi. Masofaviy o'qitish barcha talabalarga o'zlarining individual xususiyatlariga muvofiq bilim darajalarini oshirish imkoniyatini beradi. O'qitishning bunday usulida talaba aniq bir vaqtlarda mustaqil tarzda interfaol tarzda o'quv – uslubiy materiallarni o'zlashtiradi, test sinovlaridan o'tadi, o'qituvchi rahbarligida nazorat ishlarini bajaradi va "virtual" o'quv guruhidagi boshqa o'quvchilar bilan o'zaro aloqa qiladi. Keys uslubi va texnologiyasi ta'lim tizimida talabalarning fizikaga oid bilimlarni mustaqil o'rganish kasbiy kompetentligini shakllantirishni tashkil etishning ilg'or vositasidir [6.7.8.13.14]. Keys ta'lim maqsadini amalga oshirish, amaliy muammoli vaziyatlarni tahlil etish va o'quv natijalariga kafolatli yetishishning optimal usul va vositalari majmuasidan iborat bo'lgan ta'lim texnologiyasidir. Keys texnologiyasida talabalarga o'quv va o'quv-amaliy materiallar "Keys" yoki portfel ko'rinishida beriladi. Bu materiallar kompakt-disk yoki boshqa axborot tashish vositalarida joylashgan bo'ladi. Talabalarda unda berilgan nazariy ma'lumotlarni mustaqil o'rganish bilan birga, amaliy masalalar yechimiga nisbatan o'zlarining fikr mulohozalarini bildiradilar.

XULOSA

Ta'lim tizimida raqamli texnologiyalar asosida mustaqil ishlarini tashkil etish talabalarning mustaqil bilim olishi, ularning faol ijodiy faoliyatni olib borishi, ularda ijodiy ishlashga bo'lgan qiziqish va intilishni shakllantirish, hosil bo'lgan muammolarning ijobiy yechimlarini mustaqil izlab topish va o'z fikr-mulohazalarini bayon etish imkonini yaratadi.

FOYDALANILGAN ADABIYOTLAR

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NIKOHNI HAQIQIY EMAS DEB TOPISH OQIBATLARI

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ANNOTATSIYA

Maqolada yuridik jihatdan qonuniy deb topilmaydigan nikoh munosabatlari va u bilan bogʻliq ziddiyatlar hamda ularga amaliy yechimlar belgilab berilgan.

Oilada qonunchiligidagi nikohni haqiqiy emas deb topish bilan bogʻliq nazariy hamda amaliy masalalar xorijiy davlatlar qonunchiligi hamda oila sohasidagi qonunlarimizga kiritilayotgan yangi oʻzgarishlar asosida tahlil qilindi.

Kalit soʻzlar: *oila, nikoh, emansipatsiya, nikohni haqiqiy emas deb topish asoslari,diniy rasm-rusimlar bilan tuzilgan hikoh, ayolni nikohga majburlash, gender tenglik.*

АННОТАЦИЯ

В статье рассмотрены супружеские отношения и связанные с ними конфликты, которые не считаются юридически законными, а также связанные с ними конфликты. определены практические решения.

Проанализированы теоретические и практические вопросы, связанные с признанием брака недействительным в семейном праве, на основе законодательства зарубежных стран и новых изменений, вносимых в наше законодательство в области семьи.

Ключевые слова: *брак, эмансипация, основания признания брака недействительным, брак по религиозной обрядности, принуждение женщины к вступлению в брак, гендерное равенство.*

Ming yillik tarixga ega boʻlgan oʻzbek xalqi qadimdan ota-bobolar anʼanalariga sodiq boʻlgan holda axloq tamoyillariga asoslangan oilani mustahkamlash, ona va bolalar manfaatlarini har tomonlama muhofaza qilish va har qaysi bolaga baxtli bolalikni taʼminlash, kishilarda oila oldida masʼul boʻlish hissini tarbiyalash – nikoh va oila toʻgʻrisidagi qonunchilikning muhim vazifalaridan biri hisoblangan.

Nikohni qayd etishga huquqi boʻlgan har bir davlat organi, tuman hokimiyati boʻlimi, fuqarolik holati dalolatnomalarini yozish organi, nikoh saroylari, baxt uylari,

qishloq (ovul) va posyolka kengashining ijroiya hokimiyatida qayd etilgan har bir nikoh qonuniy tuzilgan nikoh hisoblanadi.

Nikoh tuzishda qonunchilikda belgilab berilmagan shartlarga amal qilmaslik hikohni haqiqiy emas deb topish uchun asos bo'ladi.

Oila kodeksining 14- 16-moddalari hamda 17-moddasining uchinchi qismida belgilangan shartlar buzilgan taqdirda, shuningdek, soxta nikoh, ya'ni er-xotin yoki ulardan biri oila qurish maqsadini ko'zlamay tuzgan nikoh haqiqiy emas deb topiladi.

Oila kodeksida nikoh tuzishga monelik qiladigan holatlar belgilab berilgan bo'lib ularga quyidagilar kiradi.

a) loaqal bittasi ro'yxatga olingan boshqa nikohda turgan shaxslar o'rtasida;

b) nasl-nasab shajarasi bo'yicha to'g'ri tutashgan qarindoshlar o'rtasida, tug'ishgan va

c) o'gay aka-ukalar bilan opa-singillar o'rtasida, shuningdek farzandlikka oluvchilar bilan farzandlikka olinganlar o'rtasida;

d) loaqal bittasi ruhiyat buzilishi (ruhiy kasalligi yoki aqli zaifligi) sababli sud tomonidan muomalaga layoqatsiz deb topilgan shaxslar o'rtasida yo'l qo'yilmaydi.

g) nikohga o'tish vaqtida oila qurish maqsadining soxtaligi;

Shuningdek, nikohlanuvchi shaxslardan biri tanosil kasalligi yoki orttirilgan immunitet taqchilligi sindromi (OITS) yoki (VICH infeksiya) borligini boshqasidan yashirgan bo'lsa, shu shaxs nikohni haqiqiy emas deb topishni talab etishga haqlidir.

Bazi bir holatlarda oila kodeksida belgilab berilgan shartlarni buzib ham nikoh tuzilshi mumkin, bunday holatlarda hikoh yuridik jihatdan emas deb topiladi.

Masalan, fuqaro oldingi nikohdan ajrashmasdan turib, voyaga yetmagan shaxs bilan nikohdan o'tgan hollar fikrimizning dalilidir:

a) nikoh tuzishning ixtiyoriyligi buzilishi.

Nikoh tuzish tomonlarning ixtiyoriy roziligiga asoslangan bo'lishi lozim.Agar tomonlar nikohga aldash yoki qarindoshlaring aralashuvi bilan majburlash oqibatida kirishgan bo'lsa, bunday nikoh haqiqiy emas, deb topiladi.

Chunki, hech bir shaxs bunday holatlarda o'z erki bilan nikohdan o'tmagan bo'ladi.Natijada, nikoh tuzilishining asosi hisoblangan o'zaro xohish va rozilik tamoyili buzilgan bo'ladi. Ko'rsatilgan asos bo'yicha bunday nikoh haqiqiy emas deb topilishi mumkin.

O'zbekiston Respublikada xotin-qizlarni turmushga chiqishga majbur etish yoki, aksincha, o'zi xohlagan shaxsga turmushga chiqishiga to'sqinlik qilish hollari hamon uchramoqda.

Bunday holatlar nikohga o'tishning o'zaro rozilik shartini buzishga qaratilgan harakat deb tushuniladi.

Ayolni erga tegishga yoki nikohda yashashni davom ettirishga majbur qilish yoxud ayolning erkiga xilof ravishda u bilan nikohda bo'lish uchun o'g'rilash, shuningdek, ayolning erga tegishiga to'sqinlik qilish jinoyat kodeksining 136-moddasi bilan jinoyat deb topiladi va javobgarlikka asos bo'ladi. Adashish va aldash ham nikohni haqiqiy emas deb topish uchun asos bo'lishi mumkin. Biroq bunday holatlar zo'rlikka nisbatan kamroq uchraydi.

b) nikoh yoshiga qo'yilgan shartning buzilishi;

Nikoh yoshiga yetmagan shaxs bilan haqiqatda nikoh munosabatlariga kirishish yoki ota-ona yoki ularning o'rnini bosuvchi shaxslar tomonidan nikoh yoshiga yetmagan shaxsni erga berish yoxud uylantirish, dastlab ma'muriy keyin esa jinoiy javobgarlikni keltirib chiqaradi.

Agar ,er-xotindan biri nikoh yoshiga yetmaganligi tufayli nikohni haqiqiy emas deb topish to'g'risidagi ish, agar er-xotin (ulardan biri) ish sudda ko'rilayotgan paytda nikoh yoshiga yetmagan bo'lsa, vasiylik va homiylik organining ishtirokida ko'rib chiqiladi.

Nikoh yoshi sharti, ko'pincha, fuqarolik holati dalolatnomalarini yozish organi xizmatchilari o'z vazifasini suiista'mol qilishi yoki nikohtuzuvchilarning o'zi tomonidan yoshi to'g'risida qalbaki hujjat berilishi natijasida buziladi. Nikoh yoshiga to'lmagan shaxs bilan tuzilgan nikoh hamma vaqt ham sud tomonidan haqiqiy emas, deb topilmaydi. Hali nikoh yoshiga yetmay nikohga kirgan shaxsning manfaatlari talab qilgan hollardagina sud bunday nikohni haqiqiy emas, deb topishi mumkin;

d) yakka nikohlilik tamoyilining buzilishi ham ushbu nikohni haqiqiy emas deb topish uchun asos bo'lishi mumkin. Bunday asos sud amaliyotida boshqa asoslarga qaraganda ko'p uchraydi. Ba'zi ma'lumotlarga ko'ra, haqiqiy emas deb topilgan nikohlar ichida 97-98 foizini yakka nikohlilik tamoyiliga rioya etilmagan hollarda yuzaga kelgan ishlar tashkil etadi. Faqat yakka nikohda bo'lish, axloq-odob normalari talablariga rioya qilinishi har tomonlama mustahkam oila qurish imkonini beradi. Oilaviy qonunlar nikohlanuv- chilardan har birining faqat yakka nikohda bo'lib, boshqa nikohda bo'lmasligini talab etadi.

Xulosa qilib aytadigan bo'lsak, nikohni haqiqiy emas deb topish bilan bog'liq qoidalar zamonaviy oila, fuqarolik, fuqarolik-protsessual tamoyillari hamda rivojlanayotgan oila qonunchligiga moslashishni talab etadi.

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ОСОБЕННОСТИ КОУЧИНГОВОГО ПОДХОДА ПРИ РАБОТЕ С АКЦЕНТУАЦИЯМИ ХАРАКТЕРА У ПОДРОСТКОВ

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АННОТАЦИЯ

В подростком возрасте типы акцентуаций характера имеет важное значение так как эти изменения проявляются и влияют на поведение подростка. В этом возрасте изменения проявляются на фоне возрастного кризиса и определяются невротическими реакциями. В статье рассматриваются вопросы формирования характера и его особенности у подростков. Также особое значение придается механизмам психологических особенностей коучингового подхода в работе с этими проблемами.

Ключевые слова: *подросток, акцентуация, психокоррекция, личность, характер, коучинг, кризис, возрастнҡе особенности.*

ANNOTATSIYA

O'smirlik davrida xarakter urg'ularining turlari muhim ahamiyatga ega, chunki bu o'zgarishlar o'smirning o'zini namoyon qilishi va xatti-harakatiga ta'sir qiladi. Bu yoshdagi o'zgarishlar yoshga bog'liq inqiroz fonida paydo bo'ladi va nevrotik reaktsiyalar bilan belgilanadi. Maqolada o'smirlarda xarakterning shakllanishi va uning xususiyatlari ko'rib chiqiladi. Shuningdek, ushbu muammolar bilan ishlashda murabbiylik yondashuvining psixologik xususiyatlari mexanizmlariga alohida ahamiyat beriladi.

Kalit so'zlar: *o'smir, aksentatsiya, psixokorreksiya, shaxsiyat, xarakter, murabbiylik, inqiroz, yosh xususiyatlari*

ABSTRACT

n adolescence, the types of character accentuations are important since these changes manifest themselves and affect the behavior of the teenager. At this age, changes appear against the background of an age-related crisis and are determined by neurotic reactions. The article discusses the issues of character formation and its features in adolescents. Also, special importance is attached to the mechanisms of

psychological characteristics of the coaching approach in working with these problems.

Key words: *teenager, accentuation, psychocorrection, personality, character, coaching, crisis, age characteristics*

В подростковом возрасте относительная устойчивость черт характера в этом возрасте еще очень непродолжительна. В школьном возрасте происходят изменения в физиологии подростка и в его характере. Если очень веселый, общительный, шумный, неугомонный ребенок превращается в друг в угрюмого, закнутого, настороженного подростка или нежный, очень чувствительный в раннем детстве вдруг становится жестоким, подозрительнкм, грубым. Эти черты в этом возрасте не являются стабильными, они вырожены скорее в рамках проявления психопатических оттенков.

Обычно акценты развиваются по мере развития характера и сглаживаются по мере взросления личности подростка. Оттенки обострения характера с выраженными свойствами могут проявляться не всегда, а лишь в некоторых случаях, в определенной среде и в обычных условиях, они практически не проявляются. Социальная адаптация с такими выраженными изменениями полностью отсутствует или очень кратковременны.

Акцентирование характера – выраженный вариант нормы, при котором отдельные черты характера выражены, в результате чего избранная уязвимость к определенным видам психогенного воздействия проявляется хорошей и даже повышенной устойчивостью к другим. Существует два уровня акцентирования характера по степени выраженности: явный и скрытый. Для него характерно наличие достаточно постоянных признаков определенного типа характера. В подростковом возрасте черты характера часто становятся выраженными, и под воздействием различных факторов, определяющих психогенные выраженности, могут появиться временные нарушения адаптации и изменения в поведении. Когда человек взрослеет, черты его характера становятся очень четкими, адаптивными и обычно не мешают процессу социализации.

Неявный акцент характера, эту степень, по-видимому, следует отнести не к крайним, а к нормальным вариантам нормы. В обычных, привычных условиях черты определенного типа характера выражены слабо или вообще не заметны. Даже при многолетнем наблюдении, различных контактах и подробной биографии сложно составить четкое представление об определенном типаже характера. Однако эти виды характеристик могут проявляться явно, иногда

неожиданно резко, под влиянием жизненых обстоятельств и различных психических травм.

Различные психогенные факторы, даже если они тяжелые, не только не вызывают психических заболеваний, но и не могут определить тип характера. Если такие характеристики выявляются, это, как правило, не приводит к значительной социальной адаптации.

В отличие от психотерапии, суть коучинга в работе с акцентами характера у подростков заключается не в изучении личности, а в постановке мотивационных целей и выявления путей их достижения.

При коучинговом подходе подросток будет учиться создавать возможности для собственного роста, исходя из сильных сторон своей личности и своего характера. К коуч психологам могут идти проблемные подростки, которые будут работать над мотивацией достижений в жизни большего и будут избавятся таким способом от своих проблем . Поэтому коучинг иногда называют терапией благополучия.

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PROSPECTS OF ORGANIZING DISTANCE EDUCATION IN UZBEKISTAN HIGHER EDUCATION SYSTEM

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ABSTRACT

As a result of the development of the global Internet system, the role of telecommunication technologies in the educational process of higher education and the prospects of distance education are highlighted in the article. The nature of the information society and information systems of education, the importance of distance education and distance learning in the information society is based. It is emphasized that during the COVID-19 pandemic, all branches of the education system around the world have been transferred to the distance education system, and the need to implement distance education in the form of separate education in Uzbekistan is based on this.

Key words: *information and communication, telecommunication, traditional education, Internet, modern teaching, distance education*

INTRODUCTION

In the 21st century, a new era of development in human civilization has begun - the era of the information society. It is characterized by the rapid development of information and telecommunications, the rapid spread of information technologies, the globalization of society development processes, the formation of the international communication environment, education, communication and production, and the development of the infosphere. The organizational and technological basis of the information society is the global information network - Internet [1].

The rapid development of telecommunications is creating unconventional new and convenient opportunities in various spheres of society's life, such as politics, economy, education, culture, household service, and security. The new conditions of the development of the society make it a task to train new specialists using modern teaching technologies that meet the requirements of the information society [2].

The development of the global Internet system has opened up new prospects for evolutionary improvement in the world education system. Today, traditional teaching methods are being supplemented by new teaching methods based on the Internet, electronic computer sets and telecommunication environment. In addition to performing a number of new functions, tele-education and distance education based on Internet technology require the implementation of specific principles such as the principle of mutually distributed cooperation, integration, access to the international Internet network [3].

RESEARCH METHODS

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

RESEARCH RESULTS AND DISCUSSIONS

The current era requires a person to receive lifelong education, that is, to improve his professional knowledge and skills regularly throughout his life, which is certainly carried out on the basis of the development of the electronic-computer network and Internet technologies [4].

The development as a result of consistent policies in the economic and social spheres in our republic requires the introduction of new forms of education in the educational system. Therefore, organization of the educational system at a high quality level based on information and communication technologies is one of the urgent problems of today. The experience of developed countries shows that the economic, social and political status of each country in the world is ensured by its intellectual wealth, which is becoming the main factor in economic growth [5,6].

The new conditions of the development of the society make it a task to train specialists using modern teaching technologies that meet the requirements of the information society. Wide and rapid penetration of information technologies into various aspects of our life is creating the basis for the formation of an information society. Concepts such as "Electronic education", "Electronic government", "Electronic management", "Distance education", "Open education", "Information economy" have entered our lives. The organizational and technological basis of the information society is the global information network - the Internet. One such technology is distance learning technology. Today, there are different attitudes towards distance learning in different fields. For example, it is most widely used today to replace traditional training in the corporate sector and to study individual courses in the education sector. In addition, this form of training is becoming more and more popular in the fields of finance and information technology, in the retraining of

government employees, in medicine, in the non-profit sector, in industry, in trade and in other fields [7,8].

Distance education The worldwide spread of the COVID-19 pandemic and the implementation of strict quarantine measures required the introduction of distance education in the education system of all countries. Including distance learning in all areas of the education system in Uzbekistan. During the quarantine, training sessions were organized on the basis of special programs on television for secondary education, and Moodle was launched in higher education, and now the XEMIS platform, which includes administrative management, financial management, educational process and scientific activities of higher education, was launched. Monitoring of training and student knowledge was established through Zoom software systems and conference communication. The rapid establishment of distance learning in higher education due to the pandemic has shown that students and most professors are not ready for distance learning. It was especially difficult for professors over the age of 60 to quickly learn Moodle and Zoom programs [9].

In distance learning, students become the most active participants in the learning process, and Internet resources play an important role in this. It is necessary for students to clearly understand and understand the educational goal in the distance education system, and to understand the content of the problem on each subject and to have an independent scientific and creative approach to its solution. Also, in such a study system, the demand for the student's learning ability changes, the student must not only read, write, or perform practical calculations on a specific topic, i.e., the materials that the teacher has passed during the training, but must be able to distinguish, collect and creatively master the necessary from millions of educational resources on the global network of the Internet. will be [10].

Before putting each innovation into practice, special attention is paid to the study of advanced foreign experiences. When studying the educational system of developed countries, educational institutions in them organize and coordinate the educational process based on the requirements of the labor market and the demands of employers. A graduate of an educational institution requires not only professional professionalism, but also the ability to use information technology at a high level. This process, of course, implies self-development of future specialists with new professional knowledge and acquisition in a short period of time. That is, distance learning develops the skills of finding the necessary information from a huge database, analyzing it, bringing it into a known system, developing thoughts and ideas, designing, and expanding the mind and thinking.

CONCLUSION

It should be emphasized that distance education is a mandatory necessity of today's pandemic conditions all over the world, but prioritizing the independent form of education, the internal capabilities of educational institutions, material and technical bases, the age of the students and the work A number of factors such as the need to receive education without separation, the distance of the students from the educational institutions of their choice, it can be seen that the developed countries have acquired their own unique experiences in this regard, following certain historical paths. Distance education technologies in developed countries are based on the basic principles of traditional education and widely use innovative technologies.

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MUHANDISLIK KOMPYUTER GRAFIKASI FANINI O'QITISHDA AUTOCAD DASTURIDAN FOYDALANIB TALABALARNING IJODKORLIGINI OSHIRISH

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ANNOTATSIYA

Maqolada AQSHning Autodesk *firmasi tomonidan ishlab chiqilgan* AutoCAD *grafikaviy dasturi imkoniyatlari ko'rib chiqildi.* Autodesk *firmasining juda ko'plab dastur mahsulotlari mavjud bo'lib* (AutoCAD, ArchiCAD, AutoCAD Electrical, 3DMax, Design Review...), *butun dunyoda keng ommalashib ketganligi, eng so'ngi texnologiyalarni o'zida mujassamlashtirishi, firmaning dastur mahsulotlari ichida* AutoCAD *dasturi muhim o'rin tutishi, u asosiysi bo'lib, qolgan dasturlar uning asosida yaratilganligi, grafik imkoniyatlari juda yuqori va ayni paytda ham sodda, ham murakkab topshiriqlarni bajara olishi tushuntirib o'tilgan.*

Kalit so'zlar: *AutoCAD grafik dasturi, muhandislik kompyuter grafikasi, karkasli modellash, sirtli modellash, qattiq jismli modellash, 3D modellash, axborot kommunikatsiya texnologiyalari.*

АННОТАЦИЯ:

В статье рассматриваются возможности графической программы AutoCAD, разработанной американской компанией Autodesk. Среди программных продуктов компании AutoCAD It имеется множество программных продуктов компании Autodesk (AutoCAD, ArchiCAD, AutoCAD Electrical, 3DMax, Design Review...), которые широко популярны во всем мире, воплощают в себе новейшие технологии. поясняется, что у программы важное место, она основная, и на ней основаны остальные программы, графические возможности очень высоки и одновременно она может выполнять как простые, так и сложные задачи.

Ключевые слова: *графическая программа AutoCAD, инженерная компьютерная графика, каркасное моделирование, моделирование поверхностей, твердотельное моделирование, 3D-моделирование, информационно-коммуникационные технологии.*

ANNOTATION

The article examines the capabilities of the AutoCAD graphics program developed by the US company Autodesk. There are many software products of the Autodesk company (AutoCAD, ArchiCAD, AutoCAD Electrical, 3DMax, Design Review…), which are widely popular all over the world, embody the latest technologies, among the software products of the company, AutoCAD It is explained that the program has an important place, it is the main one, and the rest of the programs are based on it, the graphic capabilities are very high and at the same time it can perform both simple and complex tasks.

Key words: *AutoCAD graphics program, engineering computer graphics, frame modeling, surface modeling, solid body modeling, 3D modeling, information communication technologies.*

KIRISH (ВВЕДЕНИЕ / INTRODUCTION) "Muhandislik kompyuter grafikasi" fani birinchi navbatda informatika fani bilan bog'liqdir. Kompyuterda eng oddiy hamda sodda operatsiyalar majmuasini bilmasdan turib kompyuter grafikasini o'zlashtirib bo'lmaydi. Kompyuter grafikasini o'zlashtirishda talabalar ta'lim tizimida avval informatika fani o'zlashtirilishi lozim. Keyingi bosqichda esa o'rganiladigan grafik dastur talablaridan kelib chiqiladi. *AutoCAD* grafik dasturi chizma yaratish bilan bog'liq bo'lganligi uchun ham chizmachilik, geometriya fanlarining nazariyasi hisoblanmish chizma geometriya kabi aniq fanlarni bilishni talab etadi. Oddiy geometrik yasashlarni jumladan: aylanani teng bo'lakarga bo'lish, aylana yoyi, urinma, vatar, burchak bissektrisalarni o'tkazish, perpendikulyarlik va parallellik xossalarini bilish talab etiladi. Aks holda o'zimiz buyruqlar majmuasini noto'g'ri berib dasturdan biron bir amalni bajarib berishini talab etishimiz o'rinsiz. Qisqacha aytganda *AutoCAD* grafik dasturini o'rganishda dastlab informatika so'ng chizmachilik va chizma geometriya fanlari avvaldan o'zlashtirilgan bo'lishi lozim.

AutoCAD tarixi-chizmani komputerda tahrirlash dasturi AQSHning *Autodesk* firmasi tomonidan ishlab chiqilgan bo'lib, dastlabki versialari o'tgan asrning 80 yillarida chiqarilgan va keng ommalashib ketgan.

Axborot texnologiyasi tez rivojlanayotgan va keng tarqalayotgan bir paytda dars jarayoniga yangicha yondashgan holda qaramog'imiz lozim. Ya'niki o'tilayotgan darslarimizga yangi axborot texnologiyalarini qo'llash:

- yangi pedagogik metod va usullarni rivojlantirishga;
- o'qituvchilar o'zlarini oldida turgan masalalarni hal etish stilini o'zgartirishga;
- pedagogik tizim tuzilishini o'zgartirishga olib keladi.

Bu esa o'z navbatida pedagogik jarayonni tashkil etish va boshqarish bo'yicha

o'ziga xos masalalarni keltirib chiqaradi.

Ta'lim jarayoniga yangi axborot va telekommunikatsion texnologiyalar asosida yangi pedagogik texnologiya faoliyatini kiritilishi hozirda qo'llanilayotgan an'anaviy ta'lim tizimini tubdan o'zgartiradi. Bularni quyidagilarda ko'rish mumkin:

a) texnologik asoslari tezlikda rivojlanayotganligi tufayli kurslar (darslik, qo'llanmalar)ni ishlab chiqish faoliyati qiyinlashadi. Bu o'qituvchi, metodist va olimardan pedagogik ishlash usullari bo'yicha yangi maxsus malakalarni talab etadi. Shuningdek zamonaviy axborot texnologiyalari o'quv materiallarini ishlab chiqish sifati uchun qo'shimcha talablarni qo'yadi;

b) an'anaviy o'qitish tizimining markaziy shakli o'qituvchidir. Yangi axborot texnologiyasini qo'llash sekin-astalik bilan asosiy og'irlikni o'quv jarayonida faol qatnashuvga tushura boshlaydi. O'qituvchining asosiy pedagogik faoliyati - talaba faoliyatini muvaffaqiyatli ushlab turishga qaratiladi, ya'ni o'qituvchi talabaning o'quv axborotlarini oson o'zlashtirishga ko'maklashuvchi bo'ladi;

c) yangicha o'qitish auditoriyadagi talabalarga yakka tartibda faol va jadal ta'sir etishni ta'milaydi. An'anaviy o'qitishda esa o'qituvchi va talaba orasidagi teskari aloqa umumlashgan holda amalga oshiriladi.

Ta'limga axborot texnologiyalari orqali yangi pedagogik texnologiyalarni kiritilishi, o'quvchi va talaba faoliyati, ularning darsdagi o'rni va vazifalarini keskin o'zgarishiga olib keladi. Shu bilan birga darsning samaradorligi ortib, o'quvchilar bilimlarini o'zlarining kuchi, qobiliyatlariga asosan qabul qilishi va ularni mustaqil ravishda o'zlashtirishiga olib keladi.

Muhandislik kompyuter grafikasi darslarida kompyuterdan foydalanish uchun quyidagi talablar bajarilishi kerak:

• talabalar kompyuterlar bilan ishlash malakalarini egallagan bo'lishlari zarur;

• kompyuterda chizma bajarishdan avval ular kamida proyeksion savodxonlik asoslarini egallagan bo'lishlari talab qilinadi;

• chizmachilik darslari kompyuter grafikasi darslariga (bu alohida fanlarni bir-biri bilan chalkashtirmaslik zarur) aylantirmasligi shart.

ADABIYOTLAR TAHLILI VA METODOLOGIYA (ЛИТЕРАТУРА И МЕТОДОЛОГИЯ / METHODS)

Talabalarning grafik dasturlar bazasida chizma bajarishlariga tegishli metodik masalalarni ko'rib chiqamiz.

Hozirgi kunda chizma va uch o'lchamli modellar tasvirlarini bajarish bo'yicha juda ko'plab AutoCad, TopCAD, JCAD, 3D-GRAF, 3D-MAX, KD- Master, kabi grafik tizimlar kishilarning ilmiy va muhandislik faoliyatining turli sohalarida keng qo'llanilmoqda. Ulardan ta'lim tizimida ommalashgani *AutoCAD* hisoblanadi.

AutoCAD mamlakatimizda va chet ellardagi ko'pchilik korxona va tashkilotlarda loyiha-chizma ishlarini avtomatlashtirishning standartlashtirilgan tizimi sifatida shakllangan.

Metodik nuqtai nazardan chizmalarni kompyuterda bajarish mumkin bo'lgan chizmachilik va grafik tizimlarni birgalikda o'rganish masalasi hal qilinmagan muammo sifatida yuzaga chiqadi. Hozirgacha pedagogika fanida chizmachilikni qaysi mavzularini o'zlashtirgandan keyin elektron chizmalarni bajarishni boshlash mumkinligi, o'quvchilarni kompyuter ular uchun chizma bajarishi mumkin bo'lgan hollarda mustaqil chizma bajarishlarini qanday qilib ta'minlash mumkinligi kabi ko'plab savollarning javoblari asoslanmagan. Shu yerda umumt'lim maktablarining chizmachilik kursida o'rganiladigan kompyuter grafikasi bo'limiga to'xtalib o'tsak. Amaldagi dastur va darsliklarda bu bo'limga 2 (ikki) soat vaqt ajratilgan bo'lib, bu vaqt ichida o'quvchilar grafik redaktor yordamida oddiy geometrik shakllarning proyeksiyalarini tuzish hamda bajarilgan jismning fazoviy holatini va uning shaklini o'zgartirishni o'rganishlari kerak. Yana yuqorida bildirilgan mulohazalarni e'tiborga oladigan bo'lsak ajratilgan ikki soat ichida o'quvchilar kompyuter grafikasining alifbosini ham o'rganishga ulgurolmaydilar. Shuning uchun chizmachilik darslari jarayonida kompyuterlar va grafik dasturlarning imkoniyatlaridan oqilona foydalanish metodikasining taklif qilinishi to'g'riroq bo'lar edi.

Kompyuter chizmachilikning quyidagiga o'xshash bo'limlari:
• Detal shaklini tahlil qilish;
• Detal chizmalariga o'lcham qo'yish;
• O'quvchilarga detalning hajmli shaklini namoyish qilish kabilarda foydali bo'lishi mumkin.

**NATIJALAR (РЕЗУЛЬТАТЫ / RESULTS)**

1. Detal shaklini tahlil qilishda kompyuter foydali bo'libgina qolmay, zarur ham hisoblanadi. Bunda monitor ekranida o'quvchilar detalni alohida geometrik jismlarga ajratish mumkin bo'ladi, agar bunda qiyinchiliklar paydo bo'ladigon bo'lsa, o'qituvchi yoki dasturning o'zi detalni geometrik shakllarga ajratilgan holatdagi grafik tasvirini namoyish qiladi. Yuqorida aytilayotgan fikrlardan kelib chiqqan holda detal shaklini tahlil qilish kasb-hunar maktablarida proyeksion chizmachilik, mashinasozlik chizmachiligi fanlarida aynan shu imkoniyatlari mavjudligi biz pedagoglar uchun qulay. Proyeksion chizmachilik fanida "Detallarni tahlil qilish", "Aksonometrik proyeksiyalarni qurish", "Tekis kesim", "Sirtlarning kesishishi", Mashinasozlik chizmachiligi fanida "Yig'ish chizmalarini o'qish", "Yig'ish chizmalarini detallarga ajratish", "Ajratilgan detallarni qayta yig'ish", "Yig'ma birlikning aksonometriyasini qurish" mavzularida dasturning 3D interfeysida foydalanish, darslarni samarali tashkil etish hamda maqsadga erishishimiz uchun zamin yaratadi. (1-rasm).
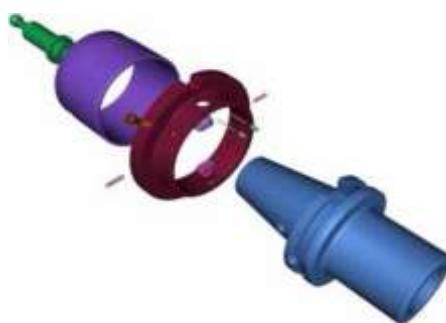
1-rasm

1. O'lchamlarni to'g'ri qo'yish uchun shaklni tahlil qilish - bajariladigan ishlarning asosiylaridan biri hisoblanadi. Shuning uchun bu holda ham kompyuterdan oldingiga o'xshash tarzda foydalaniladi.

2. Shuningdek, chizma bo'yicha detalning shaklini tasavvur qilishga qiynaladigan o'quvchilarga ushbu mavzuni o'rganishlarida kompyuterdan foydalanish katta yordam beradi. Masalan, "berilgan ikkita ko'rinish bo'yicha uchinchisini bajarish" mavzusidan grafik ish bajarishda o'quvchilarda qiyinchilik tug'ilgan hollarda kompyuterda detalning yaqqol tasvirini namoyish qilish orqali ularga topshiriqni mustaqil bajarishlariga yordam berib yuborish mumkin. Odatda o'qituvchilar bunday o'quvchilarga detal modelini plastilin yoki boshqa materialdan bajarib ko'rishni tavsiya qilib kelishar edi. Maktab chizmachilik kursi bo'yicha tayyorlangan SD-disk bo'ladigan bo'lsa, bunga zaruriyat qolmaydi. O'quvchilar kompakt-diskdagi detalning hajmli tasvirini har xil tomondan aylantirib qarab o'rganishlari mumkin. Bunda faqat o'quvchilar uchinchi ko'rinishni kompyuter yordamisiz, mustaqil ravishda chizishlari zarur bo'ladi. (2-rasm).
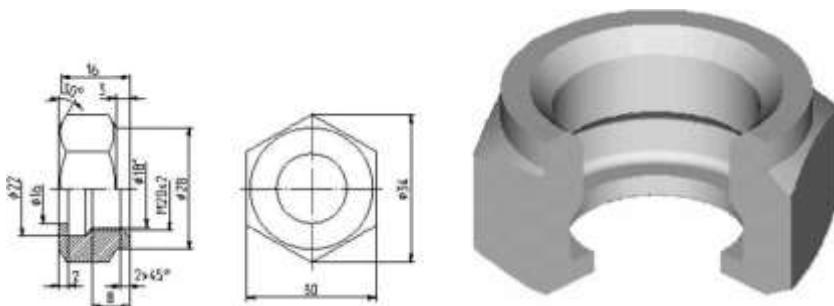
2-rasm

МУHOKAMA (ОБСУЖДЕНИЕ / DISCUSSION)

AutoCAD-tizimlarida uch o'lchamli obyektlarni yaratish uchun modellashning asosan uch: karkasli, sirtli va qattiq jismli modellash usullaridan foydalaniladi; ularning har biri real obyektlarni reallikning har xil darajasida yaratish imkonini beradi:

• *Karkasli modellash.* Ushbu modelda obyektning faqat qoburg'alari taqdim etiladi, uning qirralari aniqlanmaydi, shuning uchun model shaffof bo'ladi. Karkasli

modelda hajm tushunchasi bo'lmaydi.

• *Sirtli modellash.* Bu modelda obyektning qoburg'a va qirralari aniqlanadi, u karkasli modelga nisbatan aniqroq bayonni ta'minlaydi.

• Model shaffof emas, oldindagi qirralar ortdagi qirralarni berkitib turadi. Sirtli model hajmga ega, lekin massani hisobga olmaydi, chunki model devorlari qalinligi hisobga olinmaydi.

• *Qattiq jismli modellash.* Bu model obyektni haqiqatga yaqin bayon qilish imkonini beradi. U obyektning tashqi qirralari va qoburg'alari haqida batafsil informatsiyani beradi hamda uning ichki strukturasini bayon qiladi. Qattiq jismli model hajm va massaga ega va material xarakteristikasini hisobga oladi.

Uch o'lchamli modellash quyidagi imkoniyatlarni ta'minlaydi:

• modelni fazoning istalgan nuqtasidan ko'rib chiqish;

• model kesimini bajarish;

• modelning ikki o'lchamli chizmalarini avtomatik tarzda bajarish;

• modelning real aksini olish;

• material xarakteristikalari va tashqi yoritishni qo'shish.

AutoCADda uch o'lchamli fazoda ishlash uchun komandalar mavjud, ular yordamida uch o'lchamli obyektlarni modellash, materialni bayon qilish va yoritishni o'rnatish mumkin. AutoCAD 2021 da uch o'lchamli modellash uchun qulay maxsus interfeysi mavjud.

Muhandislik kompyuter grafikasiga oid bilimlarni muvaffaqiyat bilan egallashning asosiy shartlaridan biri o'qituvchilarning darslarini sifatli bo'lishi, zamon talabida dars o'tishi, yangi-yangi ta'lim texnologiya va vositalarini tadbiq etishi lozim. Buning uchun o'qituvchi zamondan ortda qolmasligi va yangidan kashf etilayotgan yutuqlar texnologiyalarni bilishi lozim va ularni o'z darslarida qo'llay olishi kerak.

XULOSA (ЗАКЛЮЧЕНИЕ / CONCLUSION)

Muhandislik kompyuter grafikasi darslarida axborot texnologiyalaridan foydalanish o'quvchilarda fazoviy tasavvurni rivojlantirish, mantiqiy fikrlash, geometrik o'lchash va yasashning amaliy usullarini o'rganish imkoniyatlarini beradi. Asosiysi, axborot texnologiyalari - chizma, diagramma, jadval ko'rinishidagi ma'lumotlarni o'qish qobiliyatini rivojlantiradi, mustaqil o'qish va o'rganishga imkoniyat yaratadi.

Maqolamning asosiy maqsadi yuqorida aytganimdek kompyuter texnologiyalaridan, xususan AutoCAD dasturidan dars jarayonida unumli, o'rinli foydalanib dars samaradorligini sezilarli darajada oshirishga muvaffaq bo'lishdan iborat edi va bunga qisman bo'lsada erisha oldim deb o'ylayman.

ADABIYOTLAR RO'YXATI (ИСПОЛЬЗОВАННАЯ ЛИТЕРАТУРА / REFERENCES)

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YOZUVCHI VA SHOIRLAR UCHUN MUALLIFLIK HUQUQI BILAN BOG'LIQ DOLZARB MASALALAR: XORIJIY VA MAHALLIY TAJRIBA

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ANNOTATSIYA

Maqolada yozuvchilar va shoirlarning mualliflik huquqi bilan bog'liq xalqaro va milliy tajriba, konvensiyalar, qonun va qarorlar, mavjud muammolar, O'zbekisonda mualliflar haqlarini yig'ish va taqsimlash tashkilotlari, mazkur tizimni rivojlantirish borasidagi takliflar haqida so'z yuritilgan.

Kalit so'zlar: mualliflik huquqi, konvensiya, "adabiy iqtisodiyot", adabiyot, ijodkorlik.

ABSTRACT

The article talks about the international and national experience, conventions, laws, and decisions related to the copyright of writers and poets, existing problems, organizations for the collection and distribution of authors' royalties in Uzbekistan, and proposals for the development of this system.

Keywords: copyright, convention, "literary economy", literature, creativity.

АННОТАЦИЯ

В статье говорится о международном и национальном опыте, конвенциях, законах и решениях, связанных с авторским правом писателей и поэтов, существующих проблемах, организациях по сбору и распределению авторских гонораров в Узбекистане, а также предложениях по развитию этой системы.

Ключевые слова: авторское право, конвенция, «литературная экономика», литература, творчество.

KIRISH

Insoniyat tarixida jamiyat tafakkurining oliy mahsulidan biri bu adabiyot sanaladi. Adabiyot insoniyat tajribalari, e'tiqodlari, qadriyatlari va an'analarining ifodasi sifatida kelajak avlodlarga turli madaniyatlar va tarixiy davrlarni tushunish imkonini beradi. Adabiyot orqali biz turli jamiyatlarning ijtimoiy, siyosiy va iqtisodiy vaziyatlari

haqida tushunchaga ega bo'lish barobarida avlodlar uchun o'ta zarur haqiqatlarni qoldirishimiz mumkin.

XX asrda G'arb va Sharq adabiyoti namunalarini olib qaraydigan bo'lsak, inson psixologiyasi, millatlar tafakkuri, jamiyat tanazzuli sabablari, erk va ozodlik mavzusi o'ta muhim bo'lgani kabi texnologik taraqqiyot avj olgan XXI asrda ham inson ruhiyatini taftish qilish shoir va yozuvchilar oldida turgan muhim masala sanaladi.

Sobiq ittifoq parchalangach, mustamlaka respublikalar o'rnida mustaqil davlatlar tashkil topganidan so'ng barcha sohalarda xususiy mulkchilik madaniyati jadal kirib keldi. Tabiiyki bu adabiyotda ham o'z aksini topdi. Garchi bugungi kunda dunyoning ko'pgina mamlakatlari qatori O'zbekistonda ham yozuvchilik va shoirlik, badiiy asar yaratish kasb o'laroq tirikchilik manbai bo'la olmayotgan bo'lsa-da, so'nggi yillarda bir qator ilg'or nashriyotlar adiblar bilan o'zaro shartnomalar asosida ish olib borayotganligini zamonaviy jamiyatlardagi mualliflik huquqi masalalari sari siljish, deb atash mumkin. Albatta, bugungi umumiy vaziyatni mualliflik huquqi bilan bog'liq qonunchilikning amalda to'liq ishlamayotgani, zarur tizimlarning mavjud emasligi bilan ham izohlash o'rinli. Ma'lumki, O'zbekiston Respublikasining "Mualliflik huquqi va turdosh huquqlar" to'g'risidagi qonuni 35-moddasida mualliflik huquqi muallifning butun hayoti davomida va uning vafotidan keyin yetmish yil davomida amal qilishi nazarda tutilgan.[1] Hammualliflikda yaratilgan asarga bo'lgan mualliflik huquqi hammualliflarning butun hayoti davomida va hammualliflar orasida eng uzoq umr ko'rgan oxirgi shaxs vafot etganidan keyin yana yetmish yil, taxallus ostida yoki imzosiz qonuniy oshkor qilingan asarga bo'lgan mualliflik huquqi esa asar oshkor qilinganidan keyin ellik yil davomida amal qiladi. Mualliflik huquqi, mualliflik ismi-sharifiga bo'lgan huquq va muallif obro'sini himoya qilish huquqi muddatsiz muhofaza qilinadi.

Shu o'rinda badiiy ijod bilan shug'ullanuvchi shaxs, ya'ni muallif o'zi kim, degan savol tug'ilishi tabiiy. Muallif — bu ijod obyektini o'z mehnati bilan yaratgan fuqaro. Bunday ijodiy obyektni yaratishda shaxsiy ijodiy hissini qo'shmagan fuqarolar intellektual faoliyat natijalarining mualliflari deb tan olinmaydi.[2]

Zamonaviy mamlakatlarni olib qaraydigan bo'lsak, mualliflik huquqi qonunlari yozuvchi va shoirlarning intellektual mulk huquqlarini himoya qilishda muhim rol o'ynaydi. Albatta, internetning paydo bo'lishi, tezkor texnologik taraqqiyot va raqamli innovatsiyalar asrida yozuvchi va shoirlar o'zlarining intellektual mulk huquqlarini himoya qilishda yangi muammolarga duch kelishmoqda. Shu o'rinda mualliflik

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[1]Qonunchilik ma'lumotlari milliy bazasi, [National Legislative Database] 21.08.2021-y., 03/21/709/0808-son.

[2]I.B.Yakubova. Mualliflikhuquqi. O'quv qo'llanma. – T.: TDYuU nashriyoti, 2020. – 19 b.

huquqiga oid qonunchilikning yozuvchi va shoirlarga bog'liq asosiy tamoyillari nima, degan savolni o'rtaga tashlash mumkin. Buning izohi sifatida esa mualliflik huquqi to'g'risidagi qonunlar ijodkorlarga o'z asarlariga mutlaq huquqlar berishini qayd etish lozim. Ya'ni, bu huquqlar odatda asarlarni qayta ishlab chiqarish, tarqatish, omma oldida ijro etishga ruxsat berish kabi mulkiy va nomulkiy huquqlarni o'z ichiga oladi. Mualliflik huquqini himoya qilish odatda asar yaratilganda avtomatik ravishda beriladi. Umuman olganda, mualliflik huquqi yozuvchi va shoirlar uchun muhim professional jihat bo'lib qolmoqda va bu sohadagi dolzarb muammolarni tushunish ularga o'z manfaatlarini samarali himoya qilish va ijodiy mehnatlari uchun adolatli tovon olish imkonini beradi.

Mualliflik huquqi bo'yicha eng muhim xalqaro shartnoma Bern konvensiyasidir. O'zbekiston 2004-yilda adabiy va badiiy asarlarni muhofaza qilish to'g'risidagi Bern konvensiyasiga qo'shilgan. Bern konvensiyasi hozirda amalda va Jahon intellektual mulk tashkiloti (BIMT) tomonidan boshqariladi. Konvensiya mualliflarga bir qator huquqlar bergan bo'lsa-da, Bern konvensiyasining eng muhim jihati shundaki, mamlakatlar boshqa a'zo davlat fuqarosi bo'lgan muallifga har qanday huquqlardan tashqari o'z fuqarolariga taqdim etayotgan himoyani ham berishi kerak. Boshqacha qilib aytganda, Fransiya fuqarosining Polsha yoki Marokashdagi ishi avtomatik ravishda Polsha yoki Marokash fuqarosining ishi bilan bir xil himoyadan foydalanadi.[1]

Yuqoridagilardan kelib chiqib, so'nggi yillarda O'zbekistonda mualliflik huquqi bilan bog'liq nizoli ishlar oshib borayotganligiga nazar tashlaydigan bo'lsak, o'z-o'zidan ushbu yo'nalish institutlari (mulkiy huquqlarni jamoaviy asosda boshqaruvchi tashkilotlar) faoliyati nisbatan sezilayotganligini aytish mumkin. Bu jarayon esa ijodkorlar o'z huquqlarini tushunib yetayotganligidan darak beradi.

Dunyo bo'ylab bir qancha tashkilotlar yozuvchi va shoirlarning huquqlarini himoya qiladi. "PEN International" ana shulardan biri. 1921-yilda tashkil etilgan mazkur idora butun dunyo bo'ylab so'z erkinligi va yozuvchilar huquqlarini himoya qiladi. Tashkilot 100 dan ortiq mamlakatlarda faoliyat yuritadi. Yana bir xuddi shunday tuzilma Xalqaro mualliflar forumi (IAF). IAF xalqaro miqyosda mualliflarning manfaatlarini ifodalovchi global tarmoqdir. U mualliflik huquqi, adolatli shartnomalar va yozuvchilar uchun so'z erkinligi kabi masalalarga e'tibor qaratadi. Amerika Qo'shma Shtatlardagi yozuvchilar uchun professional tashkilot bu Mualliflar uyushmasi. U mualliflar huquqlarini himoya qiladi, huquqiy yordam ko'rsatadi va yozuvchilarga nashriyot sohasida yordam berish uchun resurslarni taklif qiladi.

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[1] https://siip.uz/postsuz/67

"Ijodiy iqtisodiyot": mualliflik haqlarini to'plash va tarqatish. Mualliflik haqlarini yig'ish va taqsimlash tizimi bu amalda yozuvchi va shoir uchun nisbatan iqtisodiy erkinlik olib keldi va ijodiy jarayon uzluksizligini ta'minlaydi. Yozuvchi va shoirlar uchun iqtisodiy erkinlik va ijodiy erkinlik o'rtasidagi munosabatlar aslida murakkab va serqirradir. Iqtisodiy erkinlik, shubhasiz, ijodiy faoliyatni osonlashtirishi va izlanish uchun imkoniyatlar yaratishi mumkin bo'lsa-da, bu badiiy yuksak asar yaratishda eng zarur shart emas aslida. Ko'plab yozuvchi va shoirlar iqtisodiy qiyinchiliklarga qaramay, o'z tajribalaridan va atrofdagi dunyodan ilhom olib, ijodiy muvaffaqiyatga erishganlar. Bunga jahon modernizm adabiyotini boshlab bergan Kafkani misol qilish mumkin. Eng chuqur va ta'sirli asarlar ko'pincha qiyinchiliklar, ziddiyatlar ta'sirida paydo bo'ladi.

Global dunyoda mualliflik huquqlarini to'plash va tarqatish ijodiy iqtisodiyotning muhim jihatiga aylangan. Musiqadan adabiyotgacha, kinodan dasturiy ta'minotgacha, ijodkorlar o'zlarining intellektual mulklarini himoya qilish va mehnatlari uchun adolatli to'lov olish uchun ayni shu tizimga tayanadilar. Biroq, mualliflik haqlarini to'plash va tarqatish landshafti ko'p qirrali va butun dunyo bo'ylab turli xil madaniy, huquqiy va texnologik kontekstlarni aks ettiruvchi qiyinchiliklarga to'la. Amerika Qo'shma Shtatlari va Buyuk Britaniya kabi ba'zi mamlakatlarda bir nechta nodavlat tashkilotlar bozorda raqobatlashadi va ijodkorlarga vakillik qilishda tanlov taklif qiladi. Aksincha, boshqa mamlakatlarda mualliflik huquqini boshqarish uchun mas'ul bo'lgan markazlashgan hukumat tashkilotlari mavjud. Rivojlanayotgan mamlakatlarda esa ko'pincha mualliflik haqini to'plashning samarali tizimlarini yaratish va qo'llab-quvvatlashda muammolar mavjud. Cheklangan infratuzilma, resurslarning yetishmasligi ijodkorlarning o'z mualliflik huquqlarini ta'minlash va qilgan ishlari uchun adolatli gonorar olishlariga to'sqinlik qilishi mumkin. Xalqaro tajriba, albatta ushbu nomutanosibliklarni bartaraf etish va global mualliflik huquqi ekotizimini tashkil etishda muhim ahamiyatga ega.

XULOSA

Mualliflik haqlarini to'plash va tarqatish global bozorda ijodkorlik, innovatsiyalar va madaniy xilma-xillikni rivojlantirishning ajralmas qismi ekanligini inobatga olsak, bugungi kunda mamlakatimizda shu turdagi nodavlat tashkilotlar faoliyatini davlat tomonidan hartomonlama qo'llab-quvvatlash, yangi institutlar paydo bo'lishini rag'batlantirish, ular orasida o'zaro raqobat muhitini paydo qilish zarurdir. Bizningcha, mazkur tizimni yaratmay turib, adabiyotni rivojlantirish, adiblarimiz huquqlarini to'la ta'minlash mumkin emas.

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3. *I.B. Yakubova. Mualliflik huquqi. O'quv qo'llanma. – T.*: TDYu *nashriyoti, 2020.*

JISMONIY TARBIYA VA SPORTDA MENEJMENTNING AHAMIYATI

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ANNOTATSIYA

Ushbu ilmiy maqolada jismoniy tarbiya va sportda menejmentning asosoiy roli va ahamiyati nimadaligini qolaversa sport sohasidagi barcha tashkilotlarning boshqaruv faoliyati shu jumladan sport inshootlari va jihozlariga alohida e'tibor qaratish buning uchun esa sport sohasida biznesni rivojlantirish kerakligi, sport tashkilotlariga homiylarni jalb qilish va reklama orqali moddiy ba'zani kengaytirish ya'ni samarali byudjetni ishlab chiqish takidlab o'tilgan.

Kalit so'zlar: sport menejmenti, marketing, global miqyosda ulkan biznesga aylandi, Spor menejmenti – bu kompaniya yoki sport tashkilotini boshqarishga imkon beradigan tadbirlar to'plami, homiylik orqali daromadni oshirish, samarali byudjetlarni ishlab chiqish, tashkilot ichidagi turli xizmatlar, sportning biznes tomonini boshqarish

АННОТАЦИЯ

В данной научной статье какова основная роль и значение менеджмента в физическом воспитании и спорте, а также управленческой деятельности всех организаций в сфере спорта, в том числе спортивных сооружений и оборудования, и для этого необходимо разработать бизнес в сфере спорта, привлечение спонсоров в спортивные организации и оказание материальной поддержки посредством рекламы. Подчеркивается, что расширение экономики, то есть освоение эффективного бюджета.

Ключевые слова: спортивный менеджмент, маркетинг, превратился в огромный бизнес мирового масштаба. Спортивный менеджмент – это совокупность видов деятельности, которые позволяют управлять компанией или спортивной организацией, увеличивать доходы за счет спонсорства, разрабатывать эффективные бюджеты, различные службы внутри организации, управлять деловая сторона спорта.

ANNOTATION

In this scientific article, what is the main role and importance of management in physical education and sports, as well as the management activities of all organizations in the field of sports, including sports facilities and equipment, and for this, it is necessary to develop business in the field of sports, attract sponsors to sports organizations and provide material support through advertising. It is emphasized that the expansion of the economy, that is, the development of an effective budget.

Key words: sports management, marketing, has become a huge business on a global scale, Sports management is a set of activities that allow you to manage a company or sports organization, increase revenue through sponsorship, develop effective budgets, various services within the organization, manage the business side of sports.

Sportni boshqarish ham qiziqarli, ham murakkab bo'lishi mumkin. Bu sport, qonunlar va qoidalarni puxta bilishni talab qiladigan juda talabchan soha. So'nggi yillarda u keskin o'sdi. Batafsilroq bo'lsa, sport menejmenti nima? Sport shunchaki sevimli masg'ulot emas, balki global miqyosda ulkan biznesga aylandi va bu biznesni boshqarish qobiliyatiga ega bo'lganlarga talab kata. Ushbu maqolada biz sport menejmenti kasbi nima ekanligini, shuningdek, muvaffaqqiyatga erishish uchun zarur bo'lgan tashkiliy ko'nikmalarni batafsil ko'rib chiqamiz.

Sport menejmenti murakkab biznesdir. Maqsadlar ko'p va ishtirokchilarning motivlari juda ko'p. Spor menejmenti – bu kompaniya yoki sport tashkilotini boshqarishga imkon beradigan tadbirlar to'plami. Bularga moliyaviy boshqaruv, xodimlar, jihozlar va sport inshootlari kiradi. Sport menejmentining asosiy maqsadi sportchilar va tomoshabinlarga ko'rsatiladigan xizmatlar sifatini ta'minlash bilan birga sport faoliyatining barqarorligini ta'minlashdir.

Sport menejmentining maqsadlari, tashkiliy nuqtai nazardan, juda ko'p va xilma-xildir. Ular moliyaviy, balki marketing yoki aloqa bo'lishi mumkin. Bu, shuningdek, texnik, sport yoki sanitariya talablarini qondirish masalasi bo'lishi mumkin.

Shunday qilib, sport menejmentining maqsadlari quyidagilardan iborat:

- Chipta sotish, homiylik orqali daromadni oshirish;

- muxlislar tajribasini yaxshilash;

- futbolchilar, murabbiylar va xodimlarni rivojlantirish;

- Samarali marketing va reklama strategiyasini yaratish;

- barqaror byudjetni ishlab chiqish;

- strategic rejalarni ishlab chiqish va amalga oshirish;

- muvaffaqiyatni baholash uchun ishlash ko'rsatkichlarini monitoring qilish;

- Brend tan olinishi va sportning ta'sirini yaxshilash;

- jamoatchilik ishtirokini va xabardorligini oshirish;

- barcha ishtirokchilar xavfsizligini ta'minlash uchun xavflarni boshqarish.

Sport menejmenti mutaxassislari oldida bir qancha muammolar mavjud. Birinchidan, ular sportchilar va jamoaning yaxshi ishlashini ta'minlashi kerak. Keyin ular jamoa va tashkilotning moliyasini boshqarishlari zarur. Ular jamoatchilik bilan aloqalar va ommaviy axborot vositalarini ham boshqarishi lozim.

Bunday muammolarga misollar:

- samarali byudjetlarni ishlab chiqish va saqlash;

- futbolchilarni yollash, ijaraga olish va saqlab qolish;

- muxlislar so'rovlariga javob berish; o'yinchi salomatligi va xavfsizligini boshqarish;

- sportning biznes tomonini boshqarish;

- qonunlar va me'yoriy hujjatlarga rioya etilishini ta'minlash;

- OAV e'tiborini boshqarish;

- homiylik shartnomalarini muzokaralar olib borish va amalga oshirish;

- uzoq muddatli tashkilot muvaffaqitini yaratish va qo'llab – quvvatlash;

Sport menejmenti turli xil tajriba va mas'uliyat sohalarini birlashtirgan intizomdir. Umuman olganda, sport menejmenti sportning tashkiliy, moliyaviy, marketing va huquqiy jihatlarini qamrab oladi. Biroq, sport tashkilotining tabiati va hajmiga qarab, menejerlar ko'proq yoki kamroq mas'uliyatga ega bo'lishi mumkin. Sport menejmentining maqsadi tegishli tuzilmani yaratish va tashkilotning har bir a'zosining roli va mas'uliyatini belgilash orqali tashkilotning uzluksiz ishlashini ta'minlashdir,. Bu, shuningdek, tashkilot ichidagi turli xizmatlarni (ma'muriy, logistika, texnik) boshqarish haqida. Moliyaviy jihatdan, sport menejmenti qat'iy moliyaviy boshqaruvni amalga oshirish orqali tashkilotning moliyaviy hayotiyligini ta'minlashga qaratilgan. Bunga moliyalashtirish (homiylar, grantlar) qidirish, byudjetni boshqarish va investitsiyalarni rejalashtirish kiradi.

Sport menejmenti – bu klub yoki sport federatsiyasini boshqarishga imkon beradigan tadbirlar majmui. Bu faoliyatga moliya, xodimlar, jihozlar va sport inshootlarini boshqarish kiradi. Aksariyat hollarda sport klublari va federatsiyalari ierarxik tuzilmada tashkil etilgan. Ierarxiyaning yuqori qismida tashkilotning siyosiy qarorlari va strategic rejalarini qabul qilish uchun mas'ul bo'lgan Direktorlar kengashi joylashgan. Direktorlar kengashi ostida murabbiylar, murabbiylar va ma'murlardan iborat xodimlar mavjud. Bu xodimlar klub yoki federatsiyaning kundalik faoliyatini nazorat qiladi. So'ngra, murabbiylar rahbarligida o'yinchilar va a'zolar sport bilan shug'ullanadi va uning o'sishi hamda muvaffaqiyatiga yordam beradi. Bundan ko'rinib

turibdiki sport sohasida menejment alohida ahamiyatga ega ya'ni boshqaruv yaxshi bo'lsa sport sohasidagi yutuq va yangiliklar ulkan bo'ladi shu jumladan sportchilarni moddiy rag'batlantirish yuqori darajada bo'ladi. Sport sohasiga ya'ni sportni barcha jabhasida yirik moddiy ba'zaga ega bo'lgan homiylarni jalb qilsak qolaversa reklama orqali ham moddiy ba'zamizni kattalashtirsak o'z o'rnida sportnichilarimizning yutuqlari bardavom bo'ladi.

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TA'LIM SIFATINI OSHIRISH — YANGI O'ZBEKISTON TARAQQIYOTINING GAROVI

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ANNOTATSIYA

Mazkur maqolada O'zbekistonning yangilanayotgan ta'lim tizimi va bu tizimning mamlakatni ijtimoiy-iqtisodiy taraqqiyotidagi rolini tahlil qilinadi. Shuningdek, ta'lim sifatini oshirish Yangi O'zbekistonning umumiy taraqqiyoti va global raqobatbardoshlikka erishishdagi ahamiyati qay darajada muhim ekanligi yoritiladi. Maqolada ta'lim tizimini isloh qilishning hozirgi bosqichlari, shu jumladan ta'lim muassasalarining moddiy-texnik bazasini mustahkamlash, o'qituvchilarning kasbiy malakasini oshirish, shuningdek, ta'lim mazmunini zamonaviy talablarga moslashtirish kabi jarayonlar tahlil qilinadi. Jumladan, maqolada O'zbekistonning ta'lim tizimida amalga oshirilayotgan innovatsion yondashuvlar, xususan raqamli texnologiyalarning ta'lim jarayoniga integratsiyasi, ta'limning inkluzivligini oshirish va xalqaro hamkorlik orqali ta'lim sifatini yaxshilash bo'yicha chora-tadbirlar muhokama qilinadi.

Bu islohotlar natijasida mamlakatning ijtimoiy va iqtisodiy taraqqiyoti uchun zarur bo'lgan yuqori malakali kadrlar tayyorlashga qaratilgan strategiyalar va dasturlar tasvirlanadi. Maqola, O'zbekistonning ta'lim tizimini takomillashtirish orqali erishilgan yutuqlar va kelajakdagi rejalarning tavsifi bilan yakunlanadi.

Kalit so'zlar: *Ta'lim sifati, O'zbekiston, ijtimoiy-iqtisodiy taraqqiyot, ta'lim, tizim, isloh qilish, raqamli texnologiyalar, inkluziv ta'lim, xalqaro hamkorlik, yuqori malakali kadrlar, innovatsion yondashuvlar, ta'lim mazmuni.*

Kirish

Shunday gap bor – taraqqiyot manzili sari oshiqayotgan jamiyatlar inson aqlu zakovatisiz o'z o'rniga ega bo'lishi amri mahol. Taraqqiy etgan davlatlarning rivojlanish yo'liga e'tibor bersak, ularning deyarli barchasi fan – ta'lim rivoji bilan shu darajaga yetgan.

Shu maqsadda, O'zbekiston Respublikasida ham so'nggi yillarda ta'lim tizimini tubdan isloh qilish yo'lida qadamlar tashladi hamda yoshlar siyosatiga alohida e'tibor berilmoqda. Mamlakatning ijtimoiy va iqtisodiy taraqqiyoti uchun yuqori sifatli

ta'limning ahamiyati beqiyosdir. Respublikamizdagi ta'lim siyosatida bo'layotgan ijobiy o'zgarishlarning asosiy qismini, xalq ta'limi va oliy ta'lim tizimiga to'g'ri kelmoqda. Xususan, Oliy ta'limdagi bakalavriat va magistratura bosqichidagi tizimli islohotlarning ustuvor yo'nalishlarini belgilash, erkin fikrlaydigan yuksak saviyali personallarni tayyorlash jarayonini sifat jihatidan yangi darajaga chiqish, oliy ta'limga innovatsion texnologiyalarni joriy qilish, ilg'or ta'lim texnologiyalariga asoslangan holda ijtimoiy soha va iqtisodiyot tarmoqlarini rivojlantirish maqsadida prezidentimizning 2019 yil 8 oktyabrdagi farmoni bilan tasdiqlangan "O'zbekiston Respublikasi oliy ta'lim tizimini 2030 yilgacha rivojlantirish Konsepsiyasi"[1] sohadagi yangi islohotlar uchun debocha vazifasini bajarib bermoqda.

Ushbu hujjatga intellektual taraqqiyotni jadallashtirish, raqobatbardosh kadrlar tayyorlash, ilmiy va innovatsion faoliyatni samarali tashkil etish hamda xalqaro hamkorlikni mustahkamlash maqsadida fan, ta'lim va ishlab chiqarish integratsiyasini rivojlantirish singari vazifalar asos qilib olindi.

Davlat-xususiy sherikchiligi asosida nodavlat oliy ta'lim muassasalari faoliyati yo'lga qo'yilmoqda. Aholi fikrini o'rgangan holda, sirtqi va kechki ta'lim shakllari qayta tiklandi, qabul kvotalari oshirilmoqda. Maktab bitiruvchilarini oliy ta'limga qamrab olish darajasi 2016 yilgi 9 foizdan 2030 yilgacha 50 foizga etishi belgilandi[2]. Oliy ta'limga ajratiladigan davlat grantlari soni kamida 25 foizga oshirilganligi, oliy o'quv yurtlariga qabul qilishda ehtiyojmand oilalar qizlari uchun grantlar sonini 2 barobarga ko'paytirib, 2 mingtaga etkazilishi oliy ta'limga qamrab olish ko'lamini yanada kengaytirdi[3].

"Ta'lim siyosatidagi asosiy reformalardan biri oliy ta'lim va xalq ta'limi o'rtasidagi integratsiyani kuchaytirish maqsadida 200 dan ortiq oliy o'quv yurtlari maktablarga biriktirildi. Shuningdek, 190 ta kasb-hunar ham o'z yo'nalishi bo'yicha turdosh oliygoh va tarmoq korxonalariga biriktirilishi bo'ldi"[4].

Ta'lim sohasida amalga oshirilayotgan ustivor vazifalar, dolzarbligi hamda ahamiyati bilan boshqa sohalardagi o'zgarishlardan aslo qolishmaydi. Chunki, ayni tizimdagi yangilanishlarni yanada keng ko'lamda davom ettirish zaruratdir.

Mamlakatimiz Prezidenti, rahbar sifatidagi faoliyatini yurtimiz akademiklari, etakchi olimlari, umuman, ilm ahli bilan uchrashuvdan boshlaganligi, yurtimizda ilm-

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[1] O'zbekiston Respublikasi Prezidentining Farmoni, 08.10.2019 yildagi PF-5847-son - https://lex.uz/docs/-4545884
[2] 2030-yilgacha bitiruvchilarning 50 foizi oliy ta'limga qabul qilinadi - https://www.gazeta.uz/oz/2019/10/09/oliy-talim/
[3] O'zbekistonda oliy ta'limga ajratiladigan davlat grantlari soni kamida 25 foizga oshiriladi - https://m.kun.uz/news/2020/12/29/ozbekistonda-oliy-talimga
[4] Ta'lim tizimi va yangicha yondashuvlar - https://yuz.uz/uz/news/talim-tizimi

fan rivojini ishlab chiqarish taraqqiyoti bilan uyg'unlantirishga qaratganligi bejiz emas[1]. "Yangi O'zbekiston" konsepsiyasi doirasida ta'lim sifatini oshirish, mamlakatning kelajakdagi taraqqiyotining garovi sifatida qaralmoqda. Bu islohotlar mamlakatni global miqyosda raqobatbardosh qilish va iqtisodiy o'sishni ta'minlashda muhim rol o'ynaydi. Ushbu maqolada, O'zbekiston ta'lim tizimining hozirgi holati va uni isloh qilishning asosiy yo'nalishlari tahlil qilinadi. Ta'lim muassasalarining moddiy-texnik bazasini mustahkamlash, o'qituvchilarning kasbiy malakasini oshirish va ta'lim mazmunini zamonaviy talablarga moslashtirishga alohida e'tibor qaratiladi. Shuningdek, raqamli texnologiyalar va xalqaro hamkorlik orqali ta'lim sifatini yaxshilash kabi strategiyalar muhokama qilinadi.

Tadqiqot Metodologiyasi

Ushbu maqolada O'zbekistonning ta'lim tizimini isloh qilish jarayonlari va bu islohotlarning mamlakatning ijtimoiy-iqtisodiy taraqqiyotiga qanday ta'sir qilishi o'rganiladi. Tadqiqot, ta'lim sifatini oshirish orqali erishilgan yutuqlar va kelajak rejalari tahliliga asoslanadi.

Tadqiqot quyidagi metodlarni qo'llash orqali amalga oshiriladi:

1. Adabiyotlar tahlili:

- O'zbekiston va boshqa mamlakatlarning ta'lim tizimlarini isloh qilish bo'yicha mavjud adabiyotlar tahlil qilinadi. Bu orqali, islohotlarning eng yaxshi amaliyotlari va ularning natijalari o'rganiladi.

- Hukumat hujjatlari, ta'lim siyosati bo'yicha hisobotlar, ilmiy maqolalar va boshqa manbalardan foydalaniladi.

2. Statistik tahlil:

- O'zbekistonning milliy statistika ma'lumotlaridan foydalanib, ta'lim tizimining sifati va taraqqiyoti bo'yicha raqamlar tahlil qilinadi.

-Ta'lim sifatini o'lchashda foydalanilgan ko'rsatkichlar (masalan, o'qituvchilarning malakasi, o'quvchilarning sinov natijalari, bitiruvchilarning ish bilan ta'minlanish darajasi) tahlil qilinadi.

3. So'rovnomalar va intervyular:

- Ta'lim muassasalari rahbarlari, o'qituvchilar, o'quvchilar va ularning ota-onalari bilan so'rovnomalar va yarim tuzilgan intervyular o'tkaziladi.

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[1] Prezident ilm-fan vakillari bilan uchrashdi - https://www.gazeta.uz/oz/2016/12/31/ilm-fan/

- Bu orqali, islohotlarning ta'lim sifatiga ta'sirini baholashda real fikr va kuzatuvlarni to'plash mumkin bo'ladi.

Ma'lumotlarni tahlil qilish

- Kvantitativ ma'lumotlar: Olingan statistik ma'lumotlar SPSS yoki Excel kabi dasturlar yordamida tahlil qilinadi. Bu tahlil orqali, ta'lim sifatini oshirishning aniq ko'rsatkichlari aniqlanadi.

- Kvalitativ ma'lumotlar: Intervyular va so'rovnomalar yordamida olingan ma'lumotlar mazmun tahlili orqali qayta ishlanadi. Bu tahlil, islohotlar jarayonida yuzaga kelgan muammolar va ularning yechimlari haqida chuqurroq tushuncha beradi.

Olingan ma'lumotlar asosida, O'zbekistonning ta'lim tizimini isloh qilishdagi asosiy yutuqlar va qiyinchiliklar belgilanadi hamda kelajakdagi islohotlar yo'nalishlari bo'yicha tavsiyalar ishlab chiqiladi. Tadqiqot natijalari, ta'lim sifatini oshirishning mamlakatning ijtimoiy-iqtisodiy taraqqiyotidagi rolini chuqurroq tushunishga yordam beradi.

Maqola, ta'lim tizimidagi o'zgarishlar va ularning mamlakatning ijtimoiy-iqtisodiy taraqqiyotiga qo'shgan hissasini o'rganishga bag'ishlangan bo'lib, ta'lim sifatini oshirishning Yangi O'zbekistonning taraqqiyotidagi rolini chuqurroq tushunishga yordam beradi.

Natijalar

Umumiy kuzatuvlar

Tadqiqot natijalari, O'zbekiston ta'lim tizimida amalga oshirilayotgan islohotlar ta'lim sifatini sezilarli darajada oshirishga qodir ekanini ko'rsatdi. Ushbu islohotlar jumladan, ta'lim muassasalarining moddiy-texnik bazasini mustahkamlash[1], o'qituvchilarning kasbiy malakasini oshirish[2] va ta'lim mazmunini zamonaviy talablarga moslashtirish[3]ni o'z ichiga oladi.

Statistik ma'lumotlar asosidagi natijalar

1. O'qituvchilar malakasi: Tadqiqot davrida o'qituvchilarning kasbiy rivojlanishi uchun qo'shimcha dasturlar joriy etilgan bo'lib, bu o'qituvchilarning o'z fanlarini chuqurroq tushunishlariga va o'quvchilarga sifatli bilim berishlariga yordam bergan. Natijada, o'qituvchilarning o'z kasbini egallash darajasi oshgan.

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[1] Oliy ta'lim tizimini yanada rivojlantirish chora-tadbirlari to'g'risida - https://president.uz/oz/lists/view/420

[2] O'zbekiston Respublikasi Vazirlar Mahkamasining qarori, 23.09.2019 yildagi 797-son - https://lex.uz/docs/-4526545

[3] Ta'lim mazmuni — taraqqiyot mezoni - https://yuz.uz/uz/news/talim-mazmuni--taraqqiyot-mezoni

2. O'quvchilar natijalari: Ta'lim sifatining yaxshilanishi bilan bir qatorda, milliy va xalqaro baholash tizimlarida[1] o'quvchilarning yutuqlari sezilarli darajada oshdi. Bu o'zgarishlar, ta'lim sifatini oshirishga qaratilgan chora-tadbirlarning samaradorligini tasdiqlaydi.

3. Ta'lim muassasasi infrastrukturasi: Ko'plab ta'lim muassasalarida zamonaviy o'quv jihozlari bilan ta'minlash va ta'lim muhitini yaxshilash[2] bo'yicha ishlar amalga oshirildi. Bu esa, o'quvchilarning ta'lim olish sharoitlarini yaxshilashga yordam bergan.

Kvalitativ ma'lumotlar asosidagi kuzatuvlar

1. O'qituvchi va o'quvchi munosabatlari: So'rov va intervyular natijalariga ko'ra, o'qituvchilar va o'quvchilar o'rtasidagi muloqot sifati yaxshilangan. O'qituvchilarning pedagogik uslublarini takomillashtirishga qaratilgan tadbirlar o'quvchilarning darslarga qiziqishini oshirgan.

2. Inkluziv ta'lim: Ta'lim tizimida inkluziv ta'limni rivojlantirishga alohida e'tibor qaratilgan, bu esa turli ehtiyojlarga ega o'quvchilarning ta'lim olish imkoniyatlarini kengaytirgan.

Xulosa va Takliflar

Tadqiqot natijalari, O'zbekistonda amalga oshirilayotgan oliy ta'lim islohotlarining mamlakatning ijtimoiy va iqtisodiy taraqqiyotiga sezilarli ijobiy ta'siri[3] borligini ko'rsatmoqda. Islohotlar doirasida oliy ta'lim muassasalarining moddiy-texnik bazasining mustahkamlanishi, o'qituvchilar va professorlar tarkibining malakasining oshirilishi, shuningdek, ta'lim mazmunining zamonaviy talablarga javob beradigan darajada yangilanishi kabi o'zgarishlar sodir bo'lmoqda. Bu yondashuvlar mamlakatning xalqaro maydondagi raqobatbardoshligini oshirishga va kelajak avlodlarning sifatli ta'lim olish imkoniyatlarini kengaytirishga xizmat qilmoqda.

Takliflar

1. Oliy ta'limni baholash va akkreditatsiya tizimini takomillashtirish:

- Oliy ta'lim dasturlarini baholash va akkreditatsiya qilish tizimini yanada takomillashtirish. Bu tizim oliy ta'lim muassasalarining ta'lim sifatini doimiy nazorat

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[1] Xalqaro baholash tadqiqotlari — ta'lim sifatida muhim qadam - https://yuz.uz/uz/news/xalqaro-baholash-tadqiqotlari--talim-sifatida-muhim-qadam

[2] TA'LIM-TARBIYA TIZIMINI YANADA TAKOMILLASHTIRISHGA OID QO'SHIMCHA CHORA-TADBIRLAR TO'G'RISIDA - https://lex.uz/acts/-5085887

[3] Oliy ta'lim islohotlari: muammolar, o'zgarish va yutuqlar - https://parliament.gov.uz/articles/1562#

qilish imkonini beradi va ta'lim dasturlarining zamonaviy talablarga mosligini ta'minlaydi.

2. Professor-o'qituvchilar tarkibini rivojlantirish:

- Oliy ta'lim muassasalarida professor-o'qituvchilar tarkibining malakasini oshirishga qaratilgan dasturlarni kuchaytirish. Xalqaro tajriba almashinuvi, malaka oshirish kurslari va ilmiy-tadqiqot faoliyatini rag'batlantirish kabi tadbirlar bu jarayonni yanada samarali qilishi mumkin.

3. Raqamli ta'lim resurslarini kengaytirish:

- Oliy ta'limda raqamli ta'lim resurslaridan foydalanishni kengaytirish. Bu orqali ta'lim muassasalari zamonaviy ta'lim texnologiyalaridan samarali foydalanish imkoniyatiga ega bo'ladi va talabalar uchun ta'lim jarayonini yanada qulay va samarali qiladi.

4. Xalqaro hamkorlik va tarmoqlar kengaytirish:

- Xalqaro hamkorlikni rivojlantirish va O'zbekiston oliy ta'lim muassasalarini jahon ta'lim tarmoqlariga integratsiya qilish. Bu, oliy ta'lim sifatini yaxshilashga va global ilmiy hamjamiyat bilan aloqalarni mustahkamlashga yordam beradi.

5. Oliy ta'lim muassasalarida ilmiy-tadqiqot faoliyatini rag'batlantirish:

- Oliy ta'lim muassasalarida ilmiy-tadqiqot faoliyatini rag'batlantirish va moliyalashtirishni oshirish. Bu yondashuv yangi bilimlar yaratilishiga va ilmiy salohiyatning oshirilishiga xizmat qiladi, shuningdek, iqtisodiy va ijtimoiy taraqqiyotga hissa qo'shadi.

Ushbu takliflar, O'zbekistonning oliy ta'lim tizimini yanada takomillashtirishga va mamlakatning ijtimoiy-iqtisodiy taraqqiyotini ta'minlashga qaratilgan bo'lib, Yangi O'zbekistonning kelajakdagi rivojlanishini mustahkamlashda muhim ahamiyatga ega.

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METAPHORICAL FEATURES OF ENGLISH PHRASAL VERBS

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ABSTRACT

Phrasal verbs are becoming enormously popular and their polysemous and dissimilar meanings continuously emerging from the verb particle combinations are among the main focus of linguists. Phrasal verbs which contain both literal and metaphorical meanings cause difficulties in using appropriate contexts mainly for ESL or EFL students who are not aware of their root meanings. In this thesis, metaphorical meanings of phrasal verbs are defined with simple and exemplified explanations.

Language features can be different and accepted differently. Some features of world languages are universal or general and they obey similar rules in language usage, so while some features are individual and rarely used or do not exist at all in other languages due to their general and universal properties. General and universal properties are the rules of the languages that provide, grammatical, semantic, and phonetic processes of functioning of the whole system of linguistics. [1].

To guess or remember phrasal verbs is often a challenging task. It is due to the reason that the meanings seem to have no relation with the combination of words that consist of. Factually, a lot of phrasal verbs carry metaphorical meaning that is also known as idiomatic or figurative. It becomes easier to understand and use if you know the connection between the word components and the metaphor they deliver. Usually, the phrasal verbs which have both literal and metaphorical meanings are used in specific situations that help to identify the meaning they carry. For example, the phrasal verb to *dig up* refers mostly to physical action when it is used with literal meaning, *e.g. He would dig up the plant himself.*

Phrasal verbs with metaphorical meanings also illustrate a similar action in some way to the literal one *e.g. Managers have the responsibility of spending time digging up market information.*

Apart from the verbs used with metaphorical meaning, the second component of phrasal verb combination – particles also contain metaphor. The connection between the metaphorical and literal meanings of phrasal verbs is clear.

In the following table we provide the difference between the particles that deliver literal and metaphorical meanings:

Literal meaning	Metaphorical meaning
Particle	"Up"
Describing movement toward a higher position	Increasing in size, numbers, or strength *e.g. Prices went up.*
Particle	"Down"
Describing movement toward lower position	Decreasing, in size, number, or strength *e.g. The children quietened down.*
Particle	"Ahead"
Describing a position in front of you	Describing a point in the future *e.g. Many problems lie ahead of us*

Currently, it has become generally accepted that metaphor helps to understand the thinking process and the creation of a national-specific vision of the world, a universal image. [3].

Metaphor's role as a universal phenomenon and its image in any figurative meaning of the word is due to the frequent usage in different genres or discourse types that made researchers go deep into this field.

The metaphoric features of particles are displayed to uncover a format in how some particular particles fit particular expressions. The directional particle "up", for example, has a semantically broadened sense starting from the meaning of a "higher position or level" [5] to the psychological state or condition of a person. The dynamic quality of "up" like *shut up or give up* is also on the list. In anyways, most of the figurative meanings that are used with the help of the particle "up" have something in common that emerges from the sense "up" like something moving up or *"going upward from the ground or surface"* [6] or *"getting into a better or more advanced state"* [7].

Even though the meaning of particles varies in the combinations they used, the metaphoric patterns emerging from them should somehow help make phrasal verbs comprehensive to the ones who are learning English as a 2nd language. Particles up, off, and out, for example, metaphorically intimate the concepts of action, completion, and realization.

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UMUMTA'LIM MAKTABLARIDA INFORMATIKA FANINI O'QITISHDA 4K KO'NIKMALARINI RIVOJLANTIRISH METODIKASI

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ANNOTATSIYA

Ushbu maqolada 4K ko'nikmalari, 4K ko'nikmalarining jamiyat taraqqiyotidagi o'rni, bugungi ta'lim tizimida 4K ko'nikmalarini maktab o'quvchilarida rivojlantirishning asosiy ahamiyati, Umumta'lim maktablarida informatika fanini o'qitishda 4K ko'nikmalarini rivojlantirish metodikasi, umumta'lim maktablarida ushbu ko'nikmalarni o'quv dasturlariga samarali kiritish usullari, umumiy ta'lim maktablarida o'quvchilarning 4K ko'nikmalarini rivojlantirish strategiyalari haqida fikrlar bayon etilgan.

Kalit so'zlar: *4K ko'nikmalari, kritik fikrlash, kommunikativlik, kollaboratsiya, kreativ fikrlash, kompetensiy, tanqidiy fikrlash, ijodkorlik, muloq, hamkorlik, axborot savodxonligi, innovatsiya, loyihaga asoslangan ta'lim, muammolarni hal qilish, o'yin texnologiyasi, texnologiya, asosiy ko'nikmalar.*

МЕТОДИКА РАЗВИТИЯ НАВЫКОВ 4К ПРИ ПРЕПОДАВАНИИ ИНФОРМАТИКИ В ОБЩЕОБРАЗОВАТЕЛЬНЫХ ШКОЛАХ

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АННОТАЦИЯ

В данной статье рассматриваются навыки 4К, роль навыков 4К в развитии общества, основное значение развития навыков 4К у школьников в современной системе образования, методика развития навыков 4К при преподавании информатики в общеобразовательных школах, в общие идеи о способах эффективного включения этих навыков в учебную программу в специальных школах и стратегии развития навыков работы с 4К у учащихся в общеобразовательных школах.

Ключевые слова: навыки 4К, критическое мышление, коммуникация, коллаборация, общение, сотрудничество, творческое мышление, компетентность, критическое мышление, креативность, общение, сотрудничество, информационная грамотность, инновации, проектное обучение, решение проблем, базовые навыки.

METHODOLOGY OF DEVELOPING 4K SKILLS IN TEACHING COMPUTER SCIENCE IN SECONDARY SCHOOLS

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ABSTRACT
In this article, 4K skills, the role of 4K skills in the development of society, the main importance of developing 4K skills in schoolchildren in today's education system, the methodology of developing 4K skills in teaching computer science in general education schools, in general ideas about ways to effectively incorporate these skills into the curriculum in special education schools, and strategies for developing students' 4K skills in general education schools.

Keywords: 4K skills, critical thinking, communication, collaboration, creative thinking, competence, critical thinking, creativity, communication, collaboration, information literacy, innovation, project-based learning, problem solving, game technology , technology, basic skills.

Kirish: XXI asr ko'nikmalari o'qituvchilar, biznes rahbarlari, olimlar va davlat idoralari tomonidan 21-asr jamiyatida va ish joyida muvaffaqiyatga erishish uchun zarur bo'lgan ko'nikmalar, qobiliyatlar va o'rganishga moyilliklarni o'z ichiga oladi. Bu o'quvchialar tez o'zgaruvchan raqamli jamiyatda muvaffaqiyatga tayyorlanishlari kerak bo'lgan ko'nikmalarni rivojlantirish uchun o'sib borayotgan xalqaro harakatning bir qismidir. Ushbu ko'nikmalarning aksariyati analitik fikrlash, murakkab muammolarni hal qilish va jamoada ishlash kabi ko'nikmalarni egallashga asoslangan chuqurroq o'rganish bilan ham bog'liq. Bu ko'nikmalar an'anaviy akademik ko'nikmalardan farq qiladi, chunki ular asosan mazmunli bilimlarga asoslanmaydi.

4K ko'nikmalari, nima uchun bugungi kunda bu juda muhim?

XXI asrning 4K ko'nikmalarni. Kommunikatsiya, kollaboratsiya, kritika va kreativlik - bular to'rtta K toifasi (Communication, collaboration, critical thinking and creativity) hisoblanib, bugungi kunda muvaffaqiyatga erishish uchun zarur bo'lgan ko'nikmalardir.

Bu ko'nikmalar o'quvchilar uchun juda muhim bo'lib, ularga muammolarni hal etish, birgalikda ishlash va yechim topish imkoniyatini beradi.

Farzandingizning maktabda, qolaversa, kelajakda muvaffaqiyatga erishishi uchun ularda ushbu ko'nikmalarni rivojlantirish o'ta muhimdir

4K ko'nikmalari odatda zamonaviy dunyoda muvaffaqiyatli moslashish va rivojlanish uchun zarur bo'lgan to'rtta asosiy ko'nikma deb ataladi. Bu ko'nikmalarga quyidagilar kiradi:

Kritik (tanqidiy) fikrlash (Critical Thinking): ma'lumotni tahlil qilish, asosli xulosalar chiqarish va mantiq va dalillarga asoslangan qarorlar qabul qilish ko'nikmasi. Ushbu metodologiya o'quvchilarning axborotni tanqidiy baholash, o'z fikri va mulohazalarini shakllantirish ko'nikmalarini rivojlantirishni o'z ichiga oladi. O'quvchilar muammolarga tahliliy nuqtayi nazardan yondashishni o'rganadi va mantiqiy fikrlash asosida o'z nuqtayi nazarini shakllantiradi.

Kommunikativlik (Communication): fikr va g'oyalarni og'zaki va yozma ravishda samarali ifoda etish ko'nikmai, boshqa odamlarning fikrlarini tinglash va tushunish ko'nikmasi. O'quvchilar o'z fikrlarini aniq, ravshan ifodalashga, suhbatdoshni tinglashga va tushunishga, ma'lumotni yetkazishda til vositalaridan unumli foydalanishga o'rganadi.

Kollaboratsiya (Collaboration): jamoada ishlash, boshqalar bilan hamkorlik qilish, muammolarni birgalikda hal qilish va umumiy maqsadlarga erishish ko'nikmasi. Darsliklar o'quvchilarning jamoada ishlash qobiliyatini rivojlantirishga yordam beradigan tarzda tuzilgan. Bu o'quvchilarga hamkorlik qilish, samarali fikr almashish va o'zaro qo'llab-quvvatlash ko'nikmalarini o'rganishga ko'maklashadi.

Kreativ fikrlash (Creativity): qutidan tashqarida o'ylash, yangi g'oyalarni ishlab chiqish, muammolarga g'ayrioddiy echimlar va innovatsion yondashuvlarni topish ko'nikmasi. O'quvchilar o'z maqsadlariga erishish uchun yangi yondashuvlarni qo'llashni o'rganadi, innovatsion yechimlarni ishlab chiqadilar va ijodiy muammolarni hal qilish ko'nikmalariga ega bo'ladi.

Yangi innovatsion yondashuvni O'zbekiston maktablarida joriy etishdan oldin xorijiy tajribalar ham o'rganildi. Singapur, Xitoy, Angliya, Finlandiya, Estoniya kabi ta'limi ilg'or mamlakatlar o'quvchilarda 4K tamoyilini o'z ichiga olgan XXI asr ko'nikmalarini rivojlantirishga asosiy e'tibor qaratadi.

PISA, PIRLS kabi xalqaro reytinglarda yuqori o'rinlarni egallagan davlatlar ta'limida o'quvchilarda "4K"ni o'z ichiga olgan muloqot, tadqiqot, yaratuvchanlik kabi ko'nikmalarga alohida urg'u berilgan va shuning uchun ham ular xalqaro reytinglarda katta natijalarga erishishyapti.

Ushbu koʻnikmalar zamonaviy jamiyatda tobora muhim ahamiyat kasb etmoqda, chunki tez oʻzgaruvchan dunyo odamlardan yangi muhitga moslashish, murakkab muammolarni hal qilish va turli vaziyatlarda samarali ishlashni talab qiladi. 4K koʻnikmalari odamlarga nafaqat mehnat bozorida muvaffaqiyatli raqobatlashishga, balki butun dunyoni yaxshiroq tushunishga va muloqot qilishga yordam beradi.

Metadologiya

Umumtaʼlim maktablarida informatika fanini oʻqitishda 4K koʻnikmalarini (kritik (tanqidiy) fikrlash, kommunikativlik (muloqat), kollaboratsiya (hamkorlik), kreativ fikrlash (ijodkorlik)) rivojlantirish metodikasi zamonaviy taʼlim yondashuvlari va texnologiyalari integratsiyasi asosida qurilishi mumkin. Bu erda foydali boʻlishi mumkin boʻlgan bir nechta usullar mavjud:

1.   **Loyihaga asoslangan taʼlim**: Guruhlarda loyihalarni ishlab chiqish va amalga oshirish oʻquvchilarga barcha 4K ni rivojlantirish imkonini beradi. Oʻquvchilar jamoalarda ishlashlari, fikr almashishlari va muammolarni birgalikda hal qilishlari mumkin. Loyihalar dasturiy taʼminot yaratish, veb-saytlarni ishlab chiqish yoki hatto robot qurilmalarini yaratishni oʻz ichiga olishi mumkin.

2.   **Oʻyin texnologiyasi**: Taʼlim jarayonida oʻyinlar va oʻyinlardan foydalanish ijodkorlik va tanqidiy fikrlashni rivojlantirishga yordam beradi. Masalan, kompyuter oʻyinlarini yaratish oʻquvchilarni ijodkorlikka, muammolarni hal qilishga undashi mumkin.

3.   **Hamkorlik va bilim almashish**: Boshqa maktablar yoki hatto xalqaro taʼlim tashkilotlari bilan hamkorlik dasturlari muloqot va hamkorlikni ragʻbatlantirishi mumkin. Tajriba va bilim almashish umumiy loyihalar, forumlar yoki masofaviy taʼlim platformalari orqali amalga oshirilishi mumkin.

4.   **Haqiqiy muammolar bilan ishlash**: Haqiqiy dunyoda muammoni hal qilish yondashuvi oʻquvchilarga tanqidiy fikrlashni rivojlantirishga yordam beradi va echimlarni topishda ijodkorlikni ragʻbatlantiradi. Masalan, oʻquvchilar axborot xavfsizligi muammolarini tadqiq qilishlari yoki ijtimoiy muammolarni hal qilish uchun dasturiy mahsulotlar yaratishlari mumkin.

5.   **Texnologiyalar va onlayn resurslar bilan ishlash**: Zamonaviy axborot texnologiyalari va onlayn resurslardan foydalanish barcha 4K ni shakllantirish uchun asos boʻlishi mumkin. Oʻquvchilar onlayn kurslar yordamida dasturlashni oʻrganishlari, virtual muhitda hamkorlik qilishlari va raqamli platformalar orqali fikr almashishlari mumkin.

Har qanday metodologiyaning asosiy jihati barcha 4K-larni oʻquv jarayoniga integratsiya qilish va har bir oʻquvchida ushbu koʻnikmalarni rivojlantirishni ragʻbatlantiradigan muhitni yaratish boʻladi.

4K ko'nikmalarini rivojlantirish uchun loyihaga asoslangan ta'lim metodologiyasi.

Loyihaga asoslangan o'qitish o'quvchilarda 4K ko'nikmalarini (tanqidiy fikrlash, muloqot, ijodkorlik va hamkorlik) rivojlantirish uchun juda yaxshi. Ushbu ko'nikmalarni rivojlantirish uchun loyihaga asoslangan ta'limni qanday yaratishingiz mumkin:

Loyiha mavzusini tanlash: O'quvchilarga ularni qiziqtirgan loyiha mavzusini tanlashga ruxsat bering. Bu kompyuter fanlari bilan bog'liq bo'lishi mumkin, masalan, o'yinni ishlab chiqish, veb-sayt yaratish yoki hatto yangi texnologiyalarni tadqiq qilish.

Guruhlarni shakllantirish: Loyiha ustida birgalikda ishlash uchun o'quvchilarni kichik guruhlarga bo'ling. Har bir o'quvchi loyihaning turli jihatlarida o'z hissasini qo'shishi va rivojlanishi uchun guruh tarkibini muvozanatlash muhimdir.

Rejalashtirish va tadqiqot: O'quvchilarga loyiha rejasini ishlab chiqishda va kerakli materiallar va resurslarni tadqiq qilishda yordam bering. Bu yangi texnologiyalarni o'rganish, mavjud echimlarni tahlil qilish yoki maqsadli auditoriyani aniqlashni o'z ichiga olishi mumkin.

Loyihani amalga oshirish: O'quvchilarga o'z loyihasini yaratish, o'rgangan bilim va ko'nikmalarini qo'llash ustida faol ishlashga imkon bering. Ijodkorlikni rag'batlantirish va turli g'oyalar va echimlar bilan tajriba o'tkazish imkoniyatini berish muhimdir.

Baholash va fikr-mulohazalar: Loyihani tugatgandan so'ng, o'quvchilarga o'z natijalarini taqdim etish va tengdoshlari va o'qituvchilaridan fikr-mulohazalarini olish imkoniyatini bering. Bu ularga o'z faoliyatini tahlil qilish, kuchli va zaif tomonlarini aniqlash, kelgusidagi loyihalar uchun xulosa chiqarish imkonini beradi.

Loyihaga asoslangan ta'limning butun jarayoni barcha 4K ko'nikmalarini rivojlantirishga yordam beradi. O'quvchilar guruhlarda ishlaydi, fikr va axborot almashadi, muammolarni hal qiladi, loyiha yaratishda ijodiy bo'ladi va samarali hamkorlik qilishni o'rganadi. Bu nafaqat kompyuter fanlari bo'yicha ko'nikmalarni egallashga yordam beradi, balki zamonaviy dunyoda muvaffaqiyatli moslashish uchun zarur bo'lgan asosiy vakolatlarning butun majmuasini rivojlantiradi.

4K ko'nikmalarini rivojlantirishda o'yin texnologiyasi

O'yin texnologiyasi informatika fanidan dars berishda o'quvchilarda 4K ko'nikmalarini (tanqidiy fikrlash, muloqot, ijodkorlik va hamkorlik) rivojlantirish uchun ajoyib vositadir. Ushbu maqsadga erishish uchun o'yin texnologiyasidan qanday foydalanishingiz mumkin:

Muammoni hal qilish uchun o'yin stsenariylari: o'quvchilar turli xil informatika muammolari va muammolarini hal qilishlari kerak bo'lgan o'yin

stsenariylarini yarating. Masalan, ular muayyan muammoni hal qilish uchun dastur yaratishi kerak bo'lgan dasturiy ta'minot ishlab chiquvchilari rolini o'ynashi mumkin. Bu tanqidiy fikrlashni va muammolarni ijodiy hal qilishni rag'batlantiradi.

Raqobatbardosh o'yinlar: o'quvchilar turli xil informatika muammolari yoki o'yinlarida bir-birlari bilan raqobatlashadigan musobaqalar yoki o'yin turnirlarini tashkil qiling. Bu ularning muloqot ko'nikmalarini rivojlantirishga yordam beradi, chunki ular boshqa ishtirokchilar bilan muloqot qilishlari va hamkorlik qilishlari kerak.

Rol o'ynash o'yinlari: O'quvchilarga dasturchilar, veb-sayt dizaynerlari yoki tizim ma'murlari kabi turli xil kompyuter fanlari bilan bog'liq belgilar rolini o'ynashga ruxsat bering. Bu ularga rolga ko'nikish va informatika fanining turli jihatlarini yaxshiroq tushunish, shuningdek, ijodiy ko'nikmalarini rivojlantirish imkonini beradi.

O'quv tajribasini o'yinlashtirish: O'quv tajribasini o'quvchilar uchun qiziqarli va rag'batlantiruvchi qilish uchun ballar, yutuqlar va darajalar kabi o'yin elementlaridan foydalaning. Masalan, ular topshiriqlarni bajarish yoki o'yin stsenariylarida yutuqlarga erishish uchun ball to'plashlari mumkin.

O'quv o'yinlarini yaratish: O'quvchilarga o'zlari o'rganayotgan informatika tushunchalari asosida o'zlarining ta'lim o'yinlarini yarating. Bu ularga o'zlarining ijodiy ko'nikmalarini va materialni tushunishlarini ko'rsatishga, shuningdek, guruhda ishlashda muloqot va hamkorlik ko'nikmalarini rivojlantirishga imkon beradi. Informatika fanini o'qitishda o'yin usullari nafaqat o'quv jarayonini qiziqarli va qiziqarli qiladi, balki o'quvchilarda 4K ko'nikmalarini shakllantirishga samarali yordam beradi. Ular o'quvchilarga material bilan faol munosabatda bo'lish, uni amalda qo'llash va zamonaviy dunyoda muvaffaqiyatli moslashish uchun zarur bo'lgan keng ko'lamli vakolatlarni rivojlantirish imkonini beradi.

4K ko'nikmalarini rivojlantirishda hamkorlik va bilim almashish

Hamkorlik va bilim almashish informatika ta'limida 4K ko'nikmalarini (tanqidiy fikrlash, muloqot, ijodkorlik va hamkorlik) rivojlantirishning muhim jihatlari hisoblanadi. O'quvchilaringiz o'rtasida hamkorlik va bilim almashishni rag'batlantirishning ba'zi usullari:

Guruh loyihalari: O'quvchilarni kichik guruhlarga bo'ling va har bir guruhga informatika bo'yicha loyihani bajarishga topshiring. Bu, masalan, dasturiy ta'minotni ishlab chiqish, veb-sayt yaratish yoki yangi texnologiyalarni tadqiq qilish bo'lishi mumkin. Guruhdagi hamkorlik o'quvchilarga fikr almashish, muammolarni birgalikda hal qilish va jamoa bo'lib ishlashni o'rganish imkonini beradi.

Juftlik bilan dasturlash: O'quvchilarga dasturlash masalalari ustida juftlik bilan ishlashni taklif qiling. Bir o'quvchi kodni yozuvchi "haydovchi" bo'lishi mumkin, ikkinchisi esa kodni ko'rib chiqadigan va yaxshilashni taklif qiladigan "kuzatuvchi"

bo'lishi mumkin. Bu nafaqat hamkorlikni rivojlantiradi, balki muloqot va tanqidiy fikrlash ko'nikmalarini rivojlantirishga yordam beradi.

Forumlar va muhokamalar: Kompyuter fanlari bo'yicha savollar va muammolarni muhokama qilish uchun onlayn forum yoki platforma yarating. O'quvchilar savollar berishlari, tajriba almashishlari va muammolarni hal qilishda bir-birlariga yordam berishlari mumkin. Bu o'quvchilar o'rtasida muloqot va bilim almashishni rag'batlantiradi.

Boshqa maktablar bilan hamkorlikdagi tadqiqotlar va loyihalar: Boshqa maktablar yoki sinflar bilan qo'shma tadqiqot loyihalarini yoki almashinuvlarni tashkil qiling. O'quvchilar boshqa joylardan kelgan sinfdoshlari bilan muloqotda bo'ladilar, o'z bilim va tajribalari bilan o'rtoqlashadilar. Bu nafaqat ularning dunyoqarashini kengaytiradi, balki madaniyatlararo tushunish va muloqotni rivojlantirishga ham yordam beradi.

Mentorlik va tengdoshlarni qo'llab-quvvatlash: O'quvchilarni o'z tengdoshlari uchun murabbiy bo'lishga undash, ularga kompyuter fanlari bo'yicha ko'nikmalarini rivojlantirishga yordam berish. Bu muloqot ko'nikmalarini rivojlantirishga yordam beradi, shuningdek, o'zaro yordam va qo'llab-quvvatlash orqali o'quv jarayonini kuchaytiradi.

Hamkorlik va bilim almashish o'quvchilarda 4K ko'nikmalarini rivojlantirishda muhim rol o'ynaydi. Ular nafaqat informatika kompetensiyalarini rivojlantirishga yordam beradi, balki o'quvchilarga zamonaviy dunyoga muvaffaqiyatli moslashish uchun zarur bo'lgan asosiy ko'nikmalarni egallashga yordam beradi.

4K ko'nikmalarini rivojlantirishda loyihani amalga oshirish

Loyihani umumta'lim maktablarida informatika fanini o'qitishda 4K ko'nikmalarini (tanqidiy fikrlash, muloqot, ijodkorlik va hamkorlik) rivojlantirish kontekstida amalga oshirish quyidagi tarzda tuzilishi mumkin:

Loyihani rejalashtirish: Loyihaning maqsad va vazifalarini aniqlash, ular aniq va tushunarli shaklda ifodalanishi kerak.

Ish rejasini ishlab chiqish, shu jumladan loyiha bosqichlari, ishtirokchilar o'rtasida mas'uliyatni taqsimlash va muddatlar.

Tadqiqot va tayyorgarlik: Loyiha mavzusi bo'yicha tadqiqotlar o'tkazish, mavjud echimlar va texnologiyalarni tahlil qilish.

Loyihani amalga oshirish uchun zarur resurslar, vositalar va materiallarni tayyorlash.

Loyiha ishi: Jamoa a'zolari o'rtasida vazifalarni taqsimlash va ish rejasini amalga oshirishni boshlash.

Loyiha holatini muntazam yangilash, muammolarni muhokama qilish va jamoaviy uchrashuvlar yoki onlayn munozaralar orqali yechim topish.

Muammolarni hal qilish va yangi g'oyalarni topishda ijodiy yondashuvlarni qo'llash.

Sinov va disk raskadrovka: Xatolar va nomuvofiqliklarni aniqlash uchun yaratilgan echimlarni sinovdan o'tkazish. Fikr va aniqlangan muammolar asosida mahsulotni sozlash va takomillashtirish.

Natijalar taqdimoti: Loyiha natijalari taqdimoti yoki namoyishini tayyorlash.

O'qituvchilar, sinfdoshlar va taklif etilgan mutaxassislarni o'z ichiga olgan auditoriyaga taqdimot qiling.

Reyting va fikr-mulohazalar: Tugallangan loyihani uning belgilangan maqsad va vazifalarga muvofiqligini hisobga olgan holda baholash. Loyiha ishtirokchilariga kuchli va zaif tomonlarini aniqlash va yaxshilash bo'yicha tavsiyalar berish uchun fikr-mulohazalarni taqdim eting. Shuni esda tutish kerakki, loyihani muvaffaqiyatli amalga oshirish nafaqat kompyuter ko'nikmalarini rivojlantirishga yordam beradi, balki zamonaviy dunyoda muvaffaqiyatli moslashish uchun zarur bo'lgan asosiy vakolatlarni ham rivojlantiradi. Faol o'zaro hamkorlik, hamkorlik va uzluksiz o'rganish kabi yetakchi tamoyillar loyiha maqsadlariga erishish va o'quvchilarda 4K ko'nikmalarini rivojlantirish uchun asos bo'ladi.

Haqiqiy muammolar bilan shug'ullanish

Umumta'lim maktablarida informatika ta'limida real muammolar bilan ishlash 4K ko'nikmalarini (tanqidiy fikrlash, muloqot, ijodkorlik va hamkorlik) rivojlantirishning samarali usuli hisoblanadi. Ushbu yondashuvni muvaffaqiyatli amalga oshirish uchun bir necha qadamlarni bajarishingiz mumkin:

Haqiqiy muammolarni aniqlash: O'quvchilar bilan o'zlarining jamiyatlari, maktablari yoki hatto global hisoblash muammolarini aniqlash uchun ishlang. Bular axborot xavfsizligi, raqamli savodxonlik, axborot resurslaridan foydalanish va boshqalar sohasidagi muammolar bo'lishi mumkin.

Muammoni tahlil qilish: tadqiqot o'tkazish, ma'lumotlarni tahlil qilish va sabablarni aniqlash orqali o'quvchilarga muammoning tubiga borishga yordam bering. Bu tanqidiy fikrlash va axborotni tahlil qilish ko'nikmaini rivojlantirishga yordam beradi.

Yechimlarni ishlab chiqish: O'quvchilarni aniqlangan muammolarni hal qilish uchun tasavvur qilish va echimlarni ishlab chiqishga undash. Bunga dasturiy ta'minot, veb-ilovalar, xabardorlik kampaniyalari yoki kompyuter ko'nikmalaridan foydalanadigan boshqa loyihalarni yaratish kiradi.

Hamkorlik va muloqot: Muammoni hal qilish uchun o'quvchilarni guruhlarda yoki boshqa sinflar yoki maktablar bilan ishlashga undash. Ochiq fikr almashish, muammolarni muhokama qilish va yechimlarni hamkorlikda ishlab chiqishni rag'batlantirish.

Sinov va baholash: O'quvchilarga ishlab chiqilgan yechimlarni amalda sinab ko'rish va ularning samaradorligini baholashga yordam bering. Bu foydalanuvchilarning fikr-mulohazalarini yig'ish yoki tajriba loyihalarini o'tkazishni o'z ichiga olishi mumkin.

Natijalarni taqdim etish: O'quvchilar o'z natijalari va yechimlarini auditoriyaga taqdim etishlari mumkin bo'lgan tadbir yoki taqdimotni tashkil qiling. Bu notiqlik va biznes muloqot ko'nikmalarini rivojlantirishga yordam beradi.

Haqiqiy informatika muammolari bilan ishlash o'quvchilarga nafaqat texnik ko'nikmalarni egallashga yordam beradi, balki ularning tanqidiy fikrlash, muloqot qilish, ijodkorlik va hamkorlik qilish ko'nikmalarini rivojlantiradi. Ushbu yondashuv o'quvchilarni o'z bilim va ko'nikmalarini hayotiy muammolarni hal qilish uchun qo'llashga undaydi, bu zamonaviy axborot jamiyatida muvaffaqiyatli moslashish yo'lidagi muhim qadamdir.

Texnologiyalar va onlayn resurslar bilan ishlash

Texnologiyalar va onlayn resurslar bilan ishlash umumta'lim maktablarida informatika fanidan dars berishda 4K ko'nikmalarini (tanqidiy fikrlash, muloqot, ijodkorlik va hamkorlik) rivojlantirishda muhim rol o'ynaydi. Bu jarayonni tashkil qilishning bir necha usullari:

Onlayn kurslar va ta'lim platformalaridan foydalanish: O'quvchilarga turli xil informatika mavzulari bo'yicha o'quv materiallarini taklif qiluvchi onlayn kurslar va ta'lim platformalaridan foydalanish imkoniyatini bering. Bu, masalan, dasturlash, veb-ishlab chiqish, ma'lumotlar bazalari va boshqalar bo'yicha kurslar bo'lishi mumkin. O'quvchilar mustaqil ravishda materiallarni o'rganishlari va yangi ko'nikmalarga ega bo'lishlari mumkin.

Zamonaviy texnologiyalardan foydalangan holda loyihalar: O'quvchilarni zamonaviy axborot texnologiyalaridan foydalangan holda loyihalarni bajarishga taklif qiling. Masalan, ular HTML, CSS va JavaScript-dan foydalangan holda veb-saytlar yaratishi, Python dasturlash tilidan foydalangan holda ilovalarni ishlab chiqishlari yoki Arduino yordamida robot dizaynlarini yaratishlari mumkin.

Yangi texnologiyalar bilan tajriba o'tkazish: O'quvchilarga yangi axborot texnologiyalari va vositalari bilan tajriba o'tkazishga imkon bering. Masalan, ular sun'iy intellekt, virtual reallik, narsalar interneti va boshqa innovatsion texnologiyalarni o'rganishi va qo'llashi mumkin.

Bulutli xizmatlar va ilovalardan foydalanish: o'quvchilarni hujjatlar, elektron jadvallar, taqdimotlar va boshqa turdagi fayllarni yaratish va tahrirlashda hamkorlik qilish imkonini beruvchi bulut xizmatlari va ilovalari bilan jalb qiling. Bu hamkorlik va muloqot ko'nikmalarini rivojlantirishga yordam beradi.

O'rganish va bilim almashish uchun onlayn resurslar: O'quvchilarga informatika fanini o'rganish va bilim almashish uchun onlayn resurslardan foydalanishda yordam bering. Bular forumlar, bloglar, video darsliklar, dasturchilar hamjamiyatlari va o'quvchilar savollar berishlari, mavzularni muhokama qilishlari va tajriba almashishlari mumkin bo'lgan boshqa onlayn platformalar bo'lishi mumkin. Texnologiyalar va onlayn resurslar bilan ishlash nafaqat o'quvchilarga kompyuterning muayyan ko'nikmalarini o'rganishga yordam beradi, balki ularning mustaqil bilim olish, ijodiy fikrlash va hamkorlik qilish ko'nikmalarini ham rivojlantiradi. Ushbu yondashuv o'quvchilarni tez o'zgaruvchan axborot jamiyatiga tayyorlashga va unga muvaffaqiyatli moslashishga yordam beradi.

Xulosa: Shunday qilib, keling, har bir usullar bo'yicha xulosalarni ko'rib chiqaylik:

1.   **Loyihaga asoslangan o'rganish va ko'nikmalarni rivojlantirish 4K**:

Loyiha asosida o'qitish 4K ko'nikmalarini rivojlantirishning samarali usuli hisoblanadi, chunki u o'quvchilarga o'quv jarayonida faol ishtirok etish, real hayotiy muammolarni hal qilish, tanqidiy fikrlash, muloqot, ijodkorlik va hamkorlikni rivojlantirish imkonini beradi.

2.   **4K o'yin texnologiyasi va ko'nikmalari**:

O'yin usullari o'quvchilarni o'quv jarayoniga jalb qilish, ijodkorlik va hamkorlikni rag'batlantirish, muloqot va tanqidiy fikrlashni rivojlantirishga yordam beradi, bu esa o'z navbatida 4K ko'nikmalarini shakllantirishga yordam beradi.

3.   **Hamkorlik va bilim almashish**:

O'quvchilar o'rtasida hamkorlik va bilim almashish o'quvchilar bir-biridan o'rganishlari, tajriba almashishlari va muloqot, hamkorlik va tanqidiy fikrlash ko'nikmalarini rivojlantirishlari mumkin bo'lgan qo'llab-quvvatlovchi o'quv muhitini yaratadi.

4.   **Haqiqiy muammolar bilan ishlash:**

Haqiqiy dunyo muammolari bilan ishlash o'quvchilarga o'z bilim va ko'nikmalarini haqiqiy muammolarni hal qilish uchun qo'llash imkonini beradi, bu esa tanqidiy fikrlash, ijodkorlik va hamkorlikni rivojlantiradi.

5.   **Texnologiyalar va onlayn resurslar bilan ishlash:**

Texnologiya va onlayn resurslar bilan ishlash o'quvchilarga zamonaviy o'quv materiallari va vositalaridan foydalanish imkoniyatini beradi, ularning kompyuterda ishlash ko'nikmalarini, mustaqillik va ijodiy fikrlashni rivojlantirishga hissa qo'shadi.

Barcha usullar zamonaviy axborot jamiyatida muvaffaqiyatli moslashish uchun zarur bo'lgan ko'nikmalarni rivojlantirishga qaratilgan.

Usullarni integratsiyalash, shuningdek, ulardan foydalanishni birlashtirish, ta'sirni kuchaytirishi va o'rganish samaradorligini oshirishi mumkin.

Usullarni tanlashda va ularni ta'lim jarayoniga tatbiq etishda o'quvchilarning individual ehtiyojlari va ko'nikmalarini hisobga olish muhimdir.

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DEVELOPMENT OF PROFESSIONAL COMPETENCE IN STUDENTS ON THE BASIS OF PROGRAMMING TECHNOLOGIES

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ABSTRACT

The article examined the forms, tools and methods of training aimed at developing professional competence on the basis of programming technologies for students.

Key words*: computer, internet, application, competence, educational technology.*

Introduction. The present time cannot be tasted without computational techniques (computers) and Information Technology of any area of human activity. Being able to use them wisely and efficiently remains a must for every educated and educated person today. It is imperative and necessary to introduce the field of programming technologies to the students of our country and deliver them at the level of the requirements of the time. To do this, it is necessary for us to educate students in programming science and thinking. In order for the student to prepare young people from the subject of programming technologies with knowledge, thinking, it is advisable to implement them using modern programming languages, which are considered the main part of the science of programming technologies. The benefits of modern programming languages are that when a student learns these languages, the need arises to learn a number of small programs and practical packages and, as a result of these studies, contributes to an increase in student thinking. In the study of modern programming languages and in order to build a program using these programs, the student will have to perfectly study not only the science of programming, but also other subjects[1].

Main part. We will talk about ways to learn programming. In the computer world, there are many programming languages, and the number of people interested in

programming and it is growing. Programs that do the same type of work can be written in Basic, Pascal, C and other languages. Pascal, Fortran, and Kobol are universal languages, while C and Assembler are languages much closer to mashi, and are lower- or middle-level languages. The closer an algorithmic language is to human languages, the higher the language is called. Machine language is the lowest-level language[1]. The machine language consists of these numbers, for example: the programming languages 01011010001010101 are divided into 2 large groups, the lower and upper level programming language. The lower-level programming language is much more complex-they are used in very special areas, and their specialists are also very few. Because lower programming languages (e.g.: assembler) may often be needed when working with microprocessors. A high-level programming language is commonly used for various programming jobs. EHM (electronic computing machine) is now included in programming at the time of its occurrence, only in machine languages i.e. in codes of actions that an EHM must perform using numbers. The tushinar number for the machine in this case was 2-lik, 6-lik, 8-lik number systems as a system[2]. The program is entered by means of numbers in this number system. In high-level programming, languages in machine-adapted (directed) character codes are considered as opposed to machine languages. The basic principles of character-coded languages are that machine codes are marked with characters corresponding to them, and automatic memory allocation and error assignment are included[3]. Such a machine received the name of an adapted language - assembly language.   Typically programming is done on a high-level programming languages (Delphi, Java, C++, Python) tool. Due to the proximity of the semantics of these programming languages to the human language, the process of building a program is much easier. Widely used programming languages. All the languages we know and use now belong to this group. They are written in a language that is "understandable" to a person. Fluent English speakers can understand the software code without difficulty. This group includes Fortran, Algol, c, Pascal, Cobol and other languages. The first languages to appear can be used, from modern languages to modern ones. But, in languages running through current web technology (PHP, ASP.NET, JSP) such programs are not structured[3]. Because for such programs to work, another practical program must be developed. Currently, applications are compiled mainly in languages such as Visual C++, C#, Borland Delphi, Borland C++, Java, Phyhon[3]. In Uzbekistan, most youth use Delphi programming language in the educational process and automation of production processes. The main reason for this is the simplicity of using the dsturing language, the abundance of components, the intelligibility of the interface, etc.k. The first person to work in Delphi is also how easy it is to create a program. But, the user will be able to understand much later the

abundance of components and functions of the program in the Windows operating system, as well as the essence of the main performance. On the other hand, Delphi(Pascal) is much whiter when it comes to saving Ram. In it, variables and arrays that are not used at the cost of declaring variables in advance also take up space[3]. The most common programming language in the Windows operating system is the Microsoft Visual C++ language. Most programs are now structured in this language. In general, C programming language-like languages are now leaders in programming linear, branching, repetitive, and other mathematical problems[3]. On the basis of almost all modern programming languages, the C programming language serves as the basis. In addition, LUA script or JavaScript languages are also widely used in the construction of various computer games or in the preparation of small-scale applications. We will tell you about some of the programming languages used in desktop programming, which are now common: Delphi is one of the programming languages. Produced by the Borland firm. The Delphi programming language is used and was previously included as part of the Borland Delphi package. An alternative is bulgan, the same name used from 2003 to the present. Object Pascal is an object-oriented programming language derived from the Pascal language through a number of extensions and fillings. Originally this programming environment was designed to create applications exclusively for the Microsoft Windows practice system, and later adapted for GNU/Linux as well as Kylix systems, but production ceased after the 2002 Kylix 3 issue, and shortly thereafter Microsoft.NET it was announced that it would support the system. The programming language in the Lazarus Project practice (free Pascal) provides an opportunity to create applications for the GNU/Linux, Mac OS X and Windows CE platforms in the Delphi programming environment. Visual Basic (pronunciation: "Vijual Besik") is a programming language from Microsoft Corporation and a programming environment for it[1]. It received a lot of insights from basic and provides application progress with a fast picture interface. The last version 6.0 release arrived in 1998. Successor Visual Basic .NET from Microsoft appeared in 2002. Java programming language is one of the best programming languages in which it is possible to create products at the corporate level. This programming language emerged based on the Oak programming language. The Oak programming language had begun an effort in the early 90s by Sun Microsystems with the goal of creating a new generation of smart devices that would work without platform dependence[3].

To achieve this, The Sun staff planned to use C++, but for some reason abandoned this idea. Oak came out without success, and in 1992, Sun changed its name to Java, making certain changes to make it serve the development of WWW. Java is an object-oriented programming language and it is much similar to C++. The most frequent error-

causing parts were removed, making the Java programming language much simpler. The C++ programming language is a programming language designed to solve linear, branching, iterative, and other mathematical problems. The C++ programming language is used in the production of operating system-related snippets, client-server applications, exposure games, applications applied in daily need, and similar applications for various purposes.[3]. It is known that web programming languages require an additional program called a compiler to explain programs written in high-level programming languages to the computer. This is also the case with web programming. The one you use to view sites on the internet is browsers - a compiler of some of the web programming languages[]. There are other languages in Web programming that cannot be explained by translating them into a browser computer, but such languages form the basis of a web site[3]. To give such languages so that the browser understands, too, programs like web server will need a compiler or a set of interpreters. Such programs, on the other hand, stand on the servers on which the site is located, when you send a request to it, the web server programs on the server on which the same site is located will translate and send to your browser the places where the site is written in languages that the browser does not understand. So klient-that is, the translator that explains the codes of the website on your side to your computer is the browser, the translator that sends the website on the server side by translating into it the places that your browser does not understand is the web server[2].

Conclusion. Professional competence is usually understood as an integral feature of the business and personal qualities of specialists, reflecting the level of knowledge, skills and experience sufficient to carry out a certain type of activity associated with decision-making. In conclusion, it can be said that 60610200 - information systems and technologies of higher education (in branches and fields) the purpose of teaching students "algorithmic languages and programming" in the development of professional competence on the basis of programming technologies is to provide students with the scientific theoretical foundations of programming, knowledge that the computer science teacher should acquire in the professional field, To achieve this goal, the science performs the tasks of working students in Object-Oriented Programming Languages, forming theoretical knowledge, practical skills and competencies related to the construction of programs on practical issues.

In the course of reading this discipline, the student must have an idea of the theoretical foundations of Object-Oriented Programming Languages, object design, mathematical and interface objects, events and messages, message transmission in object-oriented environments, processing mechanisms, object hierarchy-based program design, specific object-oriented programming languages, and be able to

construct linear, networked and repetitive and modular programs in Object-Oriented Programming Languages,, in object-oriented environments, one will need to know and be able to design applications.

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CHARLZ DIKKENSNING "DEVID KOPPERFILD" ASARI HAQIDA

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Annotatsiya: Ushbu maqolada mashur ingliz yozuvchisi mashhur ingliz yozuvchisi Charlz Dikkenzning "Devid kopperfild" asariga munosabat bildirilgan. Asarning avtobiografik xususiyati haqida. Asarning mavzusi va bosh g'oyasi tahlili. Asardagi ijobiy va salbiy qahramonlarning xarakteristikasini tahlil qilishga e'tibor qaratilgan.

Tayanch so'zlar: Charlz Dikkens, Dikkens asarlari, asardagi yozuvchi tasvirlagan muammolar, ijtimoiy hayot, avtobiografik xususiyat, Devid Kopperfild, Viktoriya davri, ijobiy qahramonlar, salbiy qahramonlar, London, XIX asr, sarguzashtlar.

Annotation: In this article, there is reaction to famous English writer Charles Dickens's novel "David Copperfield". About the novel's autobiographic feature. Analysis of the theme and the main idea of the novel. Attention is paid to revealing the positive and negative characterstics of heroes in the novel.

Key words: Charles Dickens, the works of Dickens, the problems in the novel Which the writer described, social life, autobiographic characteristic, David Copperfield, Victorian age, positive characters, negative characters, London, XIX century, adventures.

Charles John Huffam Dickens (talaffuzi: Jon Haffem Charlz Dikkens; 7-fevral 1812-yil, Lendport — 9-iyun 1870-yil, Xeydsxill) — ingliz yozuvchisi. Adabiy faoliyati 1833-yilda boshlangan. Mehnatkash xalqning ogir axvoli Dickens asarlarining bosh mavzusi bo'lgan. Dickens tanqidiy realizm uslubining asoschilaridan hisoblanadi. Hajviy-syentimental ruhda yozilgan Pikvik klubining o'limidan keyingi yozishmalari (1837), "Oliver Twistning sarguzashtlari" (1838), "Nikolas Niklbi"

(1839) romanlari Dickensni dunyoga mashhur qildi. 19-asrning 40—50-yillari Dickens ijodi gullagan davr bo'ldi. "Martin Chuzzlewit" (1844) romanida Amerika voqeligidagi salbiy tomonlar tasvirlangan. Dombi va o'g'li (1848) romanida insonlik qiyofasini yo'qotgan, manmansiragan ingliz boyvachchalari hajv tig'i ostiga olingan. Tarjimai hol yo'sinidagi "David Copperfiyeld" (1850) romanida esa o'sha zamonning ijtimoiy ziddiyatlari ko'rsatilgan. Dickens asarlarida, umuman oddiy kishilar qiyofasi zo'r mahorat bilan aks etadi. 1848-yilda Angliyada chartistlar (yo'qsullar) harakati mag'lubiyatga uchragan davrda Dickens dolzarb ijtimoiy muammolarni qalamga oldi ("Sovuq uy", 1853; "Mashaqqatli zamon", 1854; "Jajji Dorrit", 1857 va boshqalar). Bular orasida, ayniqsa, Mashaqqatli zamon romani alohida ahamiyatga ega. "Ikki shaharcha to'g'risida qissa" (1859), "Intizorlik" (1861), "Bizning umumiy do'stimiz" (1865) kabi romanlarida esa Dickens jamiyatni ijtimoiy inqirozdan olib chiqish yo'llarini badiiy vositalar yordamida tasvirlaydi. "Oliver Twistning sarguzashtlari" romani o'zbek tilida nashr qilingan (1984).

"David Kopperfild" Dikkensning eng mashhur asarlaridan biri hisoblanadi. Ushbu asar 1850 – yilda birinchi marta chop etilgan. Asar syujeti qisman avtobiografik tarzda bo'lib, Dikkens bolalik va o'smirlik yillarida boshidan kechirgan ba'zi bir voqealarni, shuningdek real hayoti davomida uchratgan insonlarni ushbu asarda tasvirlagan. Asar yozuvchining eng sevmli asari hisoblanib, yozuvchining o'zining aytishiga qaraganda u asarni uzoq yillik mashaqqatlardan so'ng ham quvonch ham achinish xissi bilan tugatgan, ya'ni yozuvchi asar yakunlanganiga quvonish bilan birga, uni tugatganidan xafa bo'lgan. Chunki asarni yozish davomida u yozuvchiga xuddi o'z farzandidek bo'lib qolgan edi.

Devid Kopperfild yosh yigitning baxtsiz va qashshoq bolalik davridan to muvaffaqiyatli yozuvchi sifatida o'z kasbini kashf qilgunga qadar sodir bo'lgan sarguzashtlari haqida hikoya qiladi. Asar davomida asar voqealarini Devid Kopperfild ismli bosh qahramon hikoya qilib beradi. *"Even now, famous and caressed and happy, I often forget in my dreams that I have a dear wife and children; even that I am a man; and wander desolately back to that time of my life."* [1]. U o'z hikoyasini o'zining tug'ilishi voqeasidan boshlaydi. Uning otasi u tug'ilmasidan oldin vafot etgan bo'lib, uni mehribon onasi Klara yolg'iz o'zi tarbiya qiladi. Lekin sal o'tmay, u janob Murdstounga turmushga chiqadi va shundan so'ng Devid uchun qiyin kunlar boshlanadi va u o'gay ota zulmidan juda ham ko'p aziyat chekadi. Biroz vaqt o'tib onasidan ham ajralib qolgan yosh Devidni hayot turli xil sinovlarni boshidan kechirishga majbur qiladi. U qanchalik og'ir kunlaridan boshidan o'tkazgan bo'lishiga qaramay, asar oxirlariga kelib, U Agnesga uylanadi va ammasi Miss Besey hamda sevimli rafiqasi Agnes bilan nihoyat baxtli yashay boshlaydi.

Asar yozilgan davrga e'tibor qaratadigan bo'lsak, ushbu paytda Angliyada qirolicha Viktoriya hukmronlik qilayotgan edi va 1820 – 1914 – yillar mamlakat tarixida Viktoriya davri nomi bilan mashhur bo'lib qoldi. Dikkens boshqa ko'plab asarlaridagi kabi aynan ushbu asarida ham Viktoriya davridagi oddiy insonlar hayotini tasvirladi. "Viktoriya davrida yashash barcha yangi ixtirolar, o'zgarish va taraqqiyot sur'ati tufayli hayajonli edi, ammo pul bo'lmasa yashash juda ham og'ir edi. Hatto yosh bolalar ham, agar oilalariga kerak bo'lsa, ishlashlariga to'g'ri kelardi. Biroq, Viktoriya davrining oxiriga kelib, odamlar uchun hayot ancha yaxshilandi." [2]Roman davomida Dikkens o'z davrining bir qancha muhim ijtimoiy muammolarini ko'rib chiqadi: XIX asr Londondagi fohishalik muammosi, Viktoriya davridagi Angliyada ayollar uchun kasbiy imkoniyatlarning yo'qligi, aqldan ozganlarga insoniy munosabatda bo'lish zarurati, qarzdorlar qamoqxonasidagi adolasizlik va boshqalar. O'n to'qqizinchi asrning an'anaviy, hamyonidan mag'rurlagan ingliz o'rta sinfiga qarshi ayblovlar. Bu dilemmalarga qarshi Dikkens janob Dikning intuitiv donoligini, Mikauvbersning haqiqiyligini va birinchi navbatda, Peggottining oddiy jiddiyligini taklif qiladi.

Ammo Kopperfild birinchi navbatda xotira haqidagi roman. London shahar manzarasining shov-shuvli yuksalishi va qulashi davrida Kopperfildning xotirasi o'tmishi bilan bog'liqlikni asarning peysajida va retrospektiv syujetida saqlab qoladi va uning hayotiga davomiylik va uyg'unlik olib keladi, o'tmishni to'satdan eslash esa hozirgi ma'noni oshiradi. Biroq, xotira ham iztirob manbai ekanligini isbotlaydi. Kopperfild o'zining Murdston va Grinbida o'tkazgan vaqtini shunday so'zlab beradi: *"Men hozir hayotimning bir davriga yaqinlashyapman, uni har qachon eslay olmayman, lekin hammasini eslayman; va uni eslash ko'pincha, mening chaqiruvimsiz, arvoh kabi oldimga keladi va baxtli vaqtlarni ta'qib qiladi." [1]*

Kopperfild va uning muallifi hayoti o'rtasidagi chambarchas bog'liqlikni hisobga olsak, Dikkens bu kitobni o'zining "sevimli bolasi" deb hisoblaganligi ajablanarli emas. Ko'p esda qolarli personajlar to'plamini va o'z-o'zini bilishga bo'lgan izlanishga ajoyib munosabati sababli, Kopperfild Dikkensning eng sevimli va eng ko'p iqtibos keltirgan romani ekanligi ajablanarli emas. Buyuk ingliz tanqidchisi G.K.Chestertonning so'zlari, ehtimol, uni o'qish tajribasini eng yaxshi tarzda umumlashtiradi: *"Devid Kopperfildning ushbu kitobida [Dikkens]bizga yopishib oladigan va biz zulm qiladigan mavjudotlarni, agar iloji bo'lsa, biz unutmaydigan mavjudotlarni yaratdi, agar xohlasak, unutolmaydigan mavjudotlar, ularni yaratgan odamdan ko'ra dolzarbroq mavjudotlar". [3]*

Asardagi qahramonlarni biz ikkiga ajratishimiz mumkin, ya'ni salbiy va ijobiy obrazlar. Asarda Davidning onasi Klara, Piggotti, Dora, Agnes, Mr Mikauber, Besey

va yana bir qancha obrazlarni biz ijobiy qahramonlar sifatida sanab o'tishimiz mumkin. Dikkens ushbu qahramonlarning shaxsiyatini va harakteristikasini shunday mahorat bilan yoritib berganki, ularning nafaqat shaxsiyati balki tashqi ko'rinishini tasvirlashda u tanlagan sifatlar orqali kitobxon qiynalmasdan ularning ijobiy qahramon ekanligini bilib olishi mumkin. Mr Murdstoun, Jane Murdstoun va Uriah Heyep kabi salbiy qahramonlar ham shunday ustalik bilan tasvirlangan bo'lib, ularga berilgan ta'rif orqali, o'quvchi qalbida ularga nisbata nafrat uyg'onadi. Chunki ularning xarakteridagi, o'y – xayollaridagi yovuzlikni hattoki yuzlaridan bilib olish mumkinligini yozuvchi ustalik bilan tasvirlagan.

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Annotasiya: Ushbu maqolada O'zbekistonda aholi bandligini hal etish masalalari tarixshunosligi mavjud manba va adabiyotlar asosida tahlil qilinadi. Shuningdek, aholi bandligi sohasini tartibga soluvchi qonunchilik masalalariga ham e'tibor qaratilgan.

Kalit so'zlar: Bozor iqtisodiyoti, bandlik borasidagi davlat siyosati, ijtimoiy siyosat, ijtimoiy himoya, ish o'rinlari, bandlik masalalari, mehnat bozori.

ИСТОРИОГРАФИЯ ВОПРОСОВ ЗАНЯТОСТИ НАСЕЛЕНИЕ В УЗБЕКИСТАНЕ

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Аннотация: В статье на основе доступных источников и литературы анализируется историография вопросов занятости населения в Узбекистане. Также уделено внимание законодательным вопросам, регулирующим сферу занятости.

Ключевые слова: Рыночная экономика, государственная политика занятости, социальная политика, социальная защита, рабочие места, вопросы занятости, рынок труда.

HISTORIOGRAPHY OF EMPLOYMENT ISSUES IN UZBEKISTAN

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Annotation: The article, based on available sources and literature, analyzes the historiography of employment issues in Uzbekistan. Attention is also paid to legislative issues regulating the employment sector.

Keywords: Market economy, state employment policy, social policy, social protection, jobs, employment issues, labor market.

Ushbu mavzusini tanlash, shu bilan izohlanadiki har qanday jamiyatda mehnat har doim tarixiy rivojlanishning eng muhim omili bo'lib kelganligi bilan bog'liq va bandlik va ishsizlik masalalari eng muhim va dolzarb ijtimoiy-iqtisodiy muammolar bo'lib qolmoqda va bu masalaga nafaqat davlat arboblari, balki tadqiqotchilarning ham alohida e'tibori ortdi.

Fuqorolarga munosib ish o'rinlari va joylarini yaratish borasidagi davlatning faoliyati qator holatlarga, eng avvalo mazkur davlatning siyosiy tizimiga, maqsad qilub qo'yilgan va amalga oshirilayotgan chora tadbirlarga, hamda ularga erishishning yo'llari bilan belgilanadi.

Respublikamizni ijtimoiy yo'naltirilgan bozor munosabatlari asosidagi rivojlanishi, mamlakatimiz aholisi tassavuriga kelmagan yangi voqelikni, ishsizlik muammosini keltirib ciqardi. Ishsizlik bozor iqtisodiyotining murakkab hodisasi sifatida bugungi kunda turli bilim sohalari mutaxassislari: iqtisodchilar, huquqshunoslar, sotsiologlar, siyosatshunoslar, tarixchilarning e'tiborini tortayotgani bejiz emas.

Lekin, aholi bandligi tarixini tadqiq qilishda tarixchi olimlarning faoliyatlari ham ahamiyatli hisoblanadi. Tarixchi uchun mamlakat o'tmishi taraqqiyotining muayyan bosqichida muammo mavjudligini oddiygina bayon qilishning o'zi yetarli emas. Haqiqiy tarixiy tahlil O'zbekistonda sodir bo'layotgan ijtimoiy-siyosiy o'zgarishlar doirasida O'zbekistonda ishsizlikning haqiqiy manzarasini olish uchun turli manbalar bilan solishtirib, sabablarini ochib berishga qaratilgan.

O‘zbekistonda bozor islohotlari mehnat bozorining shakllanishi, bandlik sohasida o‘ta noaniq jarayonlar bilan kechmoqda**.** Aholi bandligini ta’minlash va ishsizlikka qarshi kurashish sohasidagi davlat siyosati tarixini o‘rganish nafaqat kognitiv, balki amaliy ma’noga ham ega**.** Shuning uchun ham Vatanimiz tarixining har-bir davridagi aholini bandligi masalalarini, uning o‘ziga xos jihatlarini tahlil qilish va yoritish, tarixchi olimlar uchun dolzarb vazifalardan biri hisoblanadi.

Davlat aholi bandligini to‘liq va eng samarali ta’minlashga ko‘maklashish bo‘yicha maqsadli siyosatni, jumladan, shahar va tumanlarning o‘ziga xos xususiyatlarini hisobga olgan holda huquqiy, moliyaviy va pul-kredit choralarini amalga oshirmoqda. Bandlikning moslashuvchan va yakka tartibdagi shakllarini rag‘batlantirish katta ahamiyatga ega.

Prezidentimiz Shavkat Mirziyoyev 2018-yilning dekabr oyida O‘zbekiston Respublikasi Konstitutsiyasi qabul qilinganining 26 yilligiga bag‘ishlangan tantanali yig‘ilishda «Aholini bandligini ta’minlash, ishsizlikni qisqartirish bo‘yicha tezkor chora-tadbirlar ko‘rishimiz zarur. Savol tug‘iladi: mamlakatimizda ishsizlarning haqiqiy soni qancha? Aholining necha foizi norasmiy sektorda band? Qanchadan-qancha vatandoshlarimiz xorijga ish izlab ketgan? Bitta ishsiz odam o‘nta muammo ekanligini tushunishimiz kerak. Oilaga, mahallaga, jamiyatga yetkazilishi mumkin bo‘lgan zararni baholasangiz, bu masala naqadar dolzarb ekanini ko‘rasiz» [15. 200.].

Aholi bandligini ta’minlash bo‘yicha davlat siyosatini qonunchilik bilan tartibga solishda O‘zbekiston Respublikasining Konstitutsiyasi [14. 9.], Mehnat kodeksi [18.] va O‘zbekiston Respublikasining «Aholini ish bilan ta’minlash to‘g‘risida»gi Qonuni muhim o‘rin tutadi [13.].

2016 yilning so‘ngi choragidan boshlab mamlakatimizda bandlik va mehnat munosabatlarini boshqarish sohasida yangilanishlar sodir bo‘ldi. Respublikamiz Prezidenti tomonidan 2017-yilning 7-fevralida PF-4849-son qarori bilan 2017–2021-yillarda O‘zbekiston Respublikani rivojlantirishning beshta ustuvor yo‘nalishi bo‘yicha Harakatlar strategiyasi tasdiqlandi. Ushbu Strategiyadagi to‘rtinchi yo‘nalishidagi Ijtimoiy sohani rivojlantirishda, aholini ish bilan ta’minlash masalalariga alohida e’tibor qaratilgan [17.].

Strategiyada belgilangan vazifalarni hal etish maqsadida O‘zbekiston Respublikasi Prezidentining 2017-yil 24-maydagi "Aholini ish bilan ta’minlash sohasida davlat siyosatini yanada takomillashtirish va ish samaradorligini tubdan oshirish chora-tadbirlari to‘g‘risida"gi PF-5052-son qarori bilan Mehnat vazirligi Bandlik va mehnat munosabatlari vazirligiga aylantirildi. Ushbu islohot aholi bandligini ta’minlash sohasida davlat siyosatini amalga oshirishga yangi yondashuvlarni joriy etish, mehnat bozori infratuzilmasini, shu jumladan, davlat-

xususiy sheriklik asosida shakllantirish, aholini ish bilan ta'minlash bo'yicha samarali chora-tadbirlarni amalga oshirishga qaratildi.

Aholi bandligini ta'minlash davlat siyosatining ustuvor yo'nalishlaridan biridir. Ishsiz fuqarolar toifasini ijtimoiy himoya qilishning asosiy strategik maqsadi aholi bandligini ta'minlashga xizmat qiladigan faoliyat sohalarini aniqlash, ishchi kuchiga bo'lgan talabni oshirish va mehnat bozori talablariga muvofiq undan samarali foydalanishni qo'llab-quvvatlashdan iborat. Ishsizlarni ijtimoiy qo'llab-quvvatlashning kontseptual vazifalari respublika va hududiy bandlik siyosati, shuningdek, hududiy darajada bandlik sohasidagi umumiy vaziyat bilan belgilandi.

Vatanimiz tarixshunosligi fanida bandlik va mehnat munosabatlari masalalariga eskirgan yoki yangilangan mavzu sifatida baho beriladi. Ishsizlikni o'rganishning turli kontseptual yondashuvlarida davlatning ushbu hodisaga nisbatan rasmiy siyosati, go'yo mamlakat rivojlanishining turli tarixiy bosqichlarida yo'naltirilgan edi. Shu sababli, XX-asr oxiri va XXI-asr boshlarida mahalliy ijtimoiy fanlar tafakkurining rivojlanishining bandlik va ishsizlik muammolariga bag'ishlangan asosiy bosqichlarini ko'rib chiqish qiziqish uyg'otadi. Mazkur maqola doirasida turli yillarda chop qilingan har xil turdagi manbalardan foydalanildi. Xususan, Xalqaro Mehnat Tashkiloti tomonidan chop qilingan nashrlar, Respublikamiz Prezidentining Farmon va qarorlari, nashr etilgan yangi kitoblaridan, hukumat va vazirliklarning normativ-huquqiy hujjatlari, statistik ma'lumotlar, davriy nashrlar, jurnalistika, shuningdek, Internet manbalari ushbu masalani o'rganish uchun asosiy manba bo'ldi.

Takidlash joizki Respublikamizda Harakatlar strategiyasi doirasida aholi bandligini ta'minlash masalalari bilan asosan mehnat iqtisodi sohasida faoliyat ko'rsatayotgan iqtisodchi olimlar shug'ullanishganligini guvohi bo'ldik. Ular qatoriga Қ. Х. Абдураҳмонов, N. T. Shoyusupova, A. Xaitov va boshqa olimlarning ishlarini kiritish mumkin [1. 10-20.], [2. 25.], [19.].

O'zbekistonda aholi bandligini hal etish masalalari tarixshunosligining ayrim jihatlari tarixchilarimiz tomonidan o'rganilgan. Ulardan D. Bobojonova, A. Dusboyev, A. X. Valiyevlarni keltirish mumkin. Jumladan D. Bobojonova sovetlar hukmronligining so'ngi o'n yilligida Respublikamizda aholini ish bilan ta'minlash borasidagi qiyinchiliklar, O'zbekiston hukumatining aholi bandligini ta'minlash va ishsizlikni qisqartirish borasidagi amalga oshirilgan chora-tadbirlar masalalarini yoritgan[3.].

Temuriylar davrida aholini ijtimoiy himoyalash, Amir Temurnining ijtimoiy himoya va aholini ish bilan ta'minlash borasidagi amalga oshirgan chora-tadbirlari A. Dusboyev tomonidan tarixiy dalillar asosida yoritilgan[12.].

A. X. Valiyev oʻzining qator maqola va kollektiv hamda yakka yozilgan monografiyalarida aholini ijtimoiy himoyalash va aholi bandligini ta'minlash borasida Respublikamizda amalga oshirilgan chora tadbirlar masalalarini oʻrgangan. Muallif tomonidan Harakatlar strateguyasi doirasida aholini ijtimoiy himoya qiilish, aholi bandligi borasida amalga oshirilgan ishlar ishonchli manbalar asosida bayon qilingan[8.], [9. 200-208], [10. 274–279], [11. 117–122.].

Mavzu boʻyicha tarixshunoslikni oʻrganish shuni koʻrsatadiki, aholi bandligi tarixi, xususan Harakatlar strategiyasi doirasida aholi bandligining ta'minlanishi masalalari deyarli qoʻl urilmagan mavzu hisoblanishi bizni ushbu mavzuni mavjud manba va adabiyotlar asosida tahlil qilishga undadi.

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CULTURAL FEATURES OF ENGLISH HUMOR

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Annotation. This work is devoted to the linguistic and cultural characteristics of English humor. The relevance of the work is due to the cultural exchange of English and Uzbek humor. It is important to take into account the fact that English humor is considered difficult to translate and it should be considered by linguistic and cultural features. The purpose of this article is to study the role of linguistic and cultural features of humor in translation from English into Uzbek

Key words: English humor, comic effect, culture, laughter, language.

КУЛЬТУРНЫЕ ОСОБЕННОСТИ АНГЛИЙСКОГО ЮМОРА

Аннотация. *Данная работа посвящена лингвокультурным характеристикам английского юмора. Актуальность работы обусловлена культурным обменом английского и узбекского юмора. Нужно учитывать тот факт, что английский юмор считается не простым при переводе и рассматривать нужно с учетом языковых и культурных свойств. Цель настоящей статьи состоит в изучении роли лингвокультурологических особенностей юмора при переводе с английского языка на узбекский язык.*

Ключевые слова: английский юмор, комический эффект, культура, смех, язык.

INGLIZ HAJVIYASINING MADANIY XUSUSIYATLARI

Annotatsiya. Ushbu ilmiy maqola ingliz hajviyasining lingvisvomadaniy xususiyatlariga bagʻishlangan. Ishning dolzarbligi - ingliz va oʻzbek hazilining madaniy almashinuvi bilan bogʻliq. Shuni inobatga olish kerakki, ingliz hajviyasini tarjima qilishda inglizlarni linvomadaniy hususiyatlarini inobatga olgan holda tarjima qilish kerak. Ushbu maqolaning maqsadi ingliz tilidan oʻzbek tiliga tarjima qilishda hazilning lingvovomadaniy xususiyatlarining rolini oʻrganishdir.

Kalit soʻzlar: ingliz yumor, komik effekt, madaniyat, kulgi, til.

Language as a cultural phenomenon is studied by linguoculturology, because language is the basis and product of culture. It is in the literary text that fragments of reality are presented. Through the text we can see the spiritual culture of a person and his era. Each text has a specific cultural background that lies behind the words. Civilization, culture, social status - all this leaves its mark on the text. And humor, of course, does not raise doubts about its inclusion in the context of any culture. Humor correlates with one of the most complex categories of aesthetics - the category of the comic, which covers a large group of heterogeneous phenomena, varied in form and content. Humor is often found in literature, theater, cinema and advertising, where the main goal is to make the audience happy. The pleasure of humor, which in naive usage refers to the attitude towards something and the depiction of something in a funny, comic form, has a psychological nature and at the same time eludes psychological explanations. Scottish philosopher of the 19th century A. Bain and English sociologist G. Spencer also viewed laughter as release. They substantiated their judgments by describing the biological mechanisms of laughter. Materials and methods of research. Our work is based on the achievements and methodology of a wide range of literary studies of English literature. The materials for our work were the works of English writers of the twentieth century. Results and discussions. From time immemorial, since the time of Chaucer's Canterbury Tales, writers have made us laugh with their humorous works. The word "humor" itself comes from the humoral medicine of the ancient Greeks, who taught that the balance of fluids in the human body (blood, lymph, yellow and black bile), known as humor, controls human health and emotions. Materials and methods of research. Our work is based on the achievements and methodology of a wide range of literary studies of English literature. The materials for our work were the works of English writers of the twentieth century.

Materials and methods of research.

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Results and discussions.

From time immemorial, since the time of Chaucer's Canterbury Tales, writers have made us laugh with their humorous works. The word "humor" itself comes from the humoral medicine of the ancient Greeks, who taught that the balance of fluids in the human body (blood, lymph, yellow and black bile), known as humor, controls human health and emotions. People of all ages and cultures respond to humor. Most people are capable of experiencing humor, that is, having fun, laughing, or smiling at something funny, and therefore they are considered to have a sense of humor. The

importance of laughter for literature, art and culture cannot be overestimated. In the early stages of human history, laughter most clearly manifested itself as a mass phenomenon and was an integral part of holiday rituals. Nonverbal forms of communication, such as music or visual arts, can also be humorous. Humor, of course, is present in literature. Sometimes it is the witty banter of the characters, sometimes the characterization itself or ironic, absurd events that add humorous notes to the work. In a literary work, humor serves many functions. It piques readers' interest, maintains their attention, helps them connect with characters, emphasizes and connects ideas, and helps readers visualize a situation. In literature, humor is a tool that makes the audience laugh or causes amusement or laughter. Its goal is to break monotony, boredom and tediousness, and to relax the reader's nerves. With the help of this tool, writers can also improve the quality of their writing while delighting the audience. Moreover, the most dominant function of humor is to create surprise, which not only improves the quality but also enhances the memorable style of a literary work. Humor is essentially the end product, not the medium itself. The writer uses various techniques, tools, words and sentences to bring out new and funny aspects of life. Usually the following main figurative and expressive means that create humor are distinguished: allegory, hyperbole, farce, sarcasm, irony, pun, litotes, antithesis, oxymoron.

However, national humor has certain characteristics. English humor also has its own specific characteristics, which has come to be perceived as a national trait of the English character. The island way of life, the often-bloody history of the island and climatic conditions had a decisive influence on the formation of the mentality of the modern resident of Foggy Albion. The English character embodied the traits of many peoples who, in one way or another, participated in the life of the British for many centuries. The British in general have a special ability to say strange things with the utmost seriousness. This special gift to the nation is evidenced by the works of the classics of English literature: Shakespeare, Byron, Thackeray, Oscar Wilde, Jerome K. Jerome, Aldous Huxley, etc. Masterly command of the English language, the richness and beauty of the language, subtle humor, often turning into sharp satire is distinguished by the works of George Bernard Shaw. His play "Pygmalion" occupies one of the most prominent places in world drama in terms of originality and artistic grace. The British in general have a special ability to say strange things with the utmost seriousness. This special gift to the nation is evidenced by the works of the classics of English literature: Shakespeare, Byron, Thackeray, Oscar Wilde, Jerome K. Jerome, Aldous Huxley, etc. Masterly command of the English language, the richness and beauty of the language, subtle humor, often turning into sharp satire is distinguished by the works of George Bernard Shaw. His play "Pygmalion" occupies one of the most

prominent places in the world drama in terms of originality and artistic grace. - The rain in Spain stays mainly in the plain. Hurricanes hardly ever happen in Har- row and Hampshire. How kind of you to let me come! – Rain in Spain falls mainly on the plains. Hurricanes almost never occur in Harrow and Hampshire. How kind of you to let me come! But in a fit of enthusiasm for the conversation, she tells the society in detail about her aunt, who was "killed for her straw hat, and who was stolen by someone." This new style of conversation delights the guests of the salon. Sharp, figurative, original statements of B. Shaw have firmly entered the English language and become aphorisms and proverbs: There are two tragedies in life. One is not to get your heart's desire. The other is to get it. – There are only two tragedies in life: one is to lose a loved one, the other is to find her. My way of joking is to tell the truth. It is the funniest joke in the world. – My way of joking is to tell the truth.

Oscar Wilde discovered an inexhaustible source of wit in turning ideas inside out:

- "May I ask, Lord Illingworth, do you consider the House of Lords a better institution than the Commons?"

- "Of course, in the House of Lords we never meet public opinion. This is what makes us a cultural institution."

Amazing turnaround phrases from the chapter on the Mad Tea Party:

Then you should say what you mean... I mean what I say. – You should always say what you think - at least I think what I say (translation by N. Demurov) The work of Jerome K. Jerome, the author of the story "Three in a Boat, Not Counting the Dog," is especially indicative in this sense. Jerome continued the tradition of Dickens, the sphere of his humor is everyday life, the comic adventures of heroes unadapted to practical life, with the world of inanimate things. The story "Three Men in a Boat..." is traditionally considered an example of truly English humor, but such popularity is in another language in culture proves that "English humor" is quite successfully transferred to foreign language soil, and, therefore, is based on certain deep foundations. Now, returning to the prospectus on pills, I certainly had all the symptoms of liver disease, the main one being "a general dislike for any kind of work. – Now, returning to the prospectus on pills, I undoubtedly have, there were all the symptoms of liver disease, the main one of which was "a general dislike for all kinds of work." - But everything has its dark side, as the man whose mother-in-law died when they demanded money for the funeral said. – But everything has its shadow sides, as the man whose mother-in-law died said when they demanded money from him for the funeral. Conclusions. Thus, from the above analysis we can conclude that English literature has deep and long traditions of humor. She is, one might say, full of humor. Almost all major English writers and poets, one way or another, dealt with humor. The

peculiarity of English humorous literature is that it is based on the traditions of folk laughter and is enriched by them. Irony and mockery, gentle humor and the comicality of everyday situations - all this is closely intertwined in works of English literature, reflecting the special flavor of English linguistic culture and the attitude of the British themselves to life.

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O'ZBEKISTONNING YOSHLARGA OID DAVLAT SIYOSATIDA YOSHLAR BANDLIGI MASALALARI

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Annotatsiya: Maqolada O'zbekistonning yoshlarga oid davlat siyosatida yoshlar bandlugi masalalari tahlil qilinib, bu borada amalga oshirilgan chora-tadbirlar aniq misollar asosida bayon qilinadi. Maqola ijtimoiy himoya siyosati, aholi va yoshlar bandligi masalalari bilan shug'llanuvchi soha vakillarida qiziqish uyg'otadi.

Kalit so'zlar: O'zbekistonning yoshlarga oid davlat siyosati, aholi va yoshlar bandligi, Ijtimoiy himoya siyosati, Harakatlar strategiyasi.

ВОПРОСЫ ЗАНЯТОСТИ МОЛОДЕЖИ В ГОСУДАРСТВЕННОЙ МОЛОДЁЖНОЙ ПОЛИТИКЕ УЗБЕКИСТАНА

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Аннотация: В статье анализируются вопросы занятости молодежи в молодежной политике Узбекистана, а также на конкретных примерах описываются меры, реализуемые в этом направлении. Статья представляет интерес для представителей сфер, занимающихся политикой социальной защиты, проблемами населения и занятости молодежи.

Ключевые слова: Молодёжная политика Узбекистана, население и занятость молодёжи, Политика социальной защиты, Стратегия действий.

SSUES OF YOUTH EMPLOYMENT IN THE STATE YOUTH POLICY OF UZBEKISTAN

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Abstract: The article analyzes the issues of youth employment in the youth policy of Uzbekistan, and also describes the measures implemented in this direction using specific examples. The article is of interest to representatives of areas involved in social protection policy, population problems and youth employment.

Key words: Youth policy of Uzbekistan, population and youth employment, Social protection policy, Action strategy.

Kishilik tarixi shundan dalolat beradiki, mustaqil taraqqiyot yoʻlini tanlagan har qanday mamlakatning kelgusidagi rivojlanishi faqat boy tabiiy resurslar, foydali qazilmalar yoki boshqa boyliklar bilan bilan emas, balki koʻp jihatdan etishib kelayotgan yangi yosh avlod tomonidan qoʻlga kiritilayotgan va erishayotgan yutuqlar bilan bogʻliqdir. Aynan shuning uchun ham, kelgusi kun talablaridan kelib chiqib, mamlakatimizda demokratik islohotlarni yanada chuqurlashtirish va fuqarolik jamiyatini rivojlantirishda yoshlarning faol ishtirokini yanada kuchaytirish zarurati paydo boʻlmoqda.

Mamlakatimizda sogʻlom, barkamol, har tomonlama etuk avlodni voyaga yetkazishga alohida eʼtibor qaratilib, bu masala yoshlarga oid davlat siyosatining ustuvor yoʻnalishlardan biri sanaladi. Aynan sogʻlom va har tomonlama bilimli yoshlar kelajagi buyuk Yangi Oʻzbekiston davlatining asosiy poydevori hisoblanadi. Respublikamizda yoshlar taʼlim-tarbiyasi va kamolotini taʼminlovchi mustahkam qonunchilik va meʼyoriy-huquqiy asoslar ishlab chiqildi. Mamlakatimiz mustaqillikka erishgach, 1991-yil 20-noyabrda qabul qilingan qonunchilik darajasidagi ilk meʼyoriy-huquqiy hujjatlardan biri «Oʻzbekiston Respublikasida yoshlarga oid davlat siyosatining asoslari toʻgʻrisida» gi qonuni boʻldi [3, b. 1]. Mazkur qonun hujjati yosh avlodning ijtimoiy va maʼnaviy kamolotini taʼminlash uchun shart-sharoit yaratishga qaratilgan yoshlar siyosatini ishlab chiqish va amalga oshirish borasidagi qonunchilik asoslarini yaratdi.

Oʻzbekiston Respublikasining Konstitutsiyasi, yigirmadan ziyod qonun, farmon va qarorlar, shuningdek, yosh avlod huquq va manfaatlarini himoya qilishga qaratilgan xalqaro hujjatlarda etishib kelayotgan mamlakatimiz yoshlari manfaatlari toʻliq himoyalangan. Mustaqillik yillarida yosh avlodning sogʻlom ulgʻayishi, sifatli taʼlim-tarbiya olishi, har tomonlama yetuk inson boʻlib kamol topishi borasida keng koʻlamli

ishlar amalga oshirildi. Xususan, onalik va bolalikni muhofaza qilish, ta'lim tizimini takomillashtirish, bolalar sporti va salohiyatini rivojlantirish borasida islohotlar amalga oshirildi. Yosh avlodning har tomonlama kamol topishi uchun Yoshlar saroylari, zamonaviy tibbiyot markazlari, ta'lim maskanlari, sport inshootlari barpo etildi. Yoshlarning intellektual, ijodiy va boshqa salohiyatini yuzaga chiqarish, rivojlantirishga qaratilgan huquqiy, tashkiliy va ijtimoiy-iqtisodiy chora-tadbirlar amalga oshirildi.

«Sog'lom ona va bola yili» Davlat dasturiga muvofiq 2016-yil 15-sentabrda O'zbekiston Respublikasida «Yoshlarga oid davlat siyosati to'g'risida»gi qonun qabul qilingan bo'lib, unda yoshlarga oid davlat siyosatini shakllantirishni yanada takomillashtirish va amalga oshirish mexanizmlari belgilandi. Mazkur qonunga muvofiq yoshlarga oid davlat siyosati deganda davlat tomonidan amalga oshirilayotgan hamda yoshlarning ijtimoiy shakllanishi, intellektual, ijodiy va boshqa salohiyatini rivojlantirish uchun shart-sharoitlar yaratishni ta'minlaydigan ijtimoiy-iqtisodiy, tashkiliy va huquqiy chora-tadbirlar tizimi nazarda tutiladigan bo'ldi [4, b.1]. Mazkur me'yoriy-huquqiy hujjatda «yoshlar (yosh fuqarolar)», «yosh oila», «yosh mutaxassis», «yoshlar tadbirkorligi» kabi tushunchalarga izohlar berilgan. Xususan, yoshlar deganda o'n to'rt yoshdan o'ttiz yoshgacha bo'lgan shaxslar nazarda tutiladi. Qonun yoshlarga oid davlat siyosatining asosiy tamoyillari, yo'nalishlari, davlat, hududiy va boshqa dasturlarini belgilaydi.

«Yoshlarga oid davlat siyosati to'g'risida»gi qonunda yoshlarning huquqlari, erkinliklari, ijtimoiy himoyasi va manfaatlarining kafolatlari belgilab berilgan. Iqtidorli va qobiliyatli yoshlarni qo'llab-quvvatlash, yoshlar tadbirkorligini, yoshlarga ijtimoiy xizmatlar ko'rsatishni ta'minlaydi. O'zbekistonda yoshlarga oid davlat siyosatini yangi bosqichga ko'tarish, bu boradagi muammolarga yechim topish, vakolatli organlar faoliyatini samarali tashkil etish va muvofiqlashtirish maqsadida 2020-yilda davlat organi – Yoshlar masalalari agentligi tashkil etildi. Yoshlar bilan bog'liq muammolarni hal etish maqsadida Oliy Majlis Senatida Yoshlar, madaniyat va sport masalalari qo'mitasi, Oliy Majlis Qonunchilik palatasida Yoshlar masalalari bo'yicha komissiya tuzildi.

O'zbekiston Prezidenti Shavkat Mirziyoyev 2017-yil 19-sentabr kuni Birlashgan Millatlar Tashkiloti Bosh Assambleyasining 72-sessiyasidagi ma'ruzasida shunday ta'kidlagan edi: «Bugungi dunyo yoshlari insoniyat tarixidagi eng yirik avlod bo'lib, 2 milliard kishini tashkil etadi. Ertangi kunda sayyoramizning farovonligi farzandlarimiz qanday insonlar bo'lib ulg'ayishiga bog'liq. Bizning asosiy vazifamiz – yoshlarning o'z-o'zini anglashi uchun sharoit yaratish, zo'ravonlik mafkurasi «virusi» tarqalishiga qarshi to'siq yaratishdir. Buning uchun yosh avlodni ijtimoiy qo'llab-quvvatlash,

huquq va manfaatlarini himoya qilish borasida ko'p tomonlama hamkorlikni rivojlantirish zarur, deb hisoblaymiz. Shu munosabat bilan O'zbekiston BMTning «Yoshlar huquqlari to'g'risida»gi xalqaro konventsiyasini – globallashuv va axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi sharoitida yoshlarga oid siyosatni shakllantirish va amalga oshirishga qaratilgan yagona xalqaro-huquqiy hujjatni ishlab chiqishni taklif qilmoqda. Bizning fikrimizga ko'ra, imzolovchi davlatlar ushbu sohani o'z ijtimoiy siyosatining asosiy, hayotiy ustuvor yo'nalishlaridan biri darajasiga ko'tarish bo'yicha qat'iy majburiyatlarni olishlari kerak» [1, b. 1].

2021-yildan boshlab har bir tuman va shaharda tashkil etilib «Biznesga birinchi qadam» startap g'oyalari yoshlar tanlovi doirasida kamida uchta g'olibga davlat byudjeti mablag'lari hisobidan bazaviy hisob-kitob miqdorining 200 baravarigacha miqdorda grantlar berish amaliyoti joriy etildi. Yoshlar bandligini ta'minlash, ularning muammolarini hal etishga qaratilgan yangi tizim – «Yoshlar daftari» va «Yoshlar dasturlari» joriy etildi. Tizimni raqamlashtirish, yoshlarga berilayotgan imtiyozlar shaffofligini ta'minlash, joylarda ishlarning 3 bosqichda monitoringini olib borish imkonini beruvchi «yoshlardaftari.uz» yagona elektron platformasi ishga tushirildi.

O'zbekiston ham o'zi uchun o'ta muhim hujjat – «2017-2021-yillarda O'zbekistonni rivojlantirish bo'yicha Harakatlar strategiyasi»ni qabul qildi. Harakatlar strategiyasining to'rtinchi yo'nalishi «Ijtimoiy sohani rivojlantirishning ustuvor yo'nalishlari» deb nomlanib unda «Aholini ijtimoiy himoya qilish tizimini takomillashtirish, sog'liqni saqlash va yoshlarning ijtimoiy-siyosiy faolligni oshirish» masalalari bandiga alohida e'tibor qaratilgan».Unda yoshlarning ijtimoiy-siyosiy faolligini oshirish, davlat va jamiyatni boshqarishdagi rolini kuchaytirish, yoshlar va kasb-hunar kollejlari bitiruvchilarining bandligini ta'minlash, ularni tadbirkorlik faoliyatiga keng jalb etish haqida so'z boradi [6].

O'zbekistonda yoshlarning kafolatli bandligini ta'minlash bo'yicha qonunchilik bazasi yaratildi. Shunday qilib, amaldagi qonunchilikka muvofiq, xususan, dastlabki ishga joylashish yoki moddiy kompensatsiya olish huquqini kafolatlovchi minimal ijtimoiy ta'minot o'rnatildi. Ta'lim muassasalarini tamomlagan yoshlarni ish bilan ta'minlashga ko'maklashish maqsadida korxona, muassasa va tashkilotlarda zahira ish o'rinlari ajratilgan.

Har bir viloyat markazi, yirik shahar va tumanlarda bo'sh ish o'rinlari yarmarkalari tizimli ravishda o'tkazila boshlangan. Bo'sh ish o'rinlari yarmarkalarini tizimli o'tkazish, ish beruvchilarga imtiyozlar berish, yoshlarning o'z biznesini yo'lga qo'yishiga ko'maklashish, mikrokreditlar ajratish ham aholi bandligini ta'minlashga xizmat qila boshladi. Shuningdek, mamlakatimiz Mehnat va aholini ijtimoiy muhofaza

qilish vazirligi va uning joylardagi bo'linmalari, jamoat tashkilotlari tomonidan mamlakatimizning barcha hududlarida bepul mehnat yarmarkalarining muntazam ravishda o'tkazib kelinaganligi jahon mehnat bozorida alohida yangilik sifatida e'tirof etilgan va bu Xalqoro Mehnat Tashkiloti tomonidan ham tan olingan. Bunday yarmarkalarda ishtirok etish orqali kasb-hunar kollejlari bitiruvchiilari o'z hududidagi sanoat va ishlab chiqarish korxonalari, tadbirkorlik subyektlaridagi bo'sh ish o'rinlari bilan yaqindan tanishish, u yerda yaratilgan shart-sharoitlarni o'rganish, ish haqi miqdori haqida ma'lumot olish imkoniyatiga ega bo'lishgan. Ayni paytda O'zbekistonda yoshlar mamlakatdagi barcha mehnatga layoqatli aholi salohiyatining qariyb 50 foizini tashkil etadi. Bu mamlakatimizda aholi bandligini shakllantirish va rivojlantirish nuqtai nazaridan katta istiqbolga ega ekanligidan dalolat beradi.

Mehnat resurslarining o'sishini hisobga olsak, 2020-yilga kelib yoshlar O'zbekistonda rasman ro'yxatga olingan ishsizlar orasida aholining eng katta guruhlaridan biriga aylandi. O'zbekistonda 2019-yilning yanvar-iyul oylaridagi statistik ma'lumotlarga ko'ra, yoshlar o'rtasidagi ishsizlik darajasi 9,1 foizni tashkil etgan bo'lsa, 2020 yilning mos davrida COVID-19 ning salbiy ta'siri tufayli bu ko'rsatkich 20,1 foizni tashkil etdi [2].

O'rganilayotgan davrning so'nggi uch yil ichida O'zbekistonda mehnat munosabatlari, mehnat bozori, jumladan, yoshlar o'rtasidagi ishsizlik sohasidagi mavjud muammolarni hal etish uchun barcha imkoniyatlar ishga solindi. Maxsus dasturlar ishlab chiqilib, subsidiyalar va turli imtiyozlar joriy etildi. Xususan, 2018-yil 27-iyundagi Prezident qarori bilan yoshlarning tadbirkorlik tashabbuslari, talab qilinadigan mutaxassisliklar va biznes ko'nikmalari, startaplari, g'oyalari va loyihalarini amalga oshirishda ko'mak va qo'llab-quvvatlash orqali yoshlar bandligini ta'minlash, ish bilan band bo'lmagan yoshlarni o'qitishga qaratilgan «Yoshlar – kelajagimiz» Davlat dasturi tasdiqlandi[7].

Yoki oziq-ovqat xavfsizligi masalasi dunyoning eng rivojlangan davlatlari uchun ham aniq muammoga aylanib borayotgan hozirgi sharoitda «Har bir yoshga bir gektar» loyihasi doirasida 54 ming 232 gektardan ortiq yer maydoni Respublikaning qariyb 65 ming yosh dehqonlariga ajratilgan. Bunday muhim chora-tadbirlar samarasida uch yil davomida qariyb 560 ming nafar yoshlar bandligi ta'minlandi. Yoshlarning mehnatga bunday munosabati e'tirofga sazovor [7].

Ta'kidlash joizki, aholi bandligini va real daromadlarini izchil oshirish maqsadida ishsiz aholiga xizmat ko'rsatuvchi "Monomarkaz" mas'uliyati cheklangan jamiyati tashkil etildi. Bugungi kunda hududlarda 14 ta "Ishga marhamat" monomarkazi, 30 ta kasb-hunarga o'rgatish markazi, 11 ta qisqa muddatli kasb-hunar

o'rgatish kurslari, 136 ta kasb-hunarga o'rgatish markazlari faoliyati yo'lga qo'yilgani bu boradagi islohotlar samarasidir.

Shunday qilib, Davlat dasturida bandlikka muhtoj yoshlarni kasb-hunar ta'limi borasida o'qitish, tayyorlash va qayta tayyorlash tizimini yanada rivojlantirish nazarda tutilgan. Yoshlar mamlakat kelajagi bo'lib, uning keyingi rivojlanishi ular faoliyatining boshlang'ich shartlariga bog'liq. Shu bois O'zbekistonda yoshlarning samarali bandligini ta'minlash borasida samarali chora-tadbirlar amalga oshirilmoqda. Ijtimoiy hayotning turli sohalaridagi sharoitlarni o'zgartirish davlatdan yoshlarni o'qitishga yangicha yondashishni, ularni tashkil etishda yordam ko'rsatishni talab qiladi. Koronavirus pandemiyasidan keyingi yillarda nafaqat uning oqibatlarini yengish, balki mamlakatning mehnatga layoqatli fuqarolarining yangi avlodini ish bilan ta'minlay oladigan iqtisodiy o'sish uchun shart-sharoitlar yaratish ham zarur bo'ladi.

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THE CHARACTERISTIC FEATURES OF INTERNET COMMUNICATION

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Introduction. Today, the global computer network has become one of the main means of communication between people and the main source of information. The Internet is an association of computer networks with common standards that allow messages to be sent from any Central Computer (or host) on the same network to any other host. The first steps towards the emergence of the Internet were taken by telegraph operators in the late 1800s, who used Morse code for long-distance messages. Internet communication has come a long way since its inception in the early 20th century. This was followed by telephone calls, which allowed people to communicate with each other across geographical boundaries. These technologies eventually evolved into email, which allowed users to send messages back and forth between computers.

The Internet began as an experimental network in the United States in the 1960s among the military, and soon expanded to include federal, state, university, business, and private users. Today, it is the largest computer network in the world, with the help of which it provides many services and enables communication between people through e-mails, discussion groups and digital pages on any topic. The Internet was originally created for pragmatic purposes, but now it has become a social phenomenon that unites representatives of different mentalities, cultures and nationalities.

The history of the Internet is constantly changing. Internet communication research began in the mid-1990s, and by the 20th century philosophy, sociology,

actively developing in the field of psychology, linguistics and other related sciences. Population research is becoming more active due to the rapid growth of the popularity of Internet communication among It has been studied by sociologists since the Internet appeared. The Internet is considered both a global and national communication tool, a source and distributor of new ideas, views, interpretations, and it is a new social environment that is expanding more and more. The Internet is a new social environment that expands the understanding of human interaction in the information technology society.

First, the purpose of the Internet is to provide users with various information provided, but today communication between people is virtual has become the leading function of the space, and at the same time, intergroup communication has become a unique means of communication in social networks and blogs. In this regard, a number of definitions appear, in which the Internet is considered in terms of its function in society. Internet communication is a special type of communication carried out through a computer and the Global Internet. Includes this and features of mass communication, i.e. communication involving many people; internal and group communication. It should be noted that "electronic communication", "virtual communication", "computer communication" are synonyms. Computer communication has led to the widespread use of the word "virtual". In computer terminology, virtual means "not really existing, imaginary". The virtual world does not actually exist, but it appears under certain conditions, in this case, through the influence of the computer on the human emotions, which gives him the illusion of immersion in this world. Computer communication is a system in which reality (that is, the material-symbolic existence of people) is completely embedded in the non-external world. [Castells 2000] concludes: "Virtual communication is loom, communication with an unknown group of imaginary interlocutors. Virtual communication fills reality and appears in our minds."

According to N.G. Asmus, in virtual communication, a person himself creates information and knowledge and uses the concept of "text" as a unique, vivid, carnival-like phenomenon in linguistic design [Asmus 2005]. Communication between virtual persons is established through texts, that is, there is no direct physical contact in computer communication between people. Therefore, the text in the virtual space takes the status of a universal and unique means of information exchange. Thus, the global Internet has become the main source of knowledge and information exchange, and has created a new type of communication - Internet communication.

According to M. Yu. Sidorova, Internet diaries or blogs are interactions in a separate global network and are a set of interrelated blogs, covers the concept of the understood "blogosphere". The Blagosphere is a separate communication environment,

the Internet where everyone has the opportunity to create a virtual identity and construct their own identity, including gender, environment. In addition, the "blogosphere" is two mutually exclusive elements - language expression, content and pragmatic intentions at the level of simplification and complexification, as well as active norms of literary language and colloquial speech.

Communication is constantly evolving, some people are used to seeing their friend's online avatar as their face. Communication with friends and more desire to share with near-strangers than to create memories. Due to all these factors, the range of Internet users is very wide and constantly growing, which has fundamentally important consequences for society and culture. According to researchers, the Internet creates a new way of organizing people's lives and is a new socio-cultural institution. The Internet creates a new world parallel to the real world, this world is called the electronic world; and even the seventh, "electronic" continent. This world has its own norms, rules, etiquette and language, and a fundamentally new type of communication - Internet communication - is emerging. Most scientific definitions of the word "communication" or "communication" refer to the idea of communicating something to someone or sharing knowledge. It should be noted that these two terms are used interchangeably. For example,

1) Communication is the interaction of people, the content of which is the process of joint activity to establish a comfortable relationship for mutual knowledge and exchange of information through various means of communication.

2) "Communication is the process of changing the relationship in which information is stored by the individuals involved in the interaction."

The specific features of Internet communication exactly match the features of mass communication that includes the Internet. N. Bogomolova distinguishes the following main features of mass communication: the use of technical means in communication, the involvement of large social groups, the non-binding response of feedback, the fact that communicators are strangers in real life and separated from each other while remaining anonymous.

Often, at events or parties, guests are connected to their smartphones, busy texting or sending messages, and no one listens carefully to others, participates in the conversation or communicates. As the generations enter the social age, social media is preferred among the youth will remain a form of communication. However, this change affects their ability to communicate properly with their peers starts.

Sh. H. Shahobiddinova and Sh.Kh. In Yuldasheva's article "Some comments on Internet communication and its research", the positive and negative aspects of Internet communication were considered and the above opinions about the positive aspects of

Internet communication were confirmed. It is interesting to note that the disadvantages are almost indistinguishable from the achievements, in particular:

1. Non-restriction in space: through the Internet, a person in any part of the world can communicate and turn the flow of communication to someone who is not acceptable to you, and because he knows that he will go unpunished, there are cases of crossing the border.

2. Not being limited in time: one of the main factors leading to Internet addiction. Communicating at any time has brought great changes to the many millennia of communication experience of mankind. The fact that it is not necessary to take into account the time of the interlocutor, the possibility of connecting to several directions at the same time allows communication to continue almost continuously. There is no doubt that this will have a negative impact on the social and household characteristics, health and mental state of Internet users.

3. Anonymity. Concealing one's identity and describing oneself as desired makes virtual communication unpredictable and unprotected compared to actual communication. Entering into a conversation without knowing who the interlocutor really is makes the techniques acquired during actual communication almost ineffective.

4. Voluntary. The fact that the dialogue can be started and ended at the discretion of one party is also considered as a special achievement. It is enough to send replicas to voluntarily start communication. It is also optional for the other party not to see it and not to send a reply.

5. Globality. The fact that national, gender, and class boundaries, which are usual in actual communication, are almost non-existent in virtual communication is a blow to the national mentality. It is no secret that communication habits and manners, which are part of national identity, are gradually giving way to elements of popular culture.

6. Threats to security are also taking new forms in virtual communication methods. As noted above, anonymity makes communication unpredictable and unprotected. The limitation of paralinguistic tools (tone of voice, eye gaze, skin color, hand movements) available for assessing the interlocutor in face-to-face communication makes the dialog process effective in normal forms of communication almost useless for diagnosis and defense mechanism.

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