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JAPANESE PEDAGOGICAL STRATEGIES FOR ENHANCING ENGLISH LANGUAGE INSTRUCTION

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ABSTRACT

In today's highly interconnected world, having strong English communication skills is essential. This article is devoted to studying pedagogical strategies employed in Japan to enhance English language instruction. By examining traditional and current methods, this study highlights the effectiveness of these strategies and their impact on student engagement, language proficiency, and cultural understanding.

Keywords: *Japanese pedagogical strategies, language learning, EFL environment, communication skills.*

INTRODUCTION

Traditionally, English language education in Japan has centered around rote memorization and a focus on grammar. However, with the advent of globalization and the recognition of English's importance in international communication, there has been a shift toward more interactive and student-centered approaches. Today, technology's role in language instruction has significantly altered the educational landscape. Digital tools such as language learning apps, online resources, and multimedia presentations are increasingly incorporated into English lessons. These tools cater to various learning styles and provide students with opportunities for self-directed learning. Moreover, online platforms facilitate connections between students and native speakers, promoting authentic language use. Despite the innovative strategies employed in Japanese English language instruction, several challenges remain. These include:

- **Exam-oriented Education.** The pressure to perform well on standardized tests often leads to a focus on grammar and vocabulary at the expense of communicative competence.

- **Teacher Training.** Many English teachers may lack adequate training in modern pedagogical methods, which can decrease the effective implementation of new strategies.
- **Cultural Attitudes.** The fear of making mistakes can discourage students from participating actively in speaking activities.

All points mentioned above will be discussed in this scientific article, analyzing each circular aspect of the way of teaching foreign languages in Japan.

METHODS

During this scientific research, qualitative and secondary data analysis methods were utilized, and previous researches were analysed to indicate outcomes of language teaching methods in Japan. The Japanese educational system with regard to ELT 3.1 An overview of English schooling. The Japanese education system is divided into three levels: primary, lower and upper secondary, and postsecondary education, which are organized in a 6-3-3-4 structure. Regarding the stages in the development of ELT in Japan, Stewart describes that in 2003, as a response to globalization, the Ministry of Education, Culture, Sports, Science, and Technology (from this point on MEXT) issued a policy directive requiring state secondary school English teachers to shift away from translation-based English teaching and towards activities that emphasize oral communication. In 2008, the Central Council for Education (CCE) officially proposed this common standard to align government educational policies with the demands of globalization. Therefore, it was determined that revisions were necessary to the current National Centre Test for University Admissions in order to achieve this goal. The concept of a “common standard for learning outcomes” seeks to create a more accurate teaching experience across university campuses and serves as a basis for evaluating whether educational goals have been achieved. This approach, also known as quality assurance, provides an educational policy that shifts away from diversity and flexibility and towards an embrace of worldwide standards. As a result, it is clear that MEXT employs quality assurance to standardize activities that promote oral communication in secondary school English sessions. National Standards for School Curriculum are typically modified every ten years. These curricular reforms are designed and implemented with the goal of raising standards and thereby improving educational quality. The frequency and extent with which reforms occur are heavily influenced by the sociocultural setting. As discussed above, it is widely acknowledged that what is learnt in school is directly tied to tests completed at the ages of 16 and 17. Because English was the most important language for passing entrance exams, pupils were taught to read and write in it, with grammatical analyses and translations to and from

Japanese serving as major approaches. Students completed a lot of drills and repetitions in class, and they were hardly given any chances to participate in group problem-solving, debate, or express their viewpoints. In big classrooms, teacher-centered and lecture-style instruction proved to be highly effective in achieving these entrance examination-oriented aims. In 2002, the introduction of “Yutori” or “low pressure/no cramming” education aimed to counter the traditional reliance on teacher-centered rote learning. Yutori-style education resulted in pupils spending 15% less time in the classroom studying fundamental subjects including mathematics, physics, and Japanese. Furthermore, pupils were no longer required to study in school on Saturday mornings, resulting in a simultaneous 30% reduction in the quantity of classroom work. Though Yutori education was quickly abandoned, the notion that “school should focus on helping students gain academic knowledge” became more firmly established in the public realm. Due to recent changes in English testing at the secondary level, which emphasize university entrance exams and frequent assessments of vocabulary and grammar, first-year students at Tokyo University of Science (TUS) often have a strong awareness of English structure but lack proficiency in oral communication. To acquire a better grasp of the context in which ELT occurs, one must first examine the elements that contributed to the current system. The following part is on teacher tactics for dealing with ELT reform, specifically how academic success is measured via active learning.

RESULTS

A state of flux in ELT.

Up to this point, more widespread implementation of a student-centered active learning strategy has had little effectiveness. Although large-scale improvements in the adoption of active learning at universities remain challenging, likely due to the numerous small-scale studies lacking statistical significance, policy reforms have nonetheless spurred English language teaching (ELT) curriculum changes at various levels. As a result, there is now a greater emphasis on communication skills rather than grammar. Thus, curriculum reform along with government policy directives pave the way for a new kind of English instruction. Whereas formerly, passive students in teacher-centered lectures would absorb what the teacher provided, there is now an increasing percentage of active students speaking with one another. University classroom tests and assessments are reflections of societal ideals. A shift towards more active learning in tertiary-level English Language Teaching (ELT) courses in Japan reflects a societal change in the skills that graduates are expected to possess when entering the workforce. As is, a graduating student should not only be able to think critically, actively interrupt, and make suggestions, but also to ask either the teacher or classmates for clarification of intended meaning, allowing ideas to be exchanged and

new ideas, concepts, and hypotheses to be developed. As a result, it is clear that some method of evaluating these skills through the evaluation of academic performance is required. In the context of TUS, this method has changed from a single formal final examination at the end of a course of study to a range of assessments that evaluate academic performance throughout the course.

DISCUSSION

With the development of instructional activities that allow for more spoken communication during lessons, ELT reform in Japan is progressing. Though difficult to carry out, these lesson plans, also known as communicative language teaching (CLT), are essential to teaching in the setting of English as a foreign language (EFL). Reporting on any innovations in teaching practice brought about by policy reform, as well as the dynamic interaction between institutional setting and the mindset of educators, is crucial. However, there is still the matter of how college instructors evaluate students' academic performance in their classes. The degree to which CLT activities are considered appropriate for the current educational culture is one barrier to their acceptance in EFL environments. There is a conflict in explanation between "communicative competence" and "cultural continuity", as defined by Holliday. At that time, Ikeda observes that students typically show a "lack of wordiness" in their first language that is appropriate for their culture when participating in CLT activities in Japan. It would make sense for teachers to evaluate academic success by concentrating on students' proficiency in English when there is a seemingly static low level of oral communication competence and a teaching strategy that demands a particular level to be met. Cultural understanding is also vital for effective language learning. Japanese educators often incorporate cultural elements into their English lessons, exposing students to different aspects of English-speaking cultures through literature, films, and music. Having said that, exchange programs and study abroad opportunities allow students to experience immersive environments where they can practice their language skills in real-world contexts.

CONCLUSION

Japanese pedagogical strategies for enhancing English language instruction reflect a commitment to improving communication skills among students. By embracing communicative approaches, task-based learning, technology integration, and cultural immersion, educators are fostering a more dynamic and engaging learning environment. However, addressing the challenges inherent in the education system is essential for maximizing the potential of these strategies. Continued investment in teacher training and curriculum development will be crucial for sustaining progress in English language education in Japan.

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THE IMPORTANCE AND ADVANTAGES OF TRANSITIONING TO INTERNATIONAL FINANCIAL REPORTING STANDARDS IN THE REPUBLIC OF UZBEKISTAN

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ABSTRACT

This article outlines in detail the advantages and importance of international financial reporting standards, their content, objectives, assessment of the impact of international financial reporting standards on the accounting system of Uzbekistan and the comprehensive measures being taken to effectively improve it, and also highlights the effective organization based on the analysis of the comprehensive use of these standards in practice and the latest measures implemented in the territory of the Republic of Uzbekistan for the transition to international financial reporting standards.

Keywords: *international financial Reporting standards (IFRS), international accounting standards (IAS), accounting, financial reporting, economic growth, foreign investment, efficiency.*

INTRODUCTION

As a result of the gradual implementation of intensive reforms in introducing international accounting standards in the Republic of Uzbekistan, a regulatory and legal framework has been established to govern the transition to international financial reporting standards. Particularly, in the Republic of Uzbekistan has been officially adopted Presidential Decree No. PD-4611 “On Additional Measures for the Transition to International Financial Reporting Standards”.

Above mentioned Decree of the President of the Republic of Uzbekistan No. PD-4611 “On Additional Measures for Transitioning to International Financial Reporting Standards” has initiated a new stage in the transition to IFRS within the country’s accounting system. In accordance with this decree, joint-stock companies, commercial banks, insurance companies, and large taxpaying legal entities operating

in the country are required to maintain their accounting based on International Financial Reporting Standards.

International Financial Reporting Standards are a separate branch of financial accounting and reporting, a part of financial reporting that studies the conceptual foundations, methodological issues of necessity, the development of international financial reporting standards, their content, interpretation, and application. International Financial Reporting Standards (IFRS), combined with high quality, provide a set of internationally recognized accounting standards, which, in turn, ensure transparency, accountability and efficiency in financial markets around the world. At the same time, transparency demonstrates the comparability and quality of financial statements, accountability prevents information shortages, and efficiency is used to assess opportunities and risks. It is known from world practice that international financial reporting standards have had a positive impact on the activities of large companies. It should be noted that, these international standards are recognized by almost 146 countries around the world. Therefore, the preparation of financial statements in accordance with international Financial Reporting Standards (IFRS) in the accounting system is also important for the Republic of Uzbekistan.

Globalization has led to the increasing integration of global markets for goods, services, and capital, because of which companies that traditionally depended on financing in their domestic capital markets now have much greater access to debt and equity capital both inside and outside their country. Undoubtedly, one of the main advantages of a single set of international accounting standards on a global scale is that it allows international capital markets to evaluate and compare the activities of companies more meaningfully, profitably, and effectively.

LITERATURE ANALYSIS AND METHODOLOGY

It is emphasized that the application of accounting standards in accordance with international financial reporting standards is an integral part of ensuring the quality of accounting. International financial reporting standards are designed for use in the preparation of general-purpose financial statements, that is, to provide financial information to users who cannot require the organization of the preparation of reports, taking into account specific information needs. Foreign scientists such as Giorgio A. A, Martin B, Walter T, Charles T, David B, Terteleva A.S, Zhdanova A.B, as well as scientists from the Republic of Uzbekistan including Ergasheva Sh.T, Ibragimov A.K, Rizaev N.K, Ibragimova I.R, Norbekov D.E, To'rayev A.N, Rahmonov Sh.Sh, Tashnazarov S, Karimov A.A, Imamova N.M, and others have conducted relevant research in the field related to the effective use and implementation of international financial reporting standards.

DISCUSSION AND RESULTS.

In a market economy, comprehensive economic management is carried out through an accounting system. Thus, accounting in the country's economy is considered as a fundamental sphere. When accounting ensures transparency, efficiency, and reliability, these objectives are achieved through standards, specifically the internationally recognized accounting standards that fulfill this exact purpose. In other words, the comparability, reliability, efficiency, and transparency of financial indicators in a country's economy are primarily determined by international standards.

It should be noted that international Financial Reporting Standards (IFRS) differ sharply from national accounting standards. For example, the basic principle of international financial reporting standards is that economic content takes precedence over legal form, and the professional opinion of an accountant in many cases will be crucial. However, national accounting standards place great emphasis on documenting transactions. In addition, financial reporting under International Financial Reporting Standards (IFRS) is used by investors to make investment decisions. And national accounting standards are designed to provide information to tax and regulatory authorities.

International financial reporting standards significantly contribute to solving the following issues:

- comparison of financial statements of enterprises around the world;
- the opportunity to reproduce the financial statements of enterprises by external users from different countries.

Investors are looking for opportunities to diversify and invest around the world, while companies raise capital, conclude deals, or have international operations and branches in many countries. Thus, the advantage of accounting standards over international financial reporting standards is that they solve problems such as the above by providing a set of high-quality, internationally recognized accounting standards that ensure transparency, accountability, and efficiency of financial markets worldwide. In addition, IFRS accounting standards enhance economic efficiency by assisting investors identify opportunities and risks in the global market, thereby improving capital allocation. For enterprises, using a single reliable accounting language reduces the cost of capital and reduces the cost of international financial reporting. Therefore, these IFRS standards offer numerous advantages for the economy of Uzbekistan. Through the implementation of international financial reporting standards, the comparability of financial data within the country's economy is primarily ensured. These standards are considered global benchmarks, recognized as comprehensible and accurate worldwide. Furthermore, due to the comparability principle of international financial reporting standards, countries worldwide can systematize data in a uniform

manner and compare it with one another. Thus, international financial reporting standards are considered as the language of business all over the world.

The purpose of the transition to international financial reporting standards in the territory of the Republic of Uzbekistan is to provide correct, reliable and transparent information about the financial activities and condition of the organization while increasing opportunities to attract foreign investment, access to international capital and financial markets.

At present, when economic reforms are being carried out at an accelerated pace in the Republic of Uzbekistan, as in all spheres, deep reforms are being carried out in the field of accounting and auditing. As economic reforms are being implemented at an accelerated pace in the Republic of Uzbekistan, profound reforms are also taking place in the field of accounting and auditing, just as in all other sectors. Measures are being taken to apply international financial reporting standards in two directions, the following work has been carried out towards the introduction of international financial reporting standards. Initially, the only organization developing international financial reporting standards in the world is the International Financial Reporting Standards Foundation, with which the Ministry of Economy and Finance of the Republic of Uzbekistan signed an agreement, in accordance with International financial reporting standards are officially recognized in the Republic of Uzbekistan. These IFRS documents consist of 62 documents, all of which are officially adopted in the state language and this document is directly used by business entities.

In the process of economic modernization, as we need to transition to international financial reporting standards, it is crucial to not only improve the legislative system in the initial stage but also to train and provide qualified personnel in this field. The number of employees with international accounting certificates is significantly low compared to the number of organizations that need to transition to international financial reporting standards. If an average of three employees are required for each of the more than 2,600 organizations, there would be a need for approximately 8,000 employees with international certificates today. This indicates that there is a shortage of qualified personnel in this field. In Uzbekistan, during the transition to International Financial Reporting Standards (IFRS), it is necessary to implement methodological support, more specifically, to provide procedural guidance. The purpose of this is to further accelerate the process of transitioning business entities to IFRS and provide them with the necessary opportunities to do so. This methodological support should consist of fundamental guidelines, standards, and regulations for the application of international financial reporting standards. Currently, a chart of accounts and financial reporting forms have been approved for organizations conducting accounting activities based on national

standards. However, in practice, there is no standard chart of accounts or financial reporting templates for organizations that prepare reports based on international financial reporting standards. Therefore, it is advisable to organize methodological support for these organizations as well.

In order to use international financial reporting standards in the Republic of Uzbekistan and, accordingly, to officially recognize the text of the comments, the normative and legal international financial reporting standards have been translated into Uzbek language, containing the conceptual framework of financial reporting, 17 international financial reporting standards, 25 international accounting standards, 15 interpretations of the International Financial Reporting Interpretations Committee, and 5 SIC Interpretations also formed.

The main advantages of transitioning to the International financial reporting standards for the country's economy:

- In combination with the fact that business entities can submit financial statements in the same manner as their competitors in foreign countries, it becomes possible to compare the statements;
- Increasing the level of investment attraction as a result of establishing effective partnerships with foreign investors;
- The ability to make accurate forecasts for financial and economic analysts will be increased.
- For shareholders and managers, an objective analysis of the business can provide an opportunity to assess the company's real situation and may become one of the important tools for making management decisions;
- The value of an business entity will increase, and the confidence in the financial and accounting information provided by the enterprise will be higher;
- The IFRS accounting Standards provide a set of high-quality, internationally recognized accounting standards that ensure transparency, accountability and efficiency of financial markets around the world.
- IFRS accounting standards enhance economic efficiency by supporting investors identify opportunities and risks around the world, thereby improving capital allocation. For enterprises, using a single reliable accounting language reduces the cost of capital and reduces the cost of preparing international financial statements.

Research based on the application of international financial reporting standards in practice shows that the decrease in the cost of capital and the improvement in stock prices, as well as trading indicators, are increasing, partly as a result of wider disclosure and comparison of financial and accounting information. However, according to the conducted research, these improvements and positive changes are taking place in countries where strict international standards are observed. Thus, it is not enough to

simply adopt international financial reporting standards and switch to it, the reason is that the creation of identical financial statements is unlikely. In order to achieve maximum comparison, these international standards must be constantly applied in practice, checked by professional specialists and carried out qualitatively.

CONCLUSION

In conclusion, it is worth emphasizing that today, the transition to International Financial Reporting Standards in the Republic of Uzbekistan is becoming increasingly important in attracting foreign investors and enhancing the level of transparency and accuracy of financial reporting. As a result of our study on this topic during the research process, we have arrived at the following conclusions. The systematization of legislation in the field of accounting, the provision of financial statements based on international standards of accounting and financial reporting, the establishment of measures to apply international standards of financial reporting in established organizations, will increase investment attractiveness on the scale of the Republic of Uzbekistan, effectively systematize the industry, ensure confidence in financial statements, increase the comparability of financial data.

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NEMIS TILI MASHG‘ULOTLARIDA KURSANTLARNING KOMMUNIKATIV KOMPETENSIYASINI SHAKLLANTIRISH

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O‘zR QK Akademiyasi Tillar kafedrası o‘qituvchisi

Annotatsiya. Ushbu maqolada xorijiy tilni o‘rganish mashg‘ulotlarida (nemis tili misolida) kursantlarning kommunikativ kompetensiyasini shakllantirishga yo‘naltirilgan mashqlar va kichik guruhlar bilan mashg‘ulotlarda foydalanadigan samarali metodlar to‘g‘risida fikrlar bayon etilgan.

Kalit so‘zlar : til o‘rganish, til o‘rganish kurslari, ilg‘or tajriba, kommunikativ kompetensiya, o‘rganish faoliyati, o‘yinli holat, kichik guruhlar, o‘z-o‘zini baholash.

Аннотация. В данной статье описаны упражнения, направленные на формирование коммуникативной компетентности обучаемых на занятиях иностранного языка (на примере немецкого) и эффективные методы, которые можно использовать при занятиях в малых группах.

Ключевые слова: изучение языков, языковые курсы, передовой опыт, коммуникативная компетенция, познавательная деятельность, игровые моменты, малые группы, самооценка.

Annotation. This article describes exercises aimed at developing students' communicative competence in foreign language classes (using German as an example) and effective methods that can be used in small group classes.

Key words: language learning, language courses, best practices, communicative competence, cognitive activity, game moments, small groups, self-assessment.

Kirish. Bugungi kunda xorijiy tillarni o‘qitish davlat siyosati darajasiga ko‘tarilgan bo‘lib, O‘zbekiston Respublikasi Prezidentining O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida”gi 2021 yil 19 maydagi PQ-5117-son qarori buning yorqin dalilidir. Xorijiy tillarni o‘qitishni mazmunli va sifatli tashkil etish, kursantlarning bilim darajasini ta’limning vazifalari, maqsad va standartlariga moslashtirish uchun o‘zlashtiriladigan o‘quv materiallarini to‘g‘ri

tashkil etish dolzarb hisoblanadi. O‘zbekiston Respublikasi oliy harbiy ta’lim muassasalarida xorijiy tilni amaliy o‘rganish, ya’ni kursantlarning kommunikativ kompetensiyasini shakllantirish oliy bosh maqsad qilib belgilandi.

Tadqiqot metodologiyasi. Oliy harbiy ta’lim muassasalarida tahsil olayotgan kursantlar uchun xorijiy tilni o‘rganishdan asosiy maqsad kommunikativ kompetensiyani shakllantirishdan iborat bo‘lib, bu kursantlarning ma’lum bir vaziyatda xorijiy til vositasida to‘g‘ridan-to‘g‘ri muloqotni amalga oshirishga tayorligi va qobiliyatini anglatadi. Shu sababli xorijiy til o‘qituvchisining vazifasi xorijiy tillarni o‘qitish jarayonida kursantlarning bilimni oshirish va gapirish qobiliyatini shakllantirishdan iborat. O‘qitishning zamonaviy usullaridan, yani kooperativ ta’lim, yangi axborot texnologiyalari va Internet-resurslardan foydalanish shuningdek, turli xil o‘yin mashqlari ta’limda shaxsga yo‘naltirilgan yondashuvni amalga oshirishga yordam beradi. O‘qitish usullari va o‘quv qo‘llanmalarining xilma-xilligi tufayli zamonaviy sharoitda turli xil o‘qitish usullari bilan tanish bo‘lishi kerak bo‘lgan xorijiy til o‘qituvchilarining kasbiy tayyorgarligiga talab ortib bormoqda. Bu yerda amaliyot (nutq amaliyoti) va muloqot muhim rol o‘ynaydi. Til odamlar bilan muloqot qilish uchun zarurdir. Muloqotning qonun-qoidalari mushtaraklik kasb etadigan holatlari anchagina. Unga ko‘ra mantiqiylik va izchillik, aniqlik va lo‘ndalik, haqqoniylik va mutanosiblik, samimiylik va muloyimlik kabi nolisoniy omillarning ahamiyati ta’kidlangan nazariy qarashlar anchagina. Ular ichida muloqotga jiddiy etibor qaratgan va o‘z o‘rnida tanqidiy fikrlar ham bildirgan nazariyalar mavjud. Ayniqsa, P.Graysning “Hamkorlik tamoyili” shular jumlasidandir.[1,B.217-237]. P.Grays odamlarning kundalik nutqini mantiq nuqtai nazaridan tahlil qilib, uning mohiyatini quyidagicha shakllantiradi:”Suhbatning ushbu bosqichida sizning kommunikativ hissangiz ushbu dialogning birgalikdagi qabul qilingan maqsadi talab qiladigan darajada bo‘lishi kerak”. [1,B.222].

Uning nutqiy muloqotga doir qoidalar yig‘indisi yoki”Hamkorlik tamoliyi”deb yuritiluvchi nazariyasida 4ta asosiy kategoriya mavjud bo‘lib, unga amal qilish orqali muloqot samaradorligiga erishish mumkin, degan g‘oya ilgari suriladi. P.Grays ushbu kategoriyalarni nemis faylasufi I.Kant izidan borib, ishlab chiqqanligini aytib o‘tadi.[1,B.222]

Muhokama va natijalar. Ushbu maqolada nemis tili mashg‘ulotlarida kursantlarning kommunikativ kompetensiyasni oshirishning ba’zi jihatlari keltirilgan.

Nemis tilida mashg‘ulotlarida o‘quv jarayonini tashkil etishning guruh shakli –bu aniq belgilangan vazifalar ustida individual ravishda ishlaydigan turli kichik guruhlarining ishini o‘z ichiga olgan mashg‘ulotdagi o‘quv va kognitiv faoliyatni tashkil etish shaklidir. Ushbu jarayonda kursantlar asosan bir nechta kichik guruhlariga bo‘linadi (3 dan 6 gacha) va har bir guruh o‘z vazifalarini bajaradi. Vazifalar barcha

guruhlar uchun bir xil yoki boshqacha bo'lishi mumkin. Har bir guruh ichida rollar uning a'zolari o'rtasida taqsimlanadi, bu esa kursantlarga ko'proq qiziqish va faollik beradi. Guruhning har bir a'zosi uchun vazifani bajarish jarayoni fikr almashish, sheriklarning javobini baholash va o'zini o'zi baholashga asoslangan. Guruh tomonidan birgalikda muhokama qilish mashg'ulotning eng yuqori nuqtasi hisoblanadi. Malakali o'qituvchilar tomonidan tayyorlangan guruh ishi juda ko'p afzalliklarga ega. Guruh ishining asosiy xususiyatlaridan biri shundaki, har bir kursant o'z fikrini bildirishni, boshqalarning fikrlarini tinglashni, o'z nuqtai nazarini boshqalarning qarashlari bilan taqqoslashni o'rganadi. Shuningdek, boshqalarning harakatlarini nazorat qilish va o'zini o'zi boshqarish ko'nikmalari ishlab chiqiladi, tanqidiy fikrlash shakllanadi. Guruh muhokamasi, munozara kursantlarning faoliyatini jonlantiradi. Guruh ishini tashkil qilish ko'pincha o'qituvchining funktsiyalarini o'zgartiradi. Agar an'anaviy mashg'ulotda o'qituvchi oldindan tayyorlangan ma'lumotlarni yetkazib beruvchi sifatida bo'lsa, unda bu erda u faqat moderator sifatida harakat qilishi kerak. Shuningdek, u jamoaviy harakatlarda sherik sifatida harakat qilishi mumkin. Mavzu, o'quv maqsadi va muvofiqligiga qarab, guruh ishining turli usullari mavjud. Masalan, **Graffiti Steps** kreativ metodi quyidagicha otkaziladi:

1. Mashg'ulot paytida katta qog'ozlar auditoriyadagi beshta stolga joylashtiriladi;
2. Har bir qog'ozning o'rtasiga savol yoziladi;
3. Keyin birinchi guruh stolga yaqinlashadi va ushbu savol bo'yicha o'z g'oyalari va fikrlarini mustaqil ravishda yozadi;
4. Ushbu guruhdan keyin, 3-5 daqiqadan so'ng, boshqa guruh kelib, o'z fikrlari va g'oyalarini yozadi;
5. So'ngra guruh a'zolari qog'ozdagi sharhlarni birgalikda ko'rib chiqadi, ularni birlashtiradi va jamoada taqdim etadi.

Nemis tili mashg'ulotlarida musiqiy lahzalardan (fragmentlardan) foydalanish uzoq vaqtdan beri xorijiy tillarni o'qitishda ishlatilgan. Mashq qilish uchun tanlangan qo'shiqlar eshitish idrokining ma'lum bir jihatini o'rgatishi kerak. Xorijiy tilni o'qitishda qo'shiqlarning uslubiy afzalliklarini quyidagicha shakllantirish mumkin. She'rlar, qo'shiqlar ularni qiziqtiradigan matnli material bo'lib, materialni o'zlashtirishga katta hissa qo'shadi. She'rlar va qo'shiqlar bilan ishlash orqali biz bir xil so'zni takrorlash muammosini hal qilamiz. Mashg'ulotda qo'shiqdan foydalanish kursantlarning ijodkorligini, tasavvurini rag'batlantiradi va til to'siqlarini bartaraf etishga yordam beradi. Autentik materiallardan mashg'ulotning barcha bosqichlarida foydalanish mumkin. Musiqa va til birgalikda rivojlanadi. Qo'shiq aytish-bu yangi so'z va iboralarni yodlashning ajoyib usuli hisoblanadi.

Nemis tili darslarida o‘yinlar- bu mashg‘ulot jarayonida bilimlarni yangilash, mustahkamlash uchun juda yaxshi samara beradi. Til o‘yinlari kursantlarni mashg‘ulotda faollashtirishga yordam beradi, nutq ko‘nikmasini rivojlantiradi. O‘yin shakli orqali o‘rganilgan leksik birliklar, iboralar takrorlanadi va mustahkamlanadi. Xorijiy tillarni o‘qitishda, shu jumladan etakchi o‘qituvchi-hamkasblarning tajribasidan kelib chiqqan holda turli xil o‘yinlardan foydalanish mumkin. O‘yinlarni o‘tkazish bo‘yicha quyidagi uslubiy tavsiyalar mavjud, ya‘ni bir xil o‘yinni bir necha marta takrorlash, o‘qituvchiga yangi o‘yinni boshlashni tavsiya etish, so‘ngra bu rolni yaxshi tayyorlangan kursantga topshirish, o‘yindan eng katta samarani olish uchun o‘yinga raqobat xarakterini berish maqsadga muvofiqdir. So‘nggi paytlarda filologlar nemis tili mashg‘ulotlarida foydalanish uchun namunaviy o‘yinlarni o‘z ichiga olgan ko‘plab uslubiy adabiyotlarni taklif qilmoqda. Masalan, “66 Grammatikspiele Deutsch (DaF)”, “22 Brettspiele DaF”, “111 Kurzrezepte für den Deutschunterricht”, “Wechselspiel Junior Bilder & mehr”, “44 Sprechspiele für Deutsch als Fremdsprache” kitoblari shular jumlasidandir. Mashg‘ulot jarayonida quyidagi o‘yin shakllaridan foydalanish mumkin:

„**Was hast du gern?**”- ushbu o‘yin turi zanjir usulida o‘tkaziladi. Oxirgi jumlaning kim aytsa, g‘alaba qozonadi.

„**Was macht er?**”- bunda har bir jamoaning vakillari xona markaziga chiqib, biron bir kasbni tasvirlashadi, boshqa jamoa taxmin qilishga harakat qilishadi.

„**Buchstabenquadrat**” (kvadrat harflar)- ushbu o‘yin shakli tilning grammatikasini o‘rganishda, masalan, A1 yoki A2 darajada tilni biladigan auditoriya bilan kuchli fe‘llarni (Präsens, Präteritum, Perfekt) o‘rganishda qo‘llaniladi. O‘yinning davomiyligi 10 dan 15 minut davom etadi. O‘yin davomida kursantlar fe‘llarning turli shakllari yashiringan kvadratni olishadi. Kursantlarning vazifasi qisqa vaqt ichida iloji boricha ko‘proq fe‘llarni topishdan iborat. Fe‘l shakllari o‘ngdan chapga, chapdan o‘ngga, pastdan yuqoriga, yuqoridan pastga yozilishi va diagonal bo‘lishi mumkin. Topilgan har bir fe‘l shakli daftarga yozilishi kerak (doskada bo‘lishi mumkin) va boshqa shakllar bilan to‘ldirilishi kerak. Masalan, „*hilft*“ fe‘lining shakli topilsa, u fe‘lning boshqa shakllari bilan to‘ldiriladi: *helfen, half, geholfen*. O‘yinni kursantlarning xohishi va tasavvuriga ko‘ra unga boshqa elementlarni kiritish orqali ham amalga oshirish mumkin.

Xulosa o‘rnida ta’kidlash joizki, oliy harbiy ta’lim muassasasida xorijiy tillarni o‘qitishning asosiy maqsadi ta’limning oldingi bosqichida olingan va o‘zlashtirilgan xorijiy tillarni bilishning boshlang‘ich darajasini oshirish, kursantlar tomonidan xorijiy tildagi kommunikativ kompetensiyani erkin muloqot qila olish darajasiga ko‘tarishdan iborat.

Xorijiy tilni o‘qitishning noan’anaviy shakllari ham kursantlarning muvaffaqiyatli nutq faoliyatining kalitidir, kursantlar o‘rganayotgan til madaniyati bilan tanishadi va o‘z vatanining madaniy merosi haqida yangi ma’lumotlarni o‘rganadi, bu ularga chet tilini o‘rganishga imkon beradi va ta’lim orqali dunyoqarashini kengaytirishga xizmat qiladi.

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TRANSFORMING LEARNING: THE ROLE OF ARTIFICIAL INTELLIGENCE IN SHAPING EDUCATIONAL PRACTICES AND OUTCOMES

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ABSTRACT

The integration of Artificial Intelligence (AI) into educational practices has emerged as a transformative force, reshaping the landscape of learning and teaching. This article explores the various applications of AI in education, its potential benefits, challenges, and implications for future educational practices. By examining current trends and research, we highlight how AI can enhance personalized learning, streamline administrative processes, and support educators in delivering high-quality education. The analysis indicates that while AI offers significant opportunities for enhancing educational outcomes, careful consideration of ethical implications and equitable access is crucial.

Keywords: *Artificial Intelligence (AI), Education Technology, Personalized Learning, Intelligent Tutoring Systems, Adaptive Learning, Learning Analytics, Data-Driven Insights, Administrative Support, Teacher Training, Equity in Education, Digital Divide, Student Engagement, Educational Outcomes, Gamification, Data Privacy, Collaborative Learning.*

Introduction

In recent years, the rapid advancement of AI technologies has permeated numerous sectors, and education is no exception. As educators seek innovative ways to enhance student engagement and improve learning outcomes, AI presents a compelling solution. This article delves into the ways AI is being utilized in educational settings, including adaptive learning systems, intelligent tutoring systems, and administrative support tools. Furthermore, we will discuss the broader implications of

AI in education, including its impact on teacher roles, curriculum design, and the learning environment. By understanding the implications of these technologies, stakeholders can better navigate the evolving educational landscape and prepare for a future where AI plays an integral role in teaching and learning.

AI Applications in Education

1. Personalized Learning

One of the most significant benefits of AI in education is its ability to facilitate personalized learning experiences. Traditional classroom settings often adopt a one-size-fits-all approach, which can leave some students disengaged and others overwhelmed. Adaptive learning platforms utilize AI algorithms to analyze students' strengths, weaknesses, and learning preferences, allowing for customized educational experiences. For instance, platforms like DreamBox and Knewton dynamically adjust their instructional materials based on real-time data regarding student performance, providing personalized pathways for each learner. Research indicates that personalized learning can lead to improved academic performance, as it fosters a more engaged and motivated student body.

AI systems can also enhance the learning experience by offering recommendations for additional resources tailored to individual needs. For example, an AI system might suggest supplemental readings, interactive activities, or practice problems based on a student's progress, thereby supporting a more holistic educational experience. This level of customization not only helps in bridging knowledge gaps but also allows students to learn at their own pace, resulting in greater ownership of their learning journey.

2. Intelligent Tutoring Systems

Intelligent tutoring systems (ITS) leverage AI to offer customized support to students. These systems simulate one-on-one tutoring by providing instant feedback and guidance, effectively filling gaps in traditional instruction. ITS can adapt to the unique needs of each student, continuously assessing their understanding and modifying content accordingly. Research has shown that ITS can lead to improved learning outcomes, particularly in subjects like mathematics and science. For example, Carnegie Learning's MATHia software uses AI to analyze student responses and deliver targeted hints, fostering a deeper grasp of mathematical concepts.

Beyond providing personalized assistance, ITS can also encourage metacognitive skills by prompting students to reflect on their thought processes and learning strategies. This reflective practice helps learners develop a deeper understanding of their own learning, enabling them to become more autonomous and effective in their studies. Furthermore, the scalability of ITS allows educational institutions to provide high-quality support to larger groups of students, potentially reducing disparities in access to tutoring resources.

3. Administrative Support

AI also plays a crucial role in streamlining administrative tasks, allowing educators to focus more on teaching. The burden of grading assignments, managing schedules, and addressing student inquiries can detract from the time teachers spend with their students. Automated grading systems, powered by natural language processing and machine learning, can assess student assignments efficiently. For instance, AI can quickly grade multiple-choice tests or provide formative assessments for open-ended questions, freeing up teachers to engage in more meaningful interactions with their students.

Additionally, AI-driven chatbots can handle routine inquiries, providing immediate responses to students and parents. These chatbots can assist with questions about homework, class schedules, and general school policies, thereby enhancing communication within educational institutions. By reducing the administrative load, AI enables educators to devote more time to developing creative and effective teaching strategies, ultimately leading to a more enriching educational experience for students.

4. Data-Driven Insights

AI enables educators to harness vast amounts of data for informed decision-making. Learning analytics, powered by AI, can identify patterns in student performance and engagement, providing valuable insights into teaching effectiveness and curriculum design. This data can guide curriculum development, inform intervention strategies, and facilitate early identification of at-risk students. For example, predictive analytics can signal when a student is likely to struggle based on historical performance, allowing for timely interventions.

Institutions that leverage these insights are better equipped to implement targeted support and improve overall student outcomes. By continuously monitoring student progress and adapting instructional methods accordingly, educators can foster a more responsive and supportive learning environment. Moreover, the integration of AI in

data analysis can help identify systemic issues within educational institutions, enabling leaders to make informed decisions that enhance equity and access for all students.

Benefits of AI in Education

Enhanced Engagement

AI-driven tools can create interactive and immersive learning experiences that captivate students' attention. For instance, gamified learning platforms utilize AI to adapt challenges based on student performance, keeping learners engaged and motivated. This level of interactivity can lead to increased retention and enthusiasm for learning, as students are more likely to persist through challenges when they feel supported and engaged.

Furthermore, AI can facilitate collaborative learning environments where students work together on projects and problem-solving tasks. By utilizing AI to group students based on complementary skills or learning styles, educators can enhance peer-to-peer learning and foster a sense of community in the classroom.

Scalability and Accessibility

AI technologies have the potential to scale educational resources, making high-quality learning experiences accessible to a broader audience. Online platforms powered by AI can reach students in remote or underserved areas, providing equitable access to educational opportunities. This democratization of education can help address long-standing disparities in access to quality instruction and resources.

Moreover, AI can support multilingual education by providing real-time translation services and culturally relevant content. This feature is particularly beneficial in diverse classrooms, where students may speak different languages and come from various cultural backgrounds. By catering to diverse needs, AI can create inclusive learning environments that celebrate and support diversity.

Continuous Improvement

AI systems can learn from user interactions, allowing for continuous improvement of educational content and methodologies. By analyzing user feedback and performance data, these systems can evolve, ensuring that they remain effective and relevant. This iterative process not only enhances the learning experience but also enables educators to stay informed about the latest trends and best practices in teaching and learning.

Additionally, the ability to aggregate and analyze data from various educational contexts can inform broader educational research and policy decisions. Insights gained from AI-driven analytics can contribute to a deeper understanding of effective teaching strategies, helping to shape the future of education on a larger scale.

Challenges and Considerations

Despite the numerous benefits of AI in education, several challenges must be addressed to ensure successful implementation:

Equity and Access

The digital divide remains a pressing concern, as unequal access to technology can exacerbate existing educational disparities. Ensuring that all students have access to the necessary technology and resources is critical for the equitable implementation of AI in education. Policymakers and educators must work collaboratively to bridge this gap by providing the necessary infrastructure and support for under-resourced schools and communities.

Additionally, ongoing professional development is essential to empower educators to effectively integrate AI into their teaching practices. Training programs should be designed to enhance teachers' digital literacy and familiarize them with the capabilities of AI tools, enabling them to leverage technology to support student learning.

Data Privacy and Security

The collection and analysis of student data raise significant privacy and security concerns. Educational institutions must implement robust data protection measures and adhere to ethical guidelines to safeguard student information. This includes ensuring compliance with regulations such as the Family Educational Rights and Privacy Act (FERPA) and the General Data Protection Regulation (GDPR).

Moreover, transparency in data usage is crucial. Educators, students, and parents must be informed about how data is collected, stored, and utilized. By fostering a culture of trust and accountability, educational institutions can alleviate concerns regarding data privacy and encourage more widespread adoption of AI technologies.

Teacher Training and Support

As AI technologies are integrated into classrooms, educators must be adequately

trained to utilize these tools effectively. Professional development programs should focus on equipping teachers with the skills to harness AI while maintaining a human-centered approach to teaching. This includes fostering an understanding of how AI can complement traditional teaching methods, rather than replace them.

Additionally, ongoing support is essential to help teachers navigate the challenges associated with implementing AI in their classrooms. Collaborative networks and mentorship programs can provide educators with opportunities to share experiences, resources, and best practices, ultimately enhancing their confidence and competence in using AI technologies.

Conclusion

AI has the potential to revolutionize education by personalizing learning experiences, providing intelligent tutoring, streamlining administrative processes, and offering data-driven insights. However, to fully realize these benefits, stakeholders must address the associated challenges, including equity, privacy, and teacher support. As we move forward, a collaborative approach that includes educators, policymakers, and technology developers will be essential in shaping a future where AI enhances educational practices and outcomes for all learners.

The journey toward integrating AI in education is ongoing, and it will require adaptability and a commitment to continuous improvement. By embracing these technologies thoughtfully and ethically, we can create learning environments that empower all students to thrive in an increasingly complex and interconnected world.

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“АФҒОНИСТОН ИСЛОМ АМИРЛИГИ” ҲАРБИЙ СИЁСАТИНИНГ МИНТАҚАВИЙ ХАВФСИЗЛИККА ТАЪСИРИ

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АННОТАЦИЯ

Мазкур мақолада замонавий босқичда “Афғонистон Ислом Амирлиги” ҳарбий сиёсати минтақа хавфсизлиги кесимида трансчегаравий терроризм, ташқи кучларнинг аралашуви ва кучлар мувознатининг бузилиши каби омиллар асосида таҳлил қилинади.

***Калим сўзлар:** Афғонистон Ислом Амирлиги, минтақавий хавфсизлик, терроризм, геосиёсат, халқаро ҳамкорлик, ташқи сиёсат, ҳарбий стратегия, халқаро террористик ташкилотлар.*

INFLUENCE OF MILITARY POLICY OF “THE ISLAMIC EMIRATE OF AFGHANISTAN” ON REGIONAL SECURITY

ABSTRACT

This article analyzes the military policy of the "Islamic Emirate of Afghanistan" at the modern stage based on such factors as cross-border terrorism, foreign actors and disruption of the balance of power in the area of regional security.

***Key words:** Islamic Emirate of Afghanistan, regional security, terrorism, geopolitics, international cooperation, foreign policy, military strategy, international terrorist organizations.*

КИРИШ

АҚШнинг собиқ “Афғонистон Ислом Республикаси” дан ўз ҳарбийларини олиб чиқиши билан Афғонистон ҳукуматини эгаллаган “Толибон ҳаракати” мамлакатда ҳукумат сифатида тинчлик ва барқарорликни сақлаш, “Афғонистон Ислом Амирлиги” (АИА) манфаатлари йўлида олиб бораётган ҳарбий сиёсати минтақа хавфсизлигига таъсир қилувчи асосий омиллардан бирига айланди. Афғонистоннинг Марказий Осиё, Эрон, Покистон ва Хитой билан чегарадош стратегик муҳим минтақада жойлашганлиги унинг геосиёсий мавқеи ҳамда

минтақавий хавфсизлик динамикасида муҳим ўйинчилардан бирига айлантиради.

Замонавий босқичда, Афғонистон ҳарбий сиёсатини таҳлил қилиш, мамлакатда сақланиб қолаётган хавфсизликнинг мураккаб динамикасини тушунишга, минтақада юзага келиши мумкин бўлган эҳтимолий таҳдидларни баҳолаш ва зарур стратегияларни ишлаб чиқишга имкон беради.

АДАБИЁТЛАР ТАҲЛИЛИ ВА МЕТОДОЛОГИЯ

Ушбу мавзу юзасидан хорижий ва мамлакатимиз тадқиқотчилари амалга оширган илмий ишларни қуйидаги гуруҳларга ажратиб ўрганилди:

Биринчи гуруҳга, И.И.Бобокулов, И.А.Зимин¹, С.Мирзоев, С. Милс², Ж.Гарамоне³, Д.Давис⁴, П.Винтоур⁵ каби изланувчиларни 2021 йил 15 август “Толибон” ҳокимиятга келгунча бўлган даврда, яъни Афғонистон Ислом Республикаси даврида тадқиқ этилган ишларни киритиш мумкин.

Мазкур даврларга ажратиш “Толибон ҳаракати” ҳарбий сиёсатининг минтақа хавфсизлигига таъсири баҳолашда собиқ республика давридаги террористик ташкилот ва “Афғонистон Ислом Амирлиги” ташкил қилингандан сўнг ўз қуролли кучларини тузган “қуролли муҳолифат” салоҳиятини қиёслаш имконини беради ва бу икки даврнинг минтақа хавфсизлигига таъсири тубдан фарқланади.

Жумладан, биринчи гуруҳга доир С.Мирзоевнинг тадқиқот ишида Геосиёсий ракурсда Афғонистон инқирозининг Марказий Осиё минтақавий хавфсизлигига таъсири таҳлил этилган⁶.

Шунингдек, Осиё-Тинч океани хавфсизлик тадқиқотлари маркази (Asia-Pacific Center for Security Studies-APCSS) АҚШ Мудофаа вазирлиги институти директори Kerry Lynn Nankivell ўз мақолаларидан бирида Афғонистон ҳукуматига куч тузилмаларини мустаҳкамлаш, нафақат мамлакат учун балки минтақа хавфсизлик учун ҳам асосий восита бўлиши мумкинлигини таъкидлайди⁷.

¹ И.А.Зимин: Этапы становления регулярной Армии: невыученные уроки Афганистана Т: 2022

² Claire Mills. The withdrawal of military forces from Afghanistan and its implications for peace. Т:2021

³ Jim Garamone. Afghan Forces Have Capacity to Fight, Defend Country. Т:2021

⁴ Daniel L. Davis. How military leaders have let us down. Т:2021

⁵ Patrick Wintour. A tale of two armies: why Afghan forces proved no match for the Taliban. This article is more than 2 years old. Т:2021

⁶ Мирзоев С.Т. Афганский кризис и его влияние на региональную безопасность в Центральной Азии: геополитический аспект// диссертация на соискание ученой степени доктора политических наук, 2019 г

⁷ Asia-Pacific Center for Security Studies-APCSS Associate Professor Kerry Lynn Nankivell: Afghanistan at a Crossroads: Transnational Challenges and the New Afghan State// 6 January 2020

Иккинчи гуруҳга, Г.Э.Асатрян¹, К.Х.Рахимов, К.Чакмак, Л.Миазланд, М.Юнус, Ж.Инвод, М.Ахмед каби тадқиқотчиларнинг 2021 йил 15 август “Толибон” ҳаракати Афғонистонда ҳукуматни эгаллашидан кейинги даврда қилинган тадқиқотларини киритиш мумкин.

Бу даврга келиб “Толибон ҳаракатининг” АҚШ қуролига эга бўлиши, минтақада кучлар мувозанатининг ўзгариши, ички сиёсий беқарорлик, терроризм хавфининг кучайиши бўйича фаол илмий мақолалар ёзила бошланди.

Хусусан, А.Жексоннинг таъкидлашича АҚШ Афғонистонда ўз стратегиясини ўзгартириб “Толибон” ҳаракати орқали минтақада ўз манфаатларини илгари суришни бошлаган².

Шунингдек, Б.Малкасиан ўз илмий мақолаларида АҚШнинг Афғонистондаги уруши стратегик муваффақиятсиз яқунланиши домино эффектини бериб, халқаро майдонда хавфсизликка таҳдидларнинг кўпайишига сабаб бўлишини таъкидлаган.

Умуман олганда, Афғонистонда “Толибон” ҳаракатининг кескин ҳарбий сиёсатида экстремистик мафқуранинг мавжудлиги, Қуроли кучларга босим ўтказиш воситаси сифатида қарашлари таҳлил қилинганда, юқорида келтирилган муаммолар долзарб эканлиги ва турлича қарашларга сабаб бўлаётганлигини кўриш мумкин.

Тадқиқотнинг назарий ва методологик асослари. Тадқиқот жараёнида қуйидаги назариялардан асос сифатида фойдаланилди:

1. “Хавфсизлик комплекси” – Барри Бузаннинг хавфсизликка оид асосий манфаатлари бир бири билан шу даражада чамбарчас боғлиқ давлатлар гуруҳи бўлиб, уларнинг миллий хавфсизлиги бир-биридан айри ҳолда кўрилиши мумкин эмас;

2. “Хавфсизлик дилеммаси” – Жон Герз томонидан фанга киритилган. Роберт Жервес ва Барри Бузан асарларида тадқиқ қилинган. Бирон бир давлатнинг хавфсизлигини мустаҳкамлашга қаратилган фаолияти ўзга

¹ Асатрян Г.Э. Клань «ТАЛИБАНА» и Афганистан.Т:2022 // Рахимов К. Х. Вклад государств-членов ШОС по урегулированию афганского кризиса: до и после вывода военного контингента НАТО. Т:2022// Чакмак К. Анализ политических процессов в Афганистане на современном этапе. Т:2022//[Lindsay Maizland](https://doi.org/10.26907/2541-7746.2022.1.100-110).The Taliban in Afghanistan Т:2023// Yunus M. Taliban aim to boost Afghan security forces, anti-aircraft capacity -army chief. Т:2023// Joe Inwood. Elite Afghan troops face return to Taliban after UK 'betrayal'. Т:2023// MUNIR AHMED. US military equipment left behind in Afghanistan is now in militant hands. Т:2023// MUNIR AHMED. US military equipment left behind in Afghanistan is now in militant hands. Т:2023// A.Jackson:“U.S. Strategy in Afghanistan,” p. 99. January 8, 2022// С. Malkasian:The American War in Afghanistan, p. 74–75 January 13, 2022.// С. Malkasian:The American War in Afghanistan, p. 74–75 January 13, 2022.// Топиров А.: Состояние и перспективы развития Вооруженных Сил Афганистана. Т: 2023 г. (мурожаат санаси: 04.01.2024 й)

давлатнинг хавфсизлик даражасини сусайишига сабаб бўлиши билан изоҳланади;

3. “Кучлар мувозанати”– Девид Юмнинг бир давлатнинг бошқа давлатлар устидан устунлик қила олишига имкон бермайдиган ҳарбий куч тақсимоти миллий хавфсизликни таъминлайди.

НАТИЖАЛАР

Мавжуд маълумотлар таҳлилига кўра, “Толибон” ҳарбий сиёсатининг минтақавий хавфсизликка таъсирини қуйидаги омилларда кўриш мумкин:

1. Куч тузилмаларининг халқаро террористик ташкилотлар билан интеграцияси: Ҳозирда Афғонистонда фаолият юритаётган Ал-Қоида, ТТП, Жамоати Ансоруллоҳ, Ўзбекистон Ислом Ҳаракати, каби террористик ташкилотлар сафларида жанг қилган, жанговар тажрибага орттирган турли қуроли гуруҳлар жангчилари Ярмук 60, Бадри 313, Қизил отряд каби махсус бўлинмаларга жалб этилган¹.

Мазкур гуруҳлар асосий хужумкор бўлинмалар бўлиб, коалиция кучларидан қўлга киритилган замонавий турдаги қурол-яроғлар, ўқ-дорилар, тунги кўриш мосламалари, сўнги авлод зирҳли нимчалар (НАТО), жанговар техникалар ва ҳатто енгил артиллерия қуроллари билан биринчи навбатда таъминланган².

Экспертлар фикрларига кўра, сўнги йилларда “Ярмук 60” ХТТ билан махфий иттифоқ тузиб, Афғонистон чегараларидан ташқарида Яқин Шарқ ва Жанубий Осиё бўйлаб минтақавий можароларда ҳам махсус операцияларини амалга оширмоқда.

Шу билан бирга, Шарқий Туркистон Ислом ҳаракати раҳбари билан Қуролли кучлар бош штаби бошлиғи билан Бадахшон вилояти, Баҳарак тумани, Қалатак уездида жойлашган “Толибон ҳаракати” ҳарбий базасида учрашувлар ташкил этилган³.

Бундан ташқари, маршал Абдул Рашид Дўстумнинг фикрича, “Толибон” Афғонистонни халқаро террорчиларни тайёрлаш ва қуроллантириш марказига айлантирган. Унинг фикрича, “Толибон” минтақа хавфсизлигига таҳдид солиш билан чегарадош давлатларга босим ўтказишга ҳаракат қилмоқда⁴.

¹ UN Security Council, Thirteenth report: resolution 2611 (2022), S/2022/419, 26 May 2022, p.24// (мурожаат санаси: 06.03.2024 й)

² Bill Roggio. Taliban takes control of Afghan provincial capitals of Kunduz, Sar-i-Pul and Taloqan. 12 August 2021 y. p. 4 // <https://www.longwarjournal.org/archives/2021/08/taliban/> (мурожаат санаси: 10.03.2024 й)

³ Ultrascan Research Center: Top secrets: Al Qaeda, ISIS and Taliban // ultrascan-research.com/ (мурожаат санаси: 11.03.2024 й)

⁴ Afghanistan International: عبدالرشید دوستم: طالبان افغانستان را به مرکز تجهیز تروریستان بین‌المللی تبدیل کرده است // <https://www.afintl.com/202403236017/> (мурожаат санаси: 11.03.2024 й)

Бундан ташқари, ИДВХнинг Афғонистондаги асосчиларидан бири ва дала қўмондони Абдулрахим Муслим Дўст ўз жангчилари билан “Толибон” ҳаракатига баъйат бериб Нангархор вилоятида Қуролли кучлар таркибига киритилган¹.

2. Қуролли кучларда экстремистик мафқуранинг кучайиши:

“АИА” ҳарбий стратегияси ҚҚни ривожлантиришда минтақада Ислом динини ва шариат қоидаларини ҳимоя қилувчи “Ислом армияси” ғоясидан фаол фойдаланмоқда.

фатволар- Қуролли кучлар ҳарбий хизматчиларига “Ислом душманлари, “Толибон” мафқурасига қарши шахслар, “Толибон” сафларига қўшилмаган собиқ ҳарбийларга нисбант уриш қилишга фатво берилган.

Бундан ташқари, “Толибон” томонидан мамлакатнинг деярли барча 398 та туманида 7 ёшдан 14 ёшгача бўлган ўсмирларга ҳарбий-диний таълим берувчи жиҳод мактабларини ташкил этиш орқали захирадаги аскарларни тайёрлаш тизими яратилган. Бу мадрасаларда йилига бир неча юз минг ёшлар махсус тайёргарликдан ўтмоқда.

“Толибон” таълим вазири Нуруллоҳ Моунирнинг маълумотига кўра, Афғонистон эгаллаб олганидан бери 15 минг мадраса ташкил этилган.

Шунингдек, мамлакат бўйлаб мадрасаларда таҳсил олаётган талабалар сони 339 950 нафарни, уларнинг 244.330 (72 %) нафарини ўғил болалар ташкил этади².

Шу билан бирга, Шарқий Туркистон Ислом Ҳаракати (ШТНХ) раҳбари ва Ал-Қоида тармоғининг Афғонистон шимолидаги раҳбари Сирожиддин Ҳаққоний билан учрашувлар ўтказиб, шимолда жойлашган ҳарбийлар сонини кўпайтириш, ХТТларни кучайтириш мақсадида мамлакатнинг шимолий ва шимолий-шарқий вилоятларида қўшимча мактаблар ва жанговар тайёргарлик лагерлари ташкил этилган.

Ҳарбий диний мактабларда экстремистик ғоялар сингдирилган, махсус лагерларда, жанговар қуроллардан фойдаланиш бўйича тайёргарликдан ўтказилган жангчилар ҚҚ махсус бўлинмаларига, шунингдек, Ал-Қоида, Шарқий Туркистон, Жамоати Ансоруллоҳ, Ўзбекистон Исломий Ҳаракати сафларига ёлланмоқда³.

3. Ташқи қўллаб-қувватлаш- ташқи кучларнинг минтақада ўз геосиёсий манфаатларини илгари суриш мақсадида “Толибон” ҳаракатига молиявий,

¹ Shabullah Yousafzai. ISKP founding member surrenders to Taliban govt in Afghanistan. The Express Tribune. March 04, 2022 y. p.3 // <https://tribune.com.pk/story/2346378/iskpfounding//> (мурожаат санаси: 13 .03.2024 й)

² <https://www.youtube.com/watch?v=1fVYSLY8U8Y&t=259s//> (мурожаат санаси: 15 .03.2024 й)

³ Ultrascan Research Center: Top secrets:Al Qaeda, ISIS and Taliban //16.10.2024//ultrascan-research.com// [p.16](#)

курол-яроғ, ҳарбий таълим ва жанговар таъминот йўналишларида зарур ёрдамлар кўрсатилмоқда. Бу орқали “Толибон”дан минтақага таъсир ўтказиш ва тийиб туришда восита сифатида фойдаланиш мақсад қилинган.

Шунингдек, Покистон билан мавжуд конфликтларга қарамай, Афғонистон куролли кучларида мавжуд авиация, жанговар техника ва куроллардан фойдаланиш, уларга техник хизмат кўрсатиш, шунингдек, махсус кучлар орқали “Толибон” ҳарбийлари жанговар тайёргарликдан ўтказмоқда.

Шу билан бирга, Покистон Идоралараро Разведка Хизмати собиқ директори Файз Хамиднинг тан олишича расмий Иломобод “Толибон”ни стратегик ва оператив қарорларни қабул қилишида, шунингдек зарур техник имкониятлар билан доимий таъминлаб келган¹.

Маълумотларга кўра, “Толибон” ҳаракати 2022 йил давомида мавжуд ҳарбий ресурсларни таъмирлаш ва улардан фойдаланишни ўзлаштириш мақсадида Саудия Арабистони ва Покистон билан етти маротаба учрашувлар ўтказган. Мазкур учрашувларда “Толибон” арсеналида мавжуд замонавий куроллар ва ҳарбий техникалар мамлакатнинг шимолий қисмларига жойлаштириш бўйича масалалар кўриб чиқилган².

4. Агрессив ҳарбий стратегия- “Толибон” ҳаракатининг ХТТ жангариларини мамлакат шимолига кўчириши, шимолий вилоятларда замонавий куроллар ва техникалар билан жиҳозланган махсус бўлинмалар ва ҳарбийлар сонининг кўпайтирилиши билан бир қаторда террористик ва экстремистик тактикалардан фойдаланиб ўтказаетган ҳарбий амалиётлари минтақавий хавфсизликка жиддий таҳдидларни юзага келтирмоқда.

Хусусан, 2022 йилда мамлакат ҳудудида фаолият юритаётган ХТТ раҳбарлари билан учрашган Сирожиддин Ҳаққоний шимолий вилоятларда жангарилар сонини кўпайтириш ва уларни Кобул, Бағлон, Қундуз, Бадахшон вилоятларига жойлаштириш бўйича ишларни тезлаштиришни буюрган³.

Шунингдек, 2022 йилнинг февраль ойда “Толибон” расмийлари Тожикистон чегарасига замонавий НАТО куроллари билан жиҳозланган 10 000 ҳарбийларни жойлаштирди ва яқин орада бу бўлинмаларни жанговар самолётлар билан қўллаб-қувватланиш учун алоҳида режалар мавжуд⁴.

¹ Haroun Rahimi, Andrew H. Watkins. Taliban Rule at 2.5 Years. Combating Terrorism at West Point. February 2023 y. p.3-9 // <https://ctc.westpoint.edu/taliban-rule-at-2-5-years/annotation/> (мурожаат санаси: 17.03.2024 й)

²The Defense Intelligence Agency (DIA-US): Report to SIGAR data March 2022 y. p.4-7// <https://www.sigar.mil/pdf/> (мурожаат санаси: 17.03.2024 й)

³Ultrascan Research Center: Haqqani network, Al-Qaeda, ISIS, Jamaat Ansarullah, Tehreek-e-Islami Uzbekistan, and East Turkestan movement // 16 October 2022 y. p. 5-9 // <https://ultrascan-research.com/> (мурожаат санаси: 17.03.2024 й)

⁴ Security and Governance Key Issues and Events SIGAR REPORT April 2022 y. p.12-17.// (мурожаат санаси: 19.03.2024 й)

Бундан ташқари, Афғонистон Мудофаа вазирлиги томонидан 2022 йил 14 февраль куни Тожикистон, Хитой ва Покистон билан чегарадош Бадахшон вилоятида 3000 нафаргача аскардан иборат янги бўлинма ҚК штаб бошлиғи Қори Фасихуддин Фитрат бошчилигида расман очилганини эълон қилинди.

Шу билан бирга, МВ томонидан Туркманистон билан чегарадош Бодғис вилоятининг Абкамари, Жаванд, Тағоб Алам туманларида Ал-Фарук корпуси таркибида тўртта, Эрон билан чегарадош Фарах шаҳрида янги бўлинма ташкил этилганлиги маълум қилинди.

Бундан ташқари, собиқ ХТТ аъзоларидан ташкил этилган “Қизил бўлинма” (Red Unit) махсус бўлинмаси ҳам Бадахшон ва Тохар вилоятларига жойлаштирилган¹.

Ҳозирги вақтда шимолий-шарқий ҳудудларда жойлашган ушбу бўлинмалар ҳарбийлари Тохар ва Бадахшон вилоятларининг тоғли ҳудудларида ташкил этилган махсус лагерларда жиҳод ғоялари остида жанговар тайёргарликдан ўтказилмоқда.² Мазкур дивизияга 2024 йил январь ойида қўшимча 350 нафар ҳарбийлар жойлаштирилган³.

Шу билан бирга, “Толибон” ҳарбий стратегиясида партизанлик урушларини олиб бориш, пистирмалар қўйиш, террористик ҳужумларини уйштириш, чегара линиясида душман мудофаасини заифлаштириш, мураккаб рельефга эга тоғли ҳудудларда жанг олиб бориш, тинч аҳоли орасида терактлар уйштириб тартибсизликларни келтириб чиқариш каби гибрид тактика ва тажрибанинг мавжудлиги минтақа давлатлари ҳарбий хавфсизлигига жиддий таҳдидларни келтириб чиқариши мумкин.

МУХОКАМА

Юқоридаги таҳлиллардан келиб чиқиб минтақа хавфсизлигига қуйидаги муаммоларни келтириш мумкин:

1. Афғонистонда ҳукумат сифатида мамлакатда барқарорликни таъминлаш ва минтақада сиёсий позицияларини мустаҳкамлаш мақсадида “АИА” Қуролли кучларини ташкил этиш ва ҳарбий қудратни мунтазам ошириб боришни ўз стратегиясининг устувор йўналиши сифатида белгиламоқда.

¹European Union Agency for asylum (EUAA): Afghanistan-Security situation report August 2022 y. p.2-19. (мурожаат санаси: 24.03.2024 й)

²Afghan voice agency: Soldiers in Badakhshan Received Military Training. January 2024 y // (мурожаат санаси: 24.03.2024 й)

³ Haji Zada Karimi. 350 Soldiers Received Military Training in Badakhshan. The BakhtarNews. //www.bakhtarnews.af// 4 January 2024 y. — Lt. Haji Zada Karimi, chief of the Omar Salis Division, stated that 350 soldiers acquired military skills such as the use of various weapons// (мурожаат санаси: 24.03.2024 й)

Мазкур тенденция “Толибон” расмийлари томонидан эълон қилинган ҚК сонини 500 минг нафарга етказиш бўйича баёнотларининг амалдаги натижаларини кўрсатмоқда.

Минтақада ўз позициясини мустаҳкамлаш мақсадида давлат маблағларининг асосий қисмини мудофаа ва хавфсизлик соҳасига ажратилиши мамлакатда мавжуд иқтисодий-ижтимоий инқирозни кучайтириб, ички беқарорликни сақланиб қолишига сабаб бўлмоқда.

2. Афғонистон Қуролли кучларнинг замонавий структурасида собиқ Республика ҚК ташкилий тузилмаси асосида, хорижий контингентдан қолган ҳарбий инфратузилмадан фаол фойдаланган.

Мазкур бўлинмаларнинг НАТО кучларидан кўлга киритилган замонавий қуроллар билан таъминланганлиги ва Тожикистон билан чегарадош Бадахшон, Тахор каби вилоятларга жойлаштирилиши “Толибон” ҳарбий стратегиясида муҳим йўналишларни кўрсатиб бермоқда.

3. Афғонистонда “ташлаб кетилган” қуроллар ва “Толибон” ҳаракатини “гуманитар” мақсадларда молиялаштириши сабаб мамлакатнинг реал ҳарбий салоҳияти халқаро майдонда мақсадли равишда ноҳолис баҳоланмоқда.

Шунингдек, АҚШ, Ғарб ва Араб давлатлари, Покистон каби молиялаштирувчи кучли ҳарбий саноатга эга давлатлар мавжудлиги, мамлакатдаги ўзлаштирилмаган стратегик ресурсларга киритилаётган инвестициялар ва нефть қазиб олишнинг ортиб бораётганлиги каби ҳарбий бюджетни оширишга имкон берувчи омиллар таҳлил марказлари томонидан инобатга олинмаган.

ХУЛОСА

Хулоса ўрнида, Афғонистонда “Толибон”нинг ҳарбий сиёсати хусусан, куч тузилмаларида экстремистик мафқуранинг ҳукумронлиги, террористик ташкилотлар билан интеграцияси ҳамда ташқи кучларнинг қўллаб-қувватлаши минтақа хавфсизлигида жиддий хавотирларни уйғотмоқда.

Шунингдек, мамлакатда ички барқарорликни таъминлаш ниқоби остида минтақада ўз таъсирини кучайтириш мақсадида ҳарбий қудратини оширишга ҳаракат қилмоқда. ҚК салоҳиятини оширишда “Ислом армияси” ғояси асосида дин душманларига қарши ягона “платформа” сифатида ХТТ жангарилари куч тузилмаларига фаол жалб қилинмоқда.

“Толибон” ҳаракатининг мазкур сиёсати ташқи кучлар томонидан молиявий ва сиёсий қўллаб-қувватлашлари минтақада беқарорликни келтириб чиқарувчи асосий омиллардан бири бўлиб қолмоқда.

Экспертларнинг фикрига асосан, “Толибон” ҳаракати минтақа давлатларига қарши сиёсий мақсадларда босим ўтказиш учун мамлакат ҳудудида

ХТТларга бошпана бериб, жанговар тайёргарлик лагерларида ўз салоҳиятини кучайтиришга ёрдам бермоқда. Толибоннинг ҳарбий сиёсати, унинг потенциал имкониятлари билан боғлиқ жорий тенденциялар нафақат минтақада, балки бутун дунёда хавфсизлик ва барқарорлик учун жиддий оқибатларга олиб келиши мумкин.

Минтақада кучлар мувозанатини бузиб, сиёсий мақсадларда фойдаланиш мумкин бўлган “Толибон” ҳарбий стратегияси ва потенциал имкониятлари чегарадош давлатларидан мунтазам таҳлил ва хавфсизлик билан боғлиқ стратегияларини эҳтимолий таҳдидларга қарши мослаштириб боришни талаб қилади.

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PTV VISSIM DASTURI ORQALI TARTIBGA SOLINGAN CHORRAHALARNI BAHOLASH

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ANNOTATSIYA

Ushbu maqolada hozirgi kunda shaharlarda dolzarb muammoga aylanib borayotgan tartibga solingan chorrahalarining joriy holatiga PTV Vissim dasturiy kompleksi yordamida baholash ko'rsatilgan.

***Kalit so'zlar:** chorraha, PTV Vissim dasturi, chorrahaning xizmat ko'rsatish darajasi, transport oqimi.*

EVALUATION OF INTERSECTIONS PLACED THROUGH THE PTV VISSIM PROGRAM

ABSTRACT

This article presents an assessment of the current state of regulated intersections, which is currently becoming an urgent problem in cities, using the PTV Vissim software complex.

***Keywords:** intersection, PTV Vissim program, level of service of the intersection, traffic flow.*

KIRISH

Respublikamizda aholi soniga nisbatan transport vositalari soni juda sur'atlar bilan o'sib bormoqda, shu bilan birga transport xizmatiga bo'lgan talab yanada ortib bormoqda. Bir qancha shaharlar chorrahalarida qo'shimcha transport yuklanishi tirbandlik muammosini ortishiga olib kelmoqda.

Oxirgi yillarda respublikamizning ko'plab shaharlari chorrahalarida, avtotransport vositalari tirbandligini kamaytirish uchun tartibga solingan chorrahaning geometrik shakli bir necha bor o'zgartirilganligini ko'p guvohi bo'lganmiz. Masalan, Toshkent shahridagi Kichik halqa yo'li-Qatortol, Lutfiy-Farxod ko'chalari kesishmalari va boshqa ko'plab yo'l kesishmalarini keltirish mumkin. Shunga

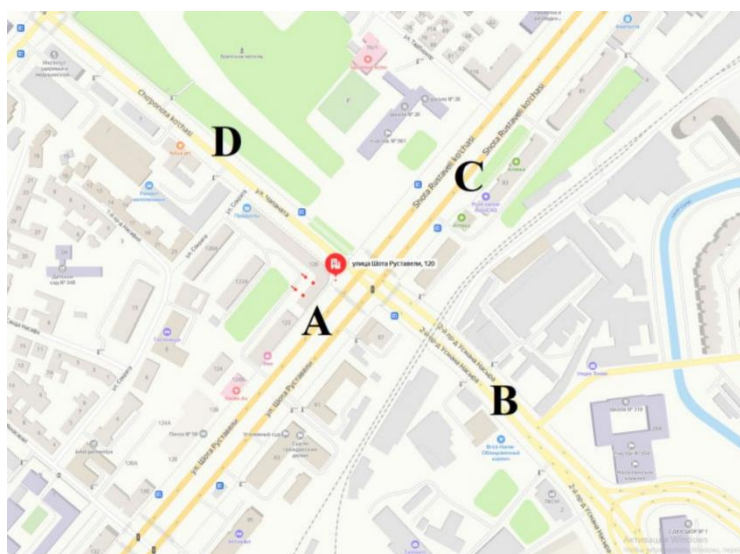
o'xshash o'zgartirishlar shahar ko'chalari infratuzilmasi uchun qo'shimcha qurilish xarajatlarini talab etishi bilan birga yo'l kesishmasining samaradorligiga ta'sir qiladi.

Masalaning qo'yilishi va tadqiqot usuli. Ushbu ko'chalar kesishmasining samaradorlik ko'rsatkichlarini kompyuter dasturlari orqali hisob-kitob ishlarini amalga oshirishimiz va amaliy tavsiyalarni ishlab chiqishimizda PTV Vissim dasturiy kompleksidan foydalanishimiz mumkin. PTV vissim dasturiy kompleksi orqali avtomobil, avtobus, velosiped va piyoda harakatini samarali boshqarishda muqobil variantlarni simulyatsiya qilish orqali sinab ko'rish va eng yaxshi loyihalarni ishlab chiqishimiz mumkin bo'ladi.

Tadqiqot ishida Shota Rustaveli-Cho'ponota-Usmon Nosir 2-tor kesishmasini PTV vissim dasturiy kompleksi yordamida modellashtirib, uning joriy holati baholanadi.

Toshkent shahrida 700 mingdan ortiq avtotransport vositalari ro'yxatga olingan bo'lib, shahar hududiga bir sutka davomida o'rtacha bir nechta yuz minglab avtotransport vositalarini kirib-chiqishi qayd etilgan. Olib borilgan tahlillar shuni ko'rsatmoqdaki, o'rganilgan Shota Rustaveli-Cho'ponota-Usmon Nosir 2-tor kesishmasida kunlik o'rtacha 120 mingdan ortiq avtomobillar harakatlanishi kuzatiladi. Chorrahani Shota Rustaveli yo'nalishi 5 tasmali, Usmon Nosir 2-tor yo'nalishi 3 tasmali, Cho'ponota yo'nalishi esa 2 tasmani tashkil etadi. Shahar ichki asosiy yo'llarida transport vositalarning maksimal harakatlanish tezligi 60 km/soat belgilangan.

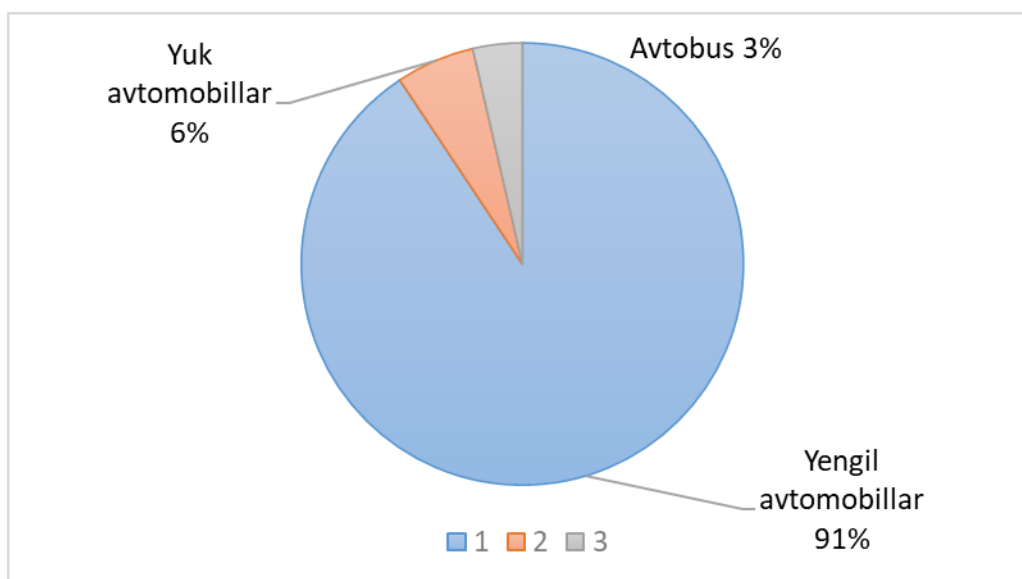
Toshkent shahridagi Shota Rustaveli-Cho'ponota-Usmon Nosir 2-tor ko'chalarining kesishmasini Yandex xaritadan olingan ko'rinishini 1-rasmda keltirilgan.



1-rasm. O'rganilgan chorrahaning Yandex xaritasidan ko'rinishi

Tadqiqot natijalari va ularning muhokamasi. Chorraha yoki yo‘l kesishishni samaradorligi tahlil qilish uchun ma‘lumotlarni to‘plashdan boshlandi. Ushbu ma‘lumotlar avtotransport vositalar soni, turi, velosipedchilar va piyodalar oqimlarini o‘z ichiga oladi. Kesishmada mavjud ko‘chalarning geometrik parametrlari, yo‘l belgilari, tirbandlik uzunligi, shuningdek yo‘l transport hodisalar soni (to‘qnashuvlar) ma‘lumotlari tahlil etildi. Tanlangan kesishmada to‘qnashuvlar bo‘yicha ma‘lumotlar mavjud emasligi hisobiga harakat xavfsizligi tadqiqot ishida inobatga olinmagan.

Kunlik bir soat intervalda har bir yo‘nalishdan chorrahadan o‘tadigan turli yo‘nalishlarda harakatlanadigan avtotransport vositalari soni 1-jadvalda keltirilgan, shu jumladan harakatlanuvchi transport vositalar tarkibi (2-rasm): yengil, yuk avtomobillar hamda avtobuslar soni o‘rganildi. O‘lchovlar natijasida avtotransport harakati shuningdek transport oqimlarini yo‘nalishlar bo‘yicha ma‘lumotlar analitik sanash orqali amalga oshirildi hamda kunning tig‘iz paytidagi bir soatlik qiymatlarda PTV vissim dasturga yuklandi va hisob ishlari bajarildi.



2-rasm. Tashkil etuvchi transport vositalarning ulushi

1-jadval. Chorrahadagi avtotransport vositalarini sutka soat oralig‘ida o‘zgarishi.

Sutka soat intervali		A kirish	B kirish	C kirish	D kirish
03:00:00	04:00:00	301	108	368	100
04:00:00	05:00:00	309	117	275	112
05:00:00	06:00:00	498	223	276	172
06:00:00	07:00:00	840	464	436	230

07:00:00	08:00:00	2689	1240	997	661
08:00:00	09:00:00	4028	1537	2146	878
09:00:00	10:00:00	3571	1446	2505	956
10:00:00	11:00:00	3119	1314	2365	946
11:00:00	12:00:00	3041	1257	2306	924
12:00:00	13:00:00	3088	1167	2404	883
13:00:00	14:00:00	3014	1240	2419	945
14:00:00	15:00:00	3048	1236	2286	893
15:00:00	16:00:00	2992	1261	2403	946
16:00:00	17:00:00	2995	1222	2490	956
17:00:00	18:00:00	3129	1211	2640	999
18:00:00	19:00:00	3283	1342	2796	985
19:00:00	20:00:00	2859	1384	2902	984
20:00:00	21:00:00	2312	1152	2516	955
21:00:00	22:00:00	2091	1027	2250	908
22:00:00	23:00:00	1853	954	1994	878

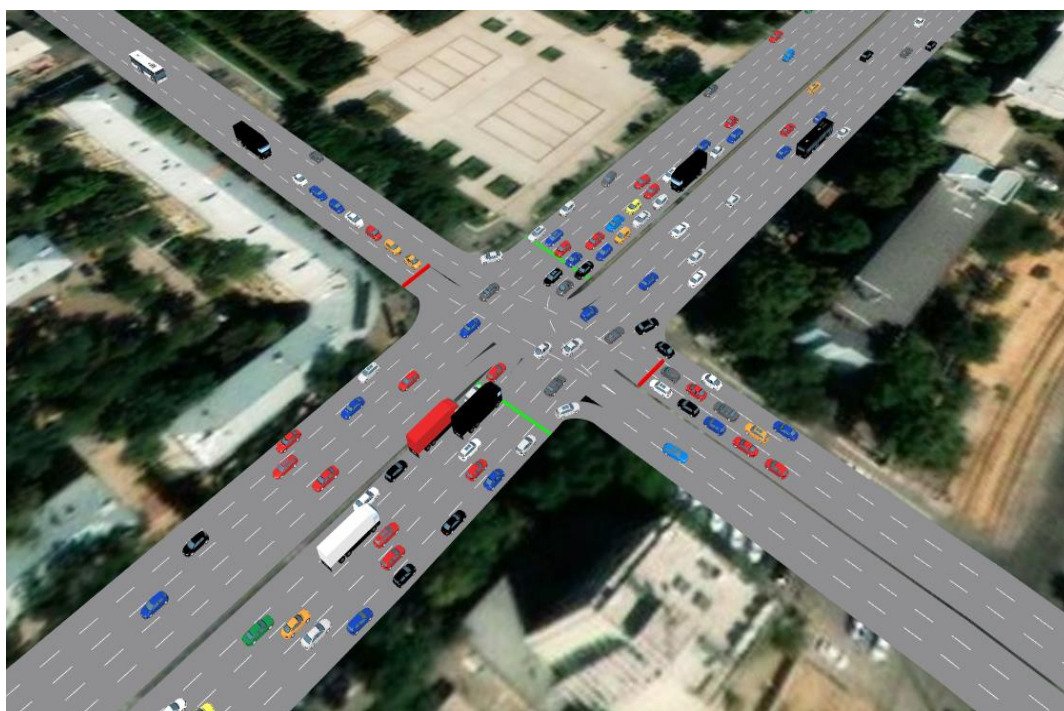
Chorrahadan o'tadigan transport vositalarining soni chorrahaning o'tkazish qobiliyatiga bog'liq bo'ladi. Tartibga solingan svetoforli chorrahalar uchun samaradorlikni avtotransport vositalarni boshqarishning o'rtacha kechikishiga (ushlanib qolishi) qarab belgilanadi.

Tartibga solingan va solinmagan chorrahalarini baholashda ularning samaradorligi xizmat ko'rsatish darajasi (LOS) 2-jadvalda keltirilgan [1].

2-jadval. Chorrahaning LOS qiymati

LOS	Tartibga solingan	Tartibga solinmagan
	(sekunt)	
A	≤ 10	≤ 10
B	$> 10 - 20$	$> 10 - 15$
C	$> 20 - 35$	$> 15 - 25$
D	$> 35 - 55$	$> 25 - 35$
E	$> 55 - 80$	$> 35 - 50$
F	> 80	> 50

Chorrahaning joriy holatini PTV vissim dasturi orqali kompyuter modeli yaratildi (3-rasm).



3-rasm Shota Rustaveli-Cho‘ponota-Usmon Nosir 2-tor ko chalari keshimasini modeli

Tartibga solingan chorrahaning joriy holati PTV vissim dasturiy kompleks yordamida hisob ishlari amalga oshirildi. Sonli natijalar 3-jadvalda keltirilgan.

3-jadval. Chorrahaning joriy holat natijalari

No	Ko‘rsatkichlar	Joriy holati
1	Xizmat ko‘rsatish darajasi (LOS)	D
2	Transport ushlanib qolishi (sek)	46.81
3	Tirbandlikning maksimal uzunligi (m)	400.15
4	Tirbandlikning o‘rtacha uzunligi (m)	139.3
5	Transport vositalari soni	6086
6	O‘rtacha to‘xtashlar soni	1.67
7	CO (gramm)	11095
8	NOx (gramm)	2158.7
9	VOC (gramm)	2571.4
10	Yoqilg‘i sarfi (litr)	158.729

XULOSA

Shahar ko‘chalari va chorrahalarni PTV Vissim dasturida modellashtirish orqali uning qator xususiyatlarini xususan, chorrahada ma’lum vaqtda qancha transport harakatlanishini, transportdan chiqayotgan zararli gazlar miqdorini, hosil bo‘lgan navbatning maksimal, o‘rtacha uzunligini va eng asosiysi uning xizmat ko‘rsatish darajasini (LOS) samaradorligini baholash imkoniyati mavjud. Shota Rustaveli-Cho‘ponota-Usmon Nosir 2-tor ko‘chalari keshimasi misolida tadqiq etilgan chorrahaning xizmat ko‘rsatish darajasi D darajada ekanligi aniqlandi.

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INTERNET INFLUENCE ON WORLDVIEW OF YOUTH

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ABSTRACT. *The aim of this article is to view the Internet influence on worldview of modern youth and to determinate its place in the process of communication. The Internet is an increasingly important part of everyday life for people around the world. But if you've never used the Internet before, all of this new information might feel a bit confusing at first. Throughout this tutorial, we'll try to answer some basic questions you may have about the Internet and how it's used. When you're done, you'll have a good understanding of how the Internet works, how to connect to the Internet, and how to browse the Web.*

Keywords: *vale ology; influence of the Internet; communication; socialization; modern youth; worldview; advantages and disadvantages of the Internet.*

INTRODUCTION.

The Internet is quite a strong effect on everyone, especially teenagers. Modern schoolchildren believe that they can no longer study without the Internet. To study this issue, a sociological survey was conducted among students of several classes of our gymnasium.

We learned what the Internet is quite a long time ago. Yes, of course, the Internet is the greatest and most amazing invention of the last century, with the help of which humanity made a huge leap into the future, gave an incentive to progress. The Internet simplifies our lives, opens up more and more opportunities for us. It is also a great help in your studies and work. Now you can get any information you need on a given topic at a moment's notice, and get in touch with anyone in the world in a matter of seconds.

The Internet is a great discovery that gives us great opportunities. But as I became more familiar with the Internet, I realized that not everything that seems good is good. I think many people will agree with me that there is a lot of information on the Internet that cannot be read or even seen, especially by the younger generation! Children stop reading books, the circle of communication of teenagers is reduced: they are limited to virtual communication in chat rooms and forums, young people are rapidly growing aggressiveness, which is caused by excessive and sometimes painful passion for computer games. All this leads to a gradual degradation of the individual.

What is the Internet? "The Internet is a global computer network that provides huge freedoms to users" - one of the official formulations. The Internet is a computer network also known as the "world wide web". You no longer need to go to the cinema, to a concert of your favorite band, to linger in the library, to bother shopping, you can get all the information you need without leaving the screen of Your monitor.

For many teenagers, the Internet is a means of entertainment, and only then a source of knowledge and an assistant in their studies. Very few teenagers use computers and the Internet for educational purposes. By participating in virtual communities, children can easily communicate, find new acquaintances, and exchange information.

METHODS AND MATERIALS.

The Internet is an ambiguous phenomenon, and just as ambiguous is its impact on teenagers. It is bad because it has no boundaries! That is, it does not protect teenagers from profanity that children do not need to know at all. Along with useful information and positive communication, there are clubs of drug addicts, suicides, terrorists, a sea of pornography, which is a huge danger for teenagers who have not yet formed moral values, and the craving for "adult" entertainment is great. In the absence of proper control on the part of adults, young people in the social network become the object of negative information and psychological influence, manipulation. It is not uncommon for young people to be used as a tool of informational confrontation, to be involved in mass protest actions. A particular danger for children is the possibility of involving them through social networks in extremist groups, destructive religious organizations, whose activities are aimed at committing anti-social, illegal, including criminally punishable acts.

The influence of the Internet on young people is one of the factors that shape the psychological development of young people and their perception of the world as a whole. In the modern world, a person can no longer imagine life without a phone, laptop, tablet and, of course, the Internet. The progress of technology has covered a large part of our living space. We ourselves sometimes do not notice how much time we spend on the Internet, setting an example to our curious generations. Number of users

The Internet is growing rapidly, and the proportion of people under the age of 18 and older among users of the world wide web is very large. For many people, especially young people, the Internet is becoming an information and educational environment, without which they cannot imagine life.

However, a large percentage of information that is freely accessible, leads to the denial of worldviews based on certain moral or ethical norms. In this regard, the problem of ensuring security in cyberspace is particularly relevant in modern society. First of all, Internet addiction manifests itself in the fact that people, spending a lot of time on the Internet, forget about their responsibilities and real problems. Unlimited use of computers and the Internet is especially dangerous for children and young people. A large amount of time spent at a computer monitor leads to excessive visual stress and, as a result, to the development of myopia. There are also problems with digestion, headaches, and impaired concentration of attention. Speaking of the latter, we can note the fact that almost any Internet resource is organized on the principle of "read this and see what else is available." Mostly sites show bright graphic ads that make you draw the attention of any person, even with an iron mind. As a result, attention becomes more distracted than it was before. Another of the most dangerous consequences is the limited emotional contact and communication with family and friends in real life, which leads to a number of psychological problems. Of course, the Internet also has a positive meaning. For example, it promotes both educational and intellectual development: there are a variety of sites for parents that contain valuable material for raising and teaching children (online educational online games, interactive textbooks, drawing lessons, English, etc.)

Many sociologists consider the issue of Internet addiction in terms of its impact on the socialization of a teenager. Thanks to The Internet creates all the conditions for earlier inclusion of an individual in social activities. People who live their life on the Internet often need social support, they have great difficulties in communicating, they experience dissatisfaction, low self-esteem, complexities, shyness and a number of other possible problems of this kind. Unfortunately, the Internet is able to solve almost all such problems, providing a virtual life (where you can make yourself absolutely anyone, that is, realize all your dreams of your own exclusivity) instead of a real life, to which such a person simply turns out to be unsuitable. Practice shows that such people are in a hurry to go to a safe environment for them, to a life where they have no obligations. Over time, this way of life and thinking permeates all levels of their reality, and the result is that a person acts, lives and thinks completely differently. The approach to solving various life problems is changing.

Several types of manifestation Internet addictions:

virtual Dating - redundancy of acquaintances and friends in the network, constant newacquaintances;

obsessive need for the network - playing online gambling, constant purchases or participation in auctions, participation in various discussions onforums;

endless travel on the web - search for information in databases and search sites;

gambling addiction - an obsessive game of online computer games.

List of psychological symptoms that may occur in a person at risk for Internet addiction:

- feeling of well-being, and sometimes even euphoria from being at the computer;
- problematic, and in some cases, the inability to interrupt work;
- increase the amount of time spent on the monitor screen;
- inattentive attitude towards family members and friends, turning into complete disregard and indifference;
- feelings of internal discomfort, emptiness, depression, and irritation that occur in the absence of a computer;
- more frequent lies to employers and family members about their activities;
- the occurrence of problems with work or study.

A number of the following characteristics of communication on the Internet and its benefits and disadvantages are highlighted:

In online communication nonverbal means of communication lose their meaning. Of course, there is a set of "emoticons" that represent a number of emotions, but this is not an equal equivalent. In other words, a person can not adequately assess the opponent because of his physical unrepresentation.

Anonymous nature of communication. Anonymity allows self-presentation of a teenager and young people, based not only on their psychological characteristics, but also allowing them to create a different image, significantly different from the previous one. a real one.

Consider the advantages of the Internet. There are such opportunities as earning money online, a way to show, prove yourself by placing your own page or written programs, and so on. You can also use the Internet to find jobs and old friends you haven't seen in a long time.

On the Internet, everyone makes their own way. You decide which network services to use. There are programs on the Internet that solve a certain range of tasks. With it, you can even make phone calls, make purchases, book flights and hotel rooms, advertise your products and businesses, communicate in a variety of ways, make friends and even fall in love, and this is not all.

Millions of disabled people also got the opportunity to work remotely and communicate with friends. There are huge libraries of all kinds of literature on the Internet, first of all, scientific literature is valuable – since ordinary books cost a lot of money, and many scientists, unfortunately, are not able to provide themselves with the necessary literature, the Internet gives them such an opportunity. Also, the Internet is truly the largest collection of information, the Internet gives you the opportunity to learn a lot, get a profession, or raise your skills to a different level. Also on the Internet, you can always get the latest news on a narrow or broad topic.

RESULTS AND DISCUSSION.

The possibilities of the Internet are almost limitless, the only thing that the global network can never replace is the charms of live communication, the charms of letters written by the hand of a friend or loved one, and sitting in front of a flickering screen you will never be able to go for a walk with friends in real life. This, of course, is a big drawback of the network, but at the same time it is a great advantage, because you can't move to virtual reality forever, after all, we are real people, not machines.

However, we can identify positive factors in the use of the Internet by modern teenagers:

- the emergence of interest in school subjects,
- active use of scientific and technical information in training,
- relief of tension,
- contribute to the aesthetic education,
- new ways to organize your time are being developed,
- ability to plan your activities.

In turn, the positive aspects include expanding the circle of communication, raising awareness in certain areas, as well as overcoming the communication deficit. The fact that the world wide web is an indispensable assistant in your studies. Young people will find information of interest to them, will be able to make an abstract, make a synopsis. Without leaving the house, the child can get acquainted with the sights of the whole world, historical events, and watch documentaries. The development and ability to use the Internet and computer equipment is appreciated, as progress does not stand still, and in the future these skills will be useful for the child to work.

It was also noted that The Internet as a means of "escaping" from reality reveals the following possibilities:

- the possibility of anonymous, social communication (here the sense of security in its implementation is of particular importance);
- the ability to create and realize fantasies (including the ability to create new images of the " I " that cannot be realized in real life (for example, role-playing

games.);

- unlimited access to information, "informational vampirism" (the key point is that the main danger is faced by people who can not imagine their life without the Internet and do not know how to build relationships in real life);
- a wide opportunity to search for an interlocutor based on a number of criteria, which is often impossible in real life (it is important to note here that there is no need to hold the attention of one interlocutor, since you can communicate with several at once).

It's also worth noting that The Internet provides great opportunities not only in the field of communication, but also in access to resources with information. One of the features The advantage of the Internet is that there are no restrictions on obtaining any kind of information. However, the lack of access to resources The Internet is fraught with serious potential dangers for humans. The global network contains a large number of resources that demonstrate and promote various forms of violence, popularize various methods of mind manipulation, inculcate mysticism, racism, sexism, and so on.

The negative is that the Internet gives the illusion of permissiveness, pulling out of us the worst that is in us. And what? After all, everything is possible! There are suicide clubs, drug addicts ' clubs, and clubs that train novice terrorists on the Internet. In such clubs, you can order your own death, buy a couple of sticks of dynamite, learn how to properly pick up and inject drugs.

But children absorb information like a sponge - and what do they get from the Internet? Just go to some sites and you will understand everything for yourself. Hackers have appeared on the Internet, destroying everything in their path for the sake of satisfying their hurt ego, they can not create, they can only destroy. But let's think about what motivated them to destroy everything and everything on the Internet? Not a walk on it? Unfortunately, the negative information on the Internet at the moment prevails. Long-term computer work negatively affects many functions of our body: higher nervous activity, endocrine, immune and reproductive systems, vision and the human musculoskeletal system.

But, if vision and hearing can be damaged through the keyboard, "mouse" or monitor, then the psyche is primarily affected by virtual things, so to speak - games and the Internet. This is something that is "addictive", something that is impossible to break away from, something that many people can no longer imagine their life without - this is a manic addiction to the Internet or games. People who live their lives on the Internet often need social support, they have great difficulties in communicating, they experience dissatisfaction, low self-esteem, complexities, shyness. They go to a safe

environment for them, a non-binding life. Thus, they, firstly, aggravate those character traits that they would like to get rid of, and also acquire new ones: escape from reality by changing their mental state, virtually changing their gender and age... Of course, gradually this way of life, this way of thinking, permeates all levels of their life. The person begins to act and think differently. It differently solve domestic issues, family, personal, professional, partnership, etc.

Negative factors of using the Internet by teenagers:

- danger of suppressing interpersonal communication,
- danger of reducing the role of oral and written speech,
- weakening of the ability to independent creative thinking,
- harmful effects on the psyche,
- danger of reducing the socialization of a teenager.

Unfortunately, the Internet has started to grow the number of different communities that can affect the mental state of adolescents and young people, their mood, provoke rash actions.

CONCLUSION.

Deterioration of the child's vision and posture are the main negative consequences of frequent computer sitting. Every year, the number of people complaining about their eyesight is growing, so it is up to parents to monitor the time spent by their child at the computer monitor.

Summing up the above, we can say that The Internet has become very important in modern society. According to the rules of modern society, it is almost impossible to exist without using Internet resources. Internet use is a global time saver, but there is no denying that excessive Internet use can affect our psyche. No wonder there is such a saying: "everything is good in moderation. And the Internet can do good and harm, but you need to be able to balance. Teenagers and young people need to create a framework for using the Internet, determine the amount of time spent in the virtual world.

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