Google Scholar

doi ® digital object identifier

OpenAIRE

zenodo

idea

Innovative Development in Educational Activities

Social Sciences & Humanities

2024/12

ISSN 2181-3523

VOLUME 3, ISSUE 12

SEPTEMBER 2024

http://openidea.uz/

INNOVATIVE DEVELOPMENT IN EDUCATIONAL ACTIVITIES

VOLUME 3, ISSUE 12, SEPTEMBER, 2024

JAPANESE PEDAGOGICAL STRATEGIES FOR ENHANCING ENGLISH LANGUAGE INSTRUCTION

Nematullaeva Muslimakhon Rakhmatullo kizi
Student of the third English language faculty, UzSWLU
e-mail: muslimanematullayeva797@gmail.com

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 analyses 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.

REFERENCES:

1. Nishino, T., 2008. Japanese secondary school teachers' beliefs and practices regarding communicative language teaching: an exploratory survey. JALT journal, 30(1), 27-51.
2. Nishino, T. and Watanabe, M. (2008). Communication-oriented policies versus classroom realities in Japan. TESOL quarterly, 42(1), 133-138.
3. Otani, M. (2013). Communicative language teaching in English at Japanese junior high schools. Journal of soga university, 35, 285-305.
4. https://doi.org/10.5281/zenodo.10829547
5. https://jurnal.usk.ac.id/EEJ/article/view/14700
6. https://www.researchgate.net/publication/379295995_The_Impacts_of_English_Songs_on_the_Pronunciation_of_ESL_Learners
7. https://www.cambridge.org/core/journals/language-teaching/article/abs/narrative-research-in-language-teaching-and-learning/6C84FBDBA3C84B5E5CE781AAB8687075#sec0
8. https://core.ac.uk/download/pdf/198179475.pdf
9. https://academics.uz/index.php/rnsr/article/view/1899
10. https://jsrt.innovascience.uz/index.php/jsrt/article/view/87
11. https://doi.org/10.5281/zenodo.10829547
12. https://scholar.google.com/citations?view_op=view_citation&hl=ru&user=2hVLPogAAAAJ&citation_for_view=2hVLPogAAAAJ:2osOgNQ5qMEC
13. https://scholar.google.com/citations?view_op=view_citation&hl=ru&user=2hVLPogAAAAJ&citation_for_view=2hVLPogAAAAJ:qjMakFHDy7sC
14. https://in-academy.uz/index.php/yoitj/article/download/31793/20310/31929
15. https://cyberleninka.ru/article/n/strategies-for-fostering-intercultural-competence-in-english-language-teaching
16. https://universalpublishings.com/index.php/mpttp/article/view/4820
17. https://interonconf.org/index.php/taare/article/view/12567
18. https://zenodo.org/records/11199985
19. https://scholar.archive.org/work/xko6rfjytjf5nnlecbbnetsuq4
20. https://imfaktor.com/index.php/tjrd/article/view/1438/2391
21. https://www.intechopen.com/online-first/89355
22. https://core.ac.uk/download/pdf/82558558.pdf
23. https://www.researchgate.net/publication/275100799_Language_Learning_Strategies_Used_by_Japanese_College_Learners_of_English_A_Synthesis_of_Four_Empirical_Studies
24. https://www.pref.kanagawa.jp/documents/32645/705287.pdf

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

Murodxo'jayeva Nasibaxon Husan qizi
part-time student of the Department of State Financial Control and Audit of the Academy of Banking and Finance of the Republic of Uzbekistan.
Madaminovanasibaxon06@gmail.com

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 e mphasizing 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.

REFERENCES

1. Decree of the President of the Republic of Uzbekistan No. PD-4611 " On additional measures for the transition to international Financial Reporting standards". February 24, 2020.

2. Giorgio A. A., Martin B., David B., Larissa C. Generally Accepted Accounting Practice under International Financial Reporting Standards - 2023y. - 4535 pages.

3. Walter T, Charles T, William C, Wendy M, Financial Accounting global edition "International Financial Reporting Standards", 2018 y. 818 pages.

4. Tashnazarov S.N., "International financial reporting standards": textbook for master's degrees in higher education institutions. Tashkent-2019 - 584 pages.

5. Ergasheva Sh.T, Ilkhamov Sh.I, Kozimzhonov, Mannapova R.A, "International Financial Reporting standards": textbook, - T.: Economics,   2022 - 468 pages.

6. Terteleva A.S. "International Financial Reporting Standards":   [studies. the manual] / The Ministry of Education and Science Russian Federation, Publishing House of the Ural University, 2016. - 176 pages.

7. Aralov S.J, "The relevance and significance of transitioning to international financial reporting standards in Uzbekistan". - T.: "Economics and Education". No. 3, 2023. Pages 153-158.

8. www.ifrs.org – International Financial Reporting standards Foundation's official data.

NEMIS TILI MASHG'ULOTLARIDA KURSANTLARNING KOMMUNIKATIV KOMPETENSIYASINI SHAKLLANTIRISH

Axunova Mufara Narimbayevna
O'zR QK Akademiyasi Tillar kafedrasi 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 kompetentsiyasini 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 bilimini 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 guruhlarning ishini o'z ichiga olgan mashg'ulotdagi o'quv va kognitiv faoliyatni tashkil etish shaklidir. Ushbu jarayonda kursantlar asosan bir nechta kichik guruhlarga 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, "66Grammatikspiele 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 jumlani 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.

ADABIYOTLAR RO'YXATI:

1. https://lex.uz/uz/docs/5431845

2. Grays,P."Логика и речевое общение". Новое в зарубежной лингвистике/ P.Grays.-M.:Progress,1985.-504 b

3. Milrud, R. P. Tilni o'qitish nazariyasi: Monografiya. T. 3. Lingvistik pedagogika / R. P. Milrud, I. R. Maksimova. -Tambov, 2008. 133 b.

4. Ta'lim tizimidagi yangi pedagogik va axborot texnologiyalari: Pedagogika universitetlari talabalari uchun darslik./ E. S. Polat tomonidan tahrirlangan. M.: "Akademiya" nashriyot markazi, 1999. – 211b.

5. Polat E. S., Buxarkina M. Yu., Moiseeva M. V., Petrov A. E. Pedagogika universitetlari talabalari uchun darslik va pedagog kadrlar malakasini oshirish tizimi / Akademiya nashriyot markazi, 2008. -272 b.

6. Popova Yu. S. Chet tili darslarida talabalarning kommunikativ kompetentsiyasini rivojlantirish. Perm, 2010.- 45b.

7. Karimova F.S. O'zbek tilida muloqot qoidalarining sharqona va garbona talqini:me'yor va og'ish. Harbiy ta'lim va fanda innovatsiyalar. – Toshkent, 2023. №2(17). – B.20.

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

Erkiniy Yulduz

Turin Polytechnic University in Tashkent,

yerkiniy@polito.uz

Bobojonova Shakhzoda

Tashkent Pharmaceutical Institute,

shahzodabobojonova1933@gmail.com

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.

REFERENCES

1. Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). *Intelligence Unleashed: An Argument for AI in Education*. Pearson.

2. Woolf, B. P. (2010). *Building Intelligent Interactive Tutors: Student-centered Strategies for Revolutionizing E-learning*. Morgan Kaufmann.

3. Luckin, R. (2017). *Towards Artificial Intelligence for Learning: A Theoretical Framework*. ResearchGate.

4. Heffernan, N. T.,

"АФҒОНИСТОН ИСЛОМ АМИРЛИГИ" ҲАРБИЙ СИЁСАТИНИНГ МИНТАҚАВИЙ ХАВФСИЗЛИККА ТАЪСИРИ

Мустақил изланувчи: **Мирзаев Гайратжон Муйдинжонович**
Электрон почта манзили: geantleboy@gmail.com

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.

Калит 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, мамлкатда 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.Зимин[1], С.Мирзоев, С. Милс[2], Ж.Гарамоне[3], D.Давис[4], П.Винтоур[5] 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 мухолифат" 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 таъсирини таҳлил этилган[6].

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 таъкидлайди[7].

[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. T:2021

[3] Jim Garamone. Afghan Forces Have Capacity to Fight, Defend Country. T:2021

[4] Daniel L. Davis. How military leaders have let us down. T: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. T: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.Асатрян [1], 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 қуролларига 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 бошлаган[2].

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

Умуман олганда, Афғонистонда "Толибон" ҳаракатининг кескин ҳарбий сиёсатида экстремистик мафкуранинг мавжудлиги, Қуролли 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. Кланы «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.The Taliban in Afghanistan T:2023// Yunus M. Taliban aim to boost Afghan security forces, anti-aircraft capacity -army chief. T:2023// Joe Inwood. Elite Afghan troops face return to Taliban after UK 'betrayal'. T:2023// MUNIR AHMED. US military equipment left behind in Afghanistan is now in militant hands. T:2023// MUNIR AHMED. US military equipment left behind in Afghanistan is now in militant hands. T:2023// A.Jackson:"U.S. Strategy in Afghanistan," p. 99. January 8, 2022// C. Malkasian:The American War in Afghanistan, p. 74–75 January 13, 2022.// C. 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 этилган[1].

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 таъминланган[2].

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 этилган[3].

Бундан ташқари, маршал Абдул Рашид Дўстумниг фикрича, "Толибон" Афғонистонни халқаро террорчиларни тайёрлаш ва қуроллантириш марказига айлантирган. Унинг фикрича, "Толибон" минтақа хавфсизлигига таҳдид солиш билан чегарадош давлатларга босим ўтказишга ҳаракат қилмоқда[4].

---

[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 sontrol of Afghan provinsial 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: طالبان افغانستان را به مرکز تجهیز تروریستان بین‌المللی تبدیل کرده است: عبدالرشید دوستم

۱۴۰۳/۰۱/۰۴ شنبه// https://www.afintl.com/202403236017// (мурожаат санаси: 11.03.2024 й)

Бундан ташқари, ИДВХнинг Афғонистондаги асосчиларидан бири ва дала қўмондони Абдулраҳим Муслим Дўст ўз жангчилари билан "Толибон" ҳаракатига баъйат бериб Нангархор вилоятида Қуролли кучлар таркибига киритилган[1].

2. Қуролли кучларда экстремистик мафкуранинг кучайиши:

"АИА" ҳарбий стратегияси ҚКни ривожлантиришда минтақада Ислом динини ва шариат қоидаларини ҳимоя қилувчи "Ислом армияси"

ғоясидан фаол фойдаланмоқда.

фатволар- Қуролли кучлар ҳарбий хизматчиларига "Ислом душманлари, "Толибон" мафкурасига 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 этади[2].

Шу билан бирга, Шарқий Туркистон Ислом Ҳаракати (ШТИХ) 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 ҚК махсус бўлинмаларига, шунингдек, Ал-Қоида, Шарқий Туркистон,Жамоати Ансоруллоҳ, Ўзбекистон Исломий Ҳаракати сафларига ёлланмоқда[3].

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

қурол-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 қуролли кучларида мавжуд авиация, жанговар техника ва қуроллардан 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 келган[1].

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 қуроллар ва ҳарбий техникалар мамлакатнинг шимолий қисмларига жойлаштириш бўйича масалалар кўриб чиқилган[2].

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

Хусусан, 2022 йилда мамлакат ҳудудида фаолият юритаётган ХТТ рахбарлари билан учрашган Сирожиддин Ҳаққоний шимолий вилоятларда жангарилар сонини кўпайтириш ва уларни Кобул, Бағлон, Қундуз, Бадахшон вилоятларига жойлаштириш бўйича ишларни тезлаштиришни буюрган[3].

Шунингдек, 2022 йилнинг февраль ойда "Толибон" расмийлари Тожикистон чегарасига замонавий НАТО қуроллари билан жиҳозланган 10 000 ҳарбийларни жойлаштирди ва яқин орада бу бўлинмаларни жанговар самолётлар билан қўллаб-қувватланиш учун алоҳида режалар мавжуд[4].

---

[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)

[2] The 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)

[3] Ultrascan 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 Фасиҳуддин 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 Фараҳ 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 жойлаштирилган[1].

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 жойлаштирилган[3].

Шу билан бирга, "Толибон" ҳарбий стратегиясида партизанлик урушларини олиб бориш, пистирмалар қўйиш, террористик ҳужумларини уйиштириш, чегара линиясида душман мудофаасини заифлаштириш, мураккаб рельефга эга тоғли ҳудудларда жанг олиб бориш, тинч аҳоли орасида терактлар уйиштириб 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 келтииш 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.

---

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

[2]Afghan voise agency: Soldiers in Badakhshan Received Military Training. January 2024 у //
(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 у. — 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 қўлга 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 нохолис 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 мафкуранинг 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.

АДАБИЁТЛАР РЎЙХАТИ

Монография ва рисолалар
1. Бобокулов И.И. Региональная безопасность Центральной Азии: вопросы теории и практики.-Т.: 2018;
2. Бобокулов И.И. Афғонистон Луғат-Маълумотнома.-Т.:2021;
3. Каплан Р. Месть географии. Что могут рассказать географические карты о грядущих конфликтах и битве против неизбежного.-Т.: 2012;
4. The withdrawal of military forces from Afghanistan and its   implications for peace.-T.: 2021;
5. Giustozzi A. and Al Aqeedi R. Security and Governance in the Taliban's Emirate.-T.: 2021;
6. US, SIGAR, Quarterly Reports to the United States Congress.-T.: 2024;
7. The European Union Agency for Asylum (EUAA). Country guidance: Afghanistan.-T.:2022;
8. Congressional Research Service of US. Taliban Government in Afghanistan: Background and Issues for Congress. R46955.-T.:2022;
9. SIGAR. WHY The Afghan Security Forces Collapsed- SIGAR 23-16-IP.-T.:2023;
10. The International Institute for Strategic Studies (IISS): The Military   Balance.-T.:2023;
11. Conflict Armament Research Center. Illicit weapons in Afg.-   T.:2023;

IV. Илмий мақолалар
1. Jimenez R. No Forgiveness for People Like You, Executions and Enforced Disappearances in Afghanistan under the Taliban. Human Rights Watch-HRW// https://www.ecoi.net/en/file/local/2064577

2. Khan.S.K. Taliban Army. Anadolu Agency// 07.11.2021. p.2// https://www.aa.com.tr/en/asia-pacific/interim-taliban-government-rebrands

3. Князев А.А. Проблемы региональной безопасности: Афганская политика Узбекистана: сравнительный контекст. Т.6. № 3 (2023);

4. Топиров А.Н. Состояние и перспективы развития Вооруженных Сил Афганистана. Зарубежное военное обозрение.p.2-6.Т.2023;

5. Joseph Trevithick Afghan Air.p2-4. T.2023;

6. Sajjan Gohel. The Taliban's Plan to Rebuild and Legitimize al-Qaeda.p.1-12.T.2023   //https://www.geopoliticalmonitor.com/the-talibans-plan-to-rebuild-and-legitimize-al-qaeda;

7. Зарубежное Военное Обозрение. «ТАЛИБАН» начал строительство своих Вооруженных Сил № 01 22 Января 2022;

8. By Farshad Daryosh. د امریکا لەخوا د هېواد د هوايي حريم پر "نقض "د لوی درستیز نیوکه // p.2-6.T.2023;

9. Asfandyar Mir. Two Years Under the Taliban: Is Afghanistan a Terrorist Safe Haven Once Again? The Taliban have enabled some terrorist groups and reined in others, elevating longstanding concerns for U.S. policy.p.1-

10. Konrad Adenauer F. The Taliban's Takeover in Afghanistan – Effects on Global Terrorism.p.2-7.T. 2022;

11. Bill Roggio. Taliban touts more elite 'Red Unit' fighter training on social media. p.4.T.2023. Long War Journal. https://www.longwarjournal.org

Журналлар

Хорижий нашрётлар:

1. "The Military Balance" журнали;
2. "Defense & Security Analysis" журнали;
3. "International Security" журнали;
4. "Journal of Strategic Studies"журнали;
5. "China Quarterly of International Strategic Studies"журнали;
6. "Journal of Peace Research"журнали;
7. "Национальная оборона" журнал;
8. "Армия и оружие" журнал;
9. "Центральная Азия и Кавказ" журнали;
10. "Вестник аналитики" журнал;
11. "Военное обозрение" журнал;

Интернет манбалари

1. http://www.nytimes.com
2. http://www.worldometers.info
3. https://www.washingtonpost.com
4. https://www.whitehouse.gov
5. https://www.longwarjournal.org
6. http://www.aljazeera.com
7. https://www.wsj.com
8. http://tolonews.com
9. https://www.crisisgroup.org
10. https://www.gzeopoliticalmonitor.com
11. https://www.iiss.org/even
12. https://www.greydynamics.com
13. https://www.usip.org
14. https://www.arabnews.com
15. https://president.uz
16. https://www.afintl.com
17. https://www.ariananews.af
18. http://www.afghanembassy.com
19. https://www.bakhtarnews.af/en
20. http://afghanistan.ru
21. http://www.afghanistan-analysts.org
22. http://apfghanistanpeacewatch.com
23. http://undocs.org
24. http://www.afghanistans.com
25. http://www.securityinfonet.com
26. http://www.cia.gov
27. http://www.bbc.com
28. http://afghanistanelectiondata.org
29. http://www.afghan-bios.info
30. http://www.isap.center

PTV VISSIM DASTURI ORQALI TARTIBGA SOLINGAN CHORRAHALARNI BAHOLASH

Jumayev Shaxzod Shavkat o'g'li
Qarshi muhandislik-iqtisodiyot instituti
shaxzodj886@gmail.com

ANNOTATSIYA

Ushbu maqolada hozirgi kunda shaharlarda dolzarb muammoga aylanib borayotgan tartibga solingan chorrahalarning 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.
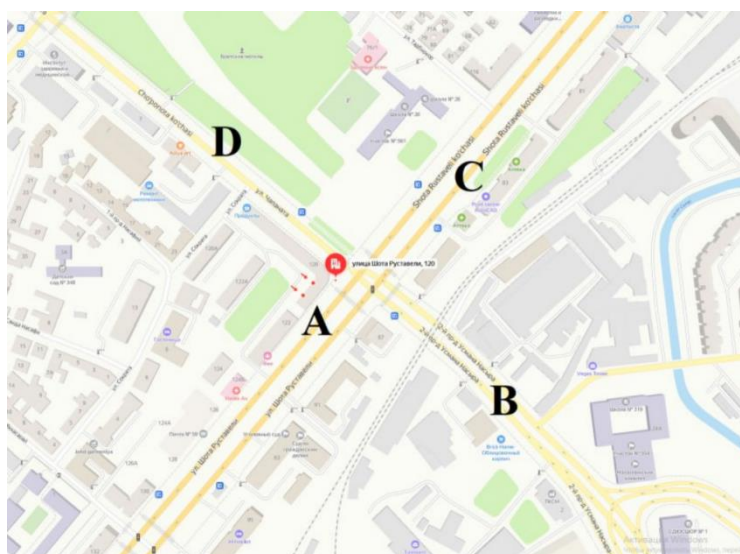
1-rasm. O'rganilgan chorrahaning Yandex xaritasidan ko'rinishi

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.
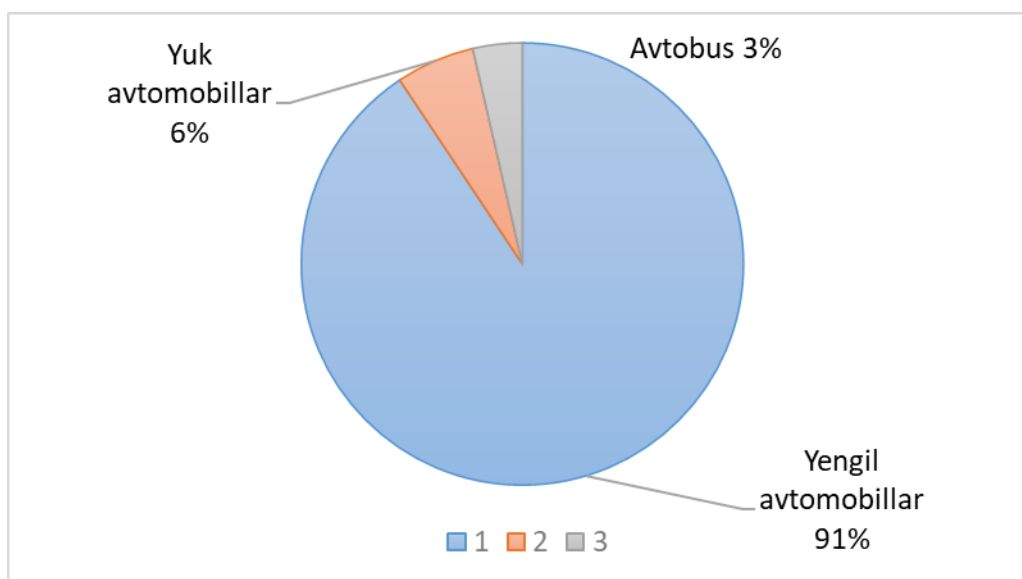
2-rasm. Tashkil etuvchi transport vositalarning ulushi

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 oʻtadigan transport vositalarining soni chorrahaning oʻtkazish qobiliyatiga bogʻliq boʻladi. Tartibga solingan svetoforli chorrahalar uchun samaradorlikni avtotransport vositalarni boshqarishning oʻrtacha kechikishiga (ushlanib qolishi) qarab belgilanadi.

Tartibga solingan va solinmagan chorrahalarni baholashda ularning samaradorligi xizmat koʻrsatish 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).
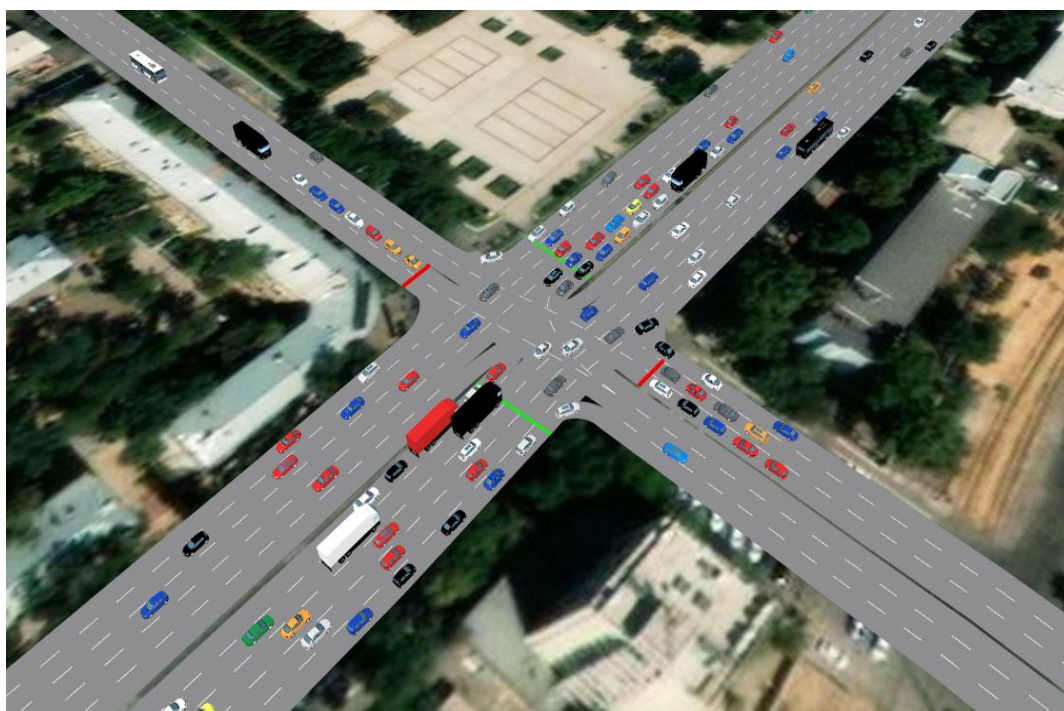
3-rasm Shota Rustaveli-Cho'ponota-Usmon Nosir 2-tor ko chalari keshimasini modeli

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

№	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 koʻchalari va chorrahalarni PTV Vissim dasturida modellashtirish orqali uning qator xususiyatlarini xususan, chorrahada maʼlum vaqtda qancha transport harakatlanishini, transportdan chiqayotgan zararli gazlar miqdorini, hosil boʻlgan navbatning maksimal, oʻrtacha uzunligini va eng asosiysi uning xizmat koʻrsatish darajasini (LOS) samaradorligini baholash imkoniyati mavjud. Shota Rustaveli-Choʻponota-Usmon Nosir 2-tor koʻchalari keshimasi misolida tadqiq etilgan chorrahaning xizmat koʻrsatish darajasi D darajada ekanligi aniqlandi.

ADABIYOTLAR ROʻYXATI

1. https://en.wikipedia.org/wiki/Level_of_service_(transportation)
2. PTV Vissim 2023 Manual
3. Highway capacity manual (HCM 2000), Transportation Research Board, 1993, ISSN: 0738-6826
4. Ivana Nedevska and others, Methodology for analysing capacity and level of service for signalized intersections, MATEC Web of Conferences, 2016

INTERNET INFLUENCE ON WORLDVIEW OF YOUTH

Ugiljan Batirovna Khudaiberganova

Candidate of Pedagogical Sciences, Associate Professor,

Urgench State University

E-mail: hugilzon@gmail.ru

Oygul Sabirbayevna Ismailova

Psychology by types of activity teacher

Ranch of Urgench State Technological University

E-mail: ismailovaoygul@gmail.com

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 theWeb.

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 thatthereis 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 punishableacts.

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 timewe 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 accessibleм, котороeleads 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 modernsocietyFirst 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 alllevelsof 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;

endlesstravelontheweb-searchforinformationindatabasesandsearchsites;

gambling addiction - an obsessive game of online computergames.

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

- feeling of well-being, and sometimes even euphoria from being at the computer;
- problematic, and in some cases, the inability to interruptwork;
- increase the amount of time spent on the monitorscreen;
- inattentive attitude towards family members and friends, turning into complete disregard andindifference;
- feelings of internal discomfort, emptiness, depression, and irritation that occur in the absence of acomputer;
- more frequent lies to employers and family members about theiractivities;
- the occurrence of problems with work orstudy.

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 realone.

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 longtime.

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 broadtopic.

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 schoolsubjects,
- active use of scientific and technical information intraining,
- relievestension,
- contribute to the aestheticeducation,
- new ways to organize your time are beingdeveloped,
- ability to plan youractivities.

In turn, the positive aspects include expanding the circle of communication, raising awareness in certain areas, as well as over coming 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,asprogress 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 followingpossibilities:

- the possibility of anonymous, social communication (here the sense of security in its implementation is of particularimportance);
- 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 reallife);
- 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 injectdrugs.

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 functionsofour 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 interpersonalcommunication,
- danger of reducing the role of oral and writtenspeech,
- weakening of the ability to independent creativethinking,
- harmful effects on thepsyche,
- danger of reducing the socialization of ateenager.

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.

CONLUSION.

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 wonderthereissuchasaying:"everythingisgoodinmoderation. And the Internet Cando 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.

REFERENCES

1. Voiskunsky A.E., Babaeva Yu.D., Smyslova OV Internet: impact on personality. Humanitarian research on the Internet / Ed. A.E. Voyskunsky. M .: Publishing house "Mozhaysk-Terra", 2000. - 431p.

2. Marchenkova N.G. Socio-pedagogical aspects of the prevention of computer addiction in students: textbook. allowance for a wide range of studies. and practitioner. / N.G. Marchenkova. Orenburg .: Publishing house "Print-service", 2009. - 54p.

3. Young KS Diagnosis - Internet addiction / K.S. Young // World Internet. - 2000. - No. 2. [Electronic resource] - Access mode. - URL: http://septemberfox.ucoz.ru/biblio/kimberly.html.

4. International Journal of Applied and Basic Research. - 2016. – No. 11-4. – C.649- 651;URL: https://applied-research.ru/ru/article/view?id=10618

5. U.S. Department of Veterans Affairs. (2010). *Facing down PTSD, vet is now soaring high*.http://www.mentalhealth.va.gov/featureArticle_Feb.asp.

6. Santa Fe College. (n.d.-a). *Priority admissions dates*. http://www.sfcollege.edu/admissions/index.php?section=priority_dates

QUALITY OF EDUCATION IS THE QUALITY OF LIFE

Rakhimov Oktyabr Dustkabilovich
Professor at Karshi Engineering Economics institute

Abstract: The article provides a brief definition of education in the era of globalization, highlighting the role of education quality. It emphasizes that the ecological, socio-political, and economic problems and crises arising during globalization, as well as their solutions, are linked to the quality of education. The quality of education is presented as a key criterion for determining the quality of life. The article discusses thoughts and solutions on how to ensure and adapt the quality of education and upbringing to align with the spirit of the times in today's globalized and information-driven society.

Key terms: globalization process, education and upbringing, education quality, intellectual wealth, quality of life.

INTRODUCTION

Today, the 21st century is characterized as the era of advanced technologies, the age of intellect, the age of comprehensive information dissemination, and the era of globalization. The term "globalization" was first introduced by American scholar T. Levitt in an article published in the "Harvard Business Review" in 1983. The author used this term to describe the process of the unification of various markets for products produced by large transnational corporations. However, in the current context, globalization carries different meanings and significance.

Globalization is a universal process created as a result of human consciousness and thinking. It is a continuous and evolving transition to an information-based society that knows no borders and regions and recognizes no system. In such a society, human thinking has a leading position. Thought acts as a window reflecting the level of development of society, revealing achievements and shortcomings. It is no secret that the value and perfection of a person is determined by the level of thinking and intelligence. Information is the main factor affecting the formation of thinking and cognitive abilities of a person.[2]. Consequently, the development of modern civilized society is characterized by the process of information dissemination and determined by its intellectual potential. The source of intellectual wealth and potential, the main factor of its development is the quality of the education and training process.[3]

RESEARCH METHODS

In the research process, the following methods were utilized: analysis of scientific and educational literature, pedagogical observation, comparative analysis, generalization, pedagogical experiment, and foresight methods.

RESEARCH RESULTS AND DISCUSSIONS

The ecological, socio-political, and economic problems and crises arising in the era of globalization are shaped and developed in relation to the quality of education. Education is a vital sector of social life. It is education that shapes the intellectual, cultural, and moral level of society. Today, the strength and power of any state, its level of development, and the social-political environment are defined by its intellectual potential. The growth of intellectual potential is primarily assessed through the quality of education.

From the above statements, one might ask:

Why does the quality of education impact all vital activities of humanity?

First, humanity has reached a level of global interconnection in all areas, including the education system. Today, the problems of a single state or nation can significantly affect global development. The solutions to emerging ecological, economic, and political problems and crises require a commitment to intellectual and moral development in the future. This can only be achieved by establishing a proper and quality education system.

Second, the primary focus of education ultimately leads to upbringing. Upbringing is an extremely important, complex, and urgent issue that has been and will continue to be a significant concern.   Abdulla Avloni's book "Turkiy Guliston yoki axloq" *(Turkish Gulistan or morality)* contains important thoughts in the chapter "The Time of Upbringing." He states: "It is now clear that upbringing should begin from the day of birth, strengthening our existence, illuminating our thoughts, beautifying our morals, and clarifying our intellect. One may ask, who is responsible for this upbringing and where does it take place? To this, we can answer: first, family upbringing, which is the mother's duty; second, school and madrasa upbringing, which is the responsibility of the father, teacher, educator, and government."

It is precisely this school and madrasa upbringing that has been carried out by teachers and educators in the past and continues to be so today. In our view, the influence of the environment plays a significant role in upbringing. Children tend to imitate not what they hear or read the most, but what they see.   Well, can we be role models for children in terms of upbringing? What are children learning from us? What role does information on the global Internet play in education? Are children posting information that negatively affects their upbringing, or is it adults? Perhaps we should start our education and upbringing from ourselves.

In other words, for education and upbringing to be of high quality, we (educators) must first be worthy of providing quality education.   Thirdly, all vital human relationships (politics, economics, social relations, etc.) are shaped and developed based on interconnections and mutual influences among people. The level of these relationships, particularly political and economic relations, will certainly change in relation to the quality of education.

From the above, we can conclude that the root of all the problems currently arising in the world lies in the quality deficiencies of the education and upbringing system. It would not be incorrect to assert that all issues can only be resolved through a high level of consciousness, correct thinking, exceptional knowledge, and high moral and ethical standards.

The solution lies in increasing attention to education and upbringing, allocating more resources to this sector, and improving the quality of education. However, it is important to emphasize that the positive outcomes of reforms in education are also dependent on how well educators understand the essence and significance of the education system in a globalized and information-driven society and how sincerely they implement these reforms.

How can we ensure the quality of education and upbringing in the current globalized and information-driven society, and how can we adapt it to the spirit of the times?

First and foremost, it is essential to develop an entirely new system for ensuring the quality of education and upbringing that takes into account the opportunities provided by global internet access, distance learning, and international educational standards. Currently, the content of education is often focused on achieving high economic efficiency in production and fully satisfying individual personal interests. In some cases, this leads to a search for ways to obtain maximum economic benefit from any knowledge base.

Despite our efforts to nurture our children with a strong moral foundation, an environment based on self-interest can pose challenges. Every parent desires their child to be as good as anyone else, prioritizing higher education and securing a well-paying job. However, the education and upbringing process should primarily serve to cultivate and develop human morality at a high level.

The education and upbringing system must not only meet humanity's material and spiritual interests but also contribute to the purification of its spirit, faith, will, and conscience, as well as the formation of genuine human emotions. Learning and acquiring knowledge should become a daily necessity for every individual, akin to other daily needs such as washing, dressing, and eating.

The main directions for ensuring the quality of education include the extensive use of modern information and communication technologies and innovative pedagogical technologies in the educational process. The consistent development of information and communication technologies today necessitates that the education system meets the requirements of the global educational environment. The use of information and telecommunications technologies in education has facilitated the emergence of distance learning and has laid the foundation for the education process to transform into an international one.

As emphasized above, the implementation of innovative pedagogical technologies in the educational process also plays a crucial role in the establishment of such an education system.

From the above, several questions arise:

- What are the main components of the quality of education and the criteria that define it?

- Why is it recognized today that "the quality of education equals the quality of life"?

- What role do modern information and pedagogical technologies play in enhancing the quality of education?

- What methods are appropriate for ensuring the quality of education in the current era of information technologies?

- What is the essence of modern pedagogical technologies and teaching methods?

The questions above represent the main criteria defining the quality of education, and each one necessitates scientific research in specific directions.

CONCLUSION

In conclusion, it can be emphasized that the quality of education and upbringing is a highly important, problematic, and urgent issue today. This is because all other social issues, political problems, and economic indicators develop directly in relation to the level of education quality. Moreover, the quality of education determines the fate of the state and society, as well as the destiny of all humanity. Therefore, it is not incorrect to interpret education quality as equivalent to life quality.

Improving the quality of education is an expansive domain. Consequently, accurately assessing the dynamics of education quality growth, clearly defining its criteria, and forecasting and planning future education quality indicators are extremely important and pressing matters.

REFERENCES

1. Rakhimov O. D., Murodov M. O., Ruziev X. J. Quality of education and innovative technologies // Monograph. Tashkent: Science and Technology Publishing House. – 2016.

2. Klaring M.V. Innovations in world pedagogy. – Riga, 1995.

3. Rakhimov O. D. et al. Modern educational technologies // T.: "Fan va Texnologiya Nashriyoti." – 2013.

4. Rakhimov O. et al. Positive and negative aspects of digitalization of higher education in Uzbekistan // AIP Conference Proceedings. – AIP Publishing, 2022. – Vol. 2432. – No. 1.

5. Polat E.S., Bukharkina M.Yu. Modern pedagogical and informational technologies in the education system. – M.: "Akademiya," 2008.

6. Rakhimov O. D., Chorshanbiev Z. E. Prospects for the application of digital technologies in training the "labor protection" course // European Journal of Life Safety and Stability (2660-9630). – 2021. – Vol. 2. – P. 34-40.

7. Guzeyev V.V. Planning educational outcomes and educational technology. – M.: Narodnoe Obrazovanie, 2000.

8. Rakhimov O. D. et al. Classification of pedagogical technologies and technology of problem-based learning // Problems of modern science and education.– 2020. – T. 2. – No. 147. – S. 59-62.

9. Kurdyumova I.M. Assessing the quality of vocational education in the UK. – M.: Publishing center NOU ISOM, 2003. 36 p.

10. Yakovleva N.O. Theoretical and methodological foundations of pedagogical design. M.: Publishing house ATiSO, 2002. - 239 p.

11. Kodzhaspirova G.M. History of education and pedagogical thought:.

THE EVOLUTION OF THE ENGLISH NOVEL: FROM DEFOE TO DICKENS

Abduraximova Marjona
Ibrohimova Dilrabo
ChDPU , direction Foreign language, 3-course bachelors

Teacher:Abduramanova Diana

Abstract: This article serves to reveal the development of English novels more widely. It highlights the main aspects of novels in the era of Defoe and Dickens.
Key words: creativity ,novels,essay, social context, influental writer.

The English novel as we know it today has undergone a significant development from the early 18th century to the Victorian era. Starting from the realism and satirical adventures of writers such as Daniel Defoe, the novel expanded to the complex human emotions, social commentary and artistic creativity that can be seen in the works of Charles Dickens. This essay explores how the English novel evolved from Defoe to Dickens and explores the changes in narrative style, thematic focus, and broader social context that have influenced these two influential writers.

The Beginning: Daniel Defoe and the Early English novel: It is often said that the modern English novel began with Daniel Defoe (1660-1731), whose seminal work Robinson Crusoe (1719) is considered one of the first true novels of English literature. Defoe's style was revolutionary for its time, as it moved away from the allegorical or romantic narrative traditions that had dominated the past centuries. Instead, Defoe wrote in a realistic style, focusing on detailed descriptions of daily life, personal survival and adventures.

In Robinson Crusoe, Defoe explores themes of isolation, self-reliance and human ingenuity, telling the story of a man stranded on a deserted island for 28 years. What sets Defoe apart from previous writers is his commitment to realism. His characters are not knights, gods or mythical figures; they are ordinary people who find themselves in unusual situations. With his first-person narration and quasi-historical tone, Defoe invites readers to immerse themselves in a believable world. His work also explores the rise of individualism and colonialism.Another significant work of Defoe,

Moll Flanders (1722), develops the narrative of the novel, focusing on the life of the main character, which is morally ambiguous.

In this short story, Defoe explores the complexities of crime, poverty and survival in a growing capitalist society. The novel "The Trials of the Shopping Center" examines the attitude of the public to morality, class and gender, which expands the thematic scope of the novel as a form.Defoe's works laid down many elements that later defined the English novel: an emphasis on realism, the development of the personal path of a main character and the study of individual consciousness in a social context.

The growth of social and psychological depth: innovations of the 18th century According to Defoe, Samuel Richardson (1689-1761) and Henry Fielding (1707-1754) made significant contributions to the development of the novel in the XVIII century. Richardson's novels Pamela (1740) and Clarissa (1748) are early examples of an epistolary novel in which the story is told through letters. This form allowed for greater psychological depth, as it revealed the innermost thoughts and feelings of the characters in real time. Richardson was particularly interested in issues of morality, virtue and gender relations - topics that would run through the entire history of the novel. Fielding, on the other hand, took a different approach. His most famous work, Tom Jones (1749), is a rogue novel full of humor, irony and broad social overtones. Unlike Richardson, Fielding embraced the chaos of the human experience, presenting a more comical and sometimes cynical view of society. With an omniscient narrator, Fielding introduced a degree of narrative control and commentary that enriched the structure of the novel. The works of Defoe, Richardson and Fielding laid the foundation for the further development of the novel into a form that could explore not only external adventures, but also internal psychological struggles, while commenting on the complexity of society. Jane Austen and her focus on family life At the beginning of the 19th century, Jane Austen (1775-1817) had reinterpreted the English novel and shifted his focus to domestic life and social relations, especially in the context of marriage and family. In novels such as Pride and Prejudice (1813) and Common Sense and Sensitivity (1811), Austen used wit, irony and sharp social observation to examine the restrictions imposed on women by patriarchal society. Austen's novels differ from those of Defoe and Fielding in that they focus on dialogue and the subtleties of social interaction. Their characters are not adventurers or scammers; they are men and women who understand the complexities of love, duty and decency.

However, behind these family problems lies a sharp criticism of class inequality, gender roles and personal autonomy.

Austen brought a new level of psychological realism to the English novel, especially in the depiction of the inner life of women. She was deeply engaged in the emotional and intellectual development of her characters, which set the stage for more subtle and socially conscious novels of the Victorian era.

The Victorian Novel: Charles Dickens and Social Realism: With the advent of Charles Dickens (1812-1870), the English novel reached new heights in popularity, range and social impact. Dickens is perhaps a typical writer of the Victorian era, and his works reflect the complexities and contradictions of Victorian society. Unlike Austen, who focused on the nobility and middle class, Dickens explored the lives of the poor, the working class and the marginalized. In novels such as Oliver Twist (1837-1839) and David Copperfield (1849-1850), Dickens described the grim reality of life in industrial Britain: child labor, poverty and the inhuman effects of urbanization. His characters often embody social types — the stingy Scrooge, the innocent orphan, the corrupt bureaucrat - but they are portrayed with such vivacity and humanity that they go beyond a simple caricature. One of Dickens's most significant contributions to the development of the novel was his ability to combine social criticism with a fascinating narrative. His novels, published in weekly or monthly serial editions, were enthusiastically received by a wide readership, which made him one of the first "celebrity" authors. Dickens used his platform to advocate for social reform, especially in his later works such as Bleak House (1852-1853) and Hard Times (1854), which expose the moral shortcomings of the British legal and industrial system. Another key element of Dickens' novels is his masterful use of language and narrative techniques. Using vivid descriptions, irony, satire and melodrama, he created fascinating worlds in which readers could easily get lost. Although his characters are often exaggerated, they are found among readers due to their universal emotional struggle. The development of the theme from Defoe to Dickens. The theme of the novel has expanded significantly from Defoe to Dickens. While Defoe was mainly concerned with personal survival and adventure, Dickens used the novel as a platform to explore broader social issues. Dickens' works are notable for their focus on the social structure of Victorian Britain — the inequality between rich and poor, the corruption of institutions, and the need for empathy and reform. Both Defoe and Dickens were realists in their own way, but where Defoe focused on individual victories over adversity, Dickens focused on the collective struggle of society. Dickens's novels are full of unforgettable characters, whose personal stories reflect the larger social problems of the time, and his ability to evoke both humor and pathos made his works resonate with readers of different classes. From the early realism of Daniel Defoe to the socially oriented works of Charles Dickens, the English novel has undergone significant changes. From an emerging narrative

focused on the adventures of individuals, it has become a sophisticated means of social criticism and psychological research.

Conclusion

Drawing on the innovations of Defoe, Richardson, Fielding and Austen, Dickens brought the novel to its Victorian heyday, making it a central component of popular and literary culture. The novel has become not only entertainment, but also a powerful tool for solving urgent problems — inequality, poverty and the human condition. As the novel developed, it remained a reflection of the times, constantly adapting to the changing social, economic and cultural conditions of Great Britain and beyond.

REFERENCES

1.Blaise Pascal, Trotter, W. F., & Eliot, T. S. (2018). Pensées. Dover Publications, Inc.

2.Bond, D. F., & Sherburn, G. (2003). The Literary History of England. Routledge.

3.Eide, S. D. (2010). Locke, Tocqueville, Liberalism, and Restlessness.

4.Defoe, D. (2012). The adventures of Robinson Crusoe. Sovereign. (Original work published 1719)

5.J Paul Hunter. (1990). Before novels : the cultural contexts of eighteenth-century English fiction. Norton.

IMPORTANCE OF FAIRY TALES IN TEACHING SECOND LANGUAGE

To'laboyeva Madina
Namangan State University
Tmadinauz@gmail.com

Abstract: Fairy tales might be considered one of the possible supplementary teaching materials for English language learners. They may contribute to the enrichment of a young reader's knowledge in a number of ways. Children's fairy tales teach moral and standards of language existence. In addition to that, tales are a particular type of text which can be adapted to suit the child's age. They are also a great source of vocabulary, grammar structures and help to develop all for skills.

Fairy tales are very important for children in learning their mother tongue, and they are important in learning any foreign language as well. That is why it is good to start using fairy tales in teaching English as soon as possible. Primary school children enjoy listening to fairy tales over and over again. This frequent repetition allows certain language items to be acquired while others are being overtly reinforced. Many fairy tales contain natural repetition of key vocabulary and structures. This helps children to remember every detail, so they can gradually learn to anticipate what is about to happen next in the fairy tales. Repetition also encourages participation in the narrative".

According to Ellis & Brewster, 2002, p 103-107. Fairy tales are very motivating, challenging and great fun for children. They can help develop positive attitudes towards the foreign language, culture and language learning. Using fairy tales allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language in varied, memorable and familiar contexts, which will enrich their thinking and gradually enter their own speech. Listening to fairy tales helps children become aware of the rhythm, intonation and pronunciation of language. Fairy tales also provide opportunities for developing continuity in children's learning. They can link English with other subject areas across the curriculum.

When children listen to fairy tales in class they share social experience, it provokes a shared response of laughter, sadness, excitement and anticipation which is not only enjoyable but can help to build up the child's confidence and encourage social and emotional development. "Fairy tales are a useful tool in linking fantasy and the

imagination with the child's real world. They provide a way of enabling children to make sense of their everyday life and forge links between home and school".

Children exercise their imagination through fairy tales. They "can become personally involved in a fairy tales as they identify with the characters and try to interpret the narrative and illustrations. This imaginative experience helps" students develop their own creative potential.

Fairy tales also "develop the different types of 'intelligences' that contribute to language learning, including emotional intelligence".Fairy tales "develop children's learning strategies such as listening for general meaning, predicting, guessing meaning and hypothesizing". Fairy tales can develop all children's skills.

Tales address universal themes which go beyond the useful level of basic dialogues and daily activities. "They allow children to play with ideas and feelings and to think about issues which are important and relevant to them".They also provide "ideal opportunities for presenting cultural information and encouraging cross-cultural comparison".

For teachers Fairy tales allow "to use an acquisition-based methodology by providing optimal input". It is great to use real fairy tales books because they "add variety and provide a springboard for creating complete units of work that constitute mini-syllabuses and involve pupils personally, creatively actively in an all-round whole curriculum approach. They thereby provide a novel alternative to the coursebook".

Fairy tales are largely based on words. They give meaning to words. "Learning English through Fairy tales can lay the foundations for secondary school in terms of learning basic language functions and structures, vocabulary and language learning skills". (Phillips, S. 2013) It is obvious that we should choose different types of Fairy tales and different topics for primary school students. Also the sources of Fairy tales are different. Students are able to create their own Fairy tales if they have the right input.

The use of a fairy tale as a pedagogical instrument is linked especially to the development of children's literature in the eighteenth and nineteenth centuries, which itself changes in concepts of childhood and children. Fairy tales were soon enlisted in the services of teaching children. For example Jeanne-Marie Leprince de Beaumont, who worked as a governess in England, published a series of pedagogical works targeting specific ages and social classes, such as Le magasin de enfants and Le magasin des adolescents, which included several fairy tales in order to teach children social values and virtues. Also, in the nineteenth-century in Germany, Jacob and Wilhelm Grimm conceived their Children's and Household Tales, as a tool of national pedagogy. The Grimmsviewed their collection of fairy tales as a part of a project to reaffirm the cultural identity of the German folk. They meant that their collection of

fairy tales were not only teaching useful social, moral and religious lessons for children, but also they intended to educate the German people about German character and culture (Haase, 2008; Davidson &Chaudhri, 2003, p 25-45).

Reasons for using fairy tales

Children enjoy listening to tales in their mother tongue. Storytelling is an idealintroduction to foreign languages as they provide a familiar context for the child.Children start enjoying literature from an early age by theteacher's use of extensive reading of fairy tales. They develop their literary competence –acombination of linguistic, socio-cultural, historical and semiotic awareness. Literature, in general, allows pupils to understand and appreciate culturesand ideologies different from their own. Consequently, children learn to respect othercultures and to be involved in them. In addition to this, storytelling provides contexts fortalking, listening, reading, writing and other activities such as dance and drama.

According to several critics there are a number of reasons why teachers use children's fairy tales:

– Fairy tales are motivating and fun creating a desire to communicate. They develop positive attitudes and help children to keep on learning. Positive affective factors facilitate acquiring a second language. Children will learn better if they have apositive attitude towards what they are doing.

– Fairy tales exercise the imagination. Children imagine sceneries, characters and soon about a story. For example, if they become personally involved in a story theycan identify with some characters.

– Fairy tales provide a rich resource for education about human societies, offeringinsights into life in many different communities and into complex cultures.

– Fairy tales are a useful tool in linking fantasy and imagination with the child's realworld. So children can make sense of their everyday life. Fairy taleshelp childrento understand the world and to share it with others. "Nine to twelve -year-oldsare developing their ability to appreciate other viewpoints. At this age fairy tales about family and friends should not only reassure children about themselves butalso provide them with new insights into how other families and children copewith various situations. Children at this age enjoy fairy tales that extend their experiences. On the other hand, there isa need to make language learning easier for young children by relating it to theirexperience in everyday life.

– Literature has a social and emotional value, which is a vital part of its role in thedevelopment of children's language learning skills and literacy. Listening to fairy tales in class is a shared social experience. Storytelling provokes a response oflaughter, sadness, excitement and anticipation, which can encourage the child'ssocial and emotional development. In addition, there is always a sort ofinteraction between the

reader and his listeners so s/he can ask for the listeners'collaboration to say what happens next, for instance. Listening to fairy tales is anatural way of acquiring language. The child learns to deduce what happensnext, to deduce the meaning of words from the context or visual aids. This helps to build their confidence. Moreover, children need to develop a series of characteristics to enable them to fit into the society they live in, to become aware of themselves in relation to others, to share and co-operate. They can achieve this by listening to fairy tales. For instance, children learn about other experiences and they can compare those experiences with theirs.

– Children enjoy listening to fairy tales over and over again. This allows certainl anguage items to be acquired while others are being overtly reinforced. Little bylittle they make sense out of the listening. In addition, repetition also encouragesparticipation in the narrative, thereby providing a type of pattern practice in ameaningful context.

– Telling fairy tales is an example of input –input of language through listening andreading– for the child to activate and develop his own learning mechanisms.Moreover, the process of making input comprehensible is an active constructiveprocess. An important condition for language acquisition tooccur is that the student understands input language that contains a structure 'abit beyond' his/her current level of competence. So they can understand most ofit but still be challenged to make progress (Brown 1987: 188). Neither should theinput be so easy as to make the learner become bored because there is nothingnew for him/her. Fairy tales introduce some new vocabulary and sentence structures.In general terms, children acquire first the general semantic characteristics ofwords (Galeote 2002: 167). Their meanings are contextualized and can beinferred from the pictures or teacher's gestures. Moreover, the teacher usuallyreads slowly and gives them time to think about the meaning and look at thepictures. Many traditional fairy tales a bound with powerfully repeated phrases suchas Goldilocks – Who's been sitting on my chair? And who's broken it? Added baby bear... Who's been sleeping in my bed? Baby bear adds: and who's stillsleeping there now? These examples can be used as an almost subliminal grammar input.

Moreover, the use of these fairy tales,for example, which usually contains a lot of direct speech, helps the learnerdevelop a sense of how intonation is used to express attitudes and feelings.

– fairy tales can be used to reinforce conceptual development in children (colour,shape, time, size etc.).

– fairy tales are a way of getting children to learn for themselves. That is the case withthe following:

Reinforcing thinking strategies (comparing, classifying, predicting, planningetc.)

Developing strategies for learning English (guessing the meaning of newwords, training the memory etc.)

Developing study skills (understanding and interpreting charts and graphs,organizing work and so on.).

– Using tales is a powerful way of helping pupils to learn in all areas of the curriculum. According to Howe and Johnson (1992: 5), the reason is thatnarrative is a universal way of organising events and ideas. Fairy tales can be chosento consolidate learning in school subjects across the curriculum, which isappropriate to the pupil's cognitive level.

INNOVATSION LOYIHALARNI DAVLAT BUDJETIDAN MOLIYALASHTIRISHNING YANGICHA USULLARI

Rashidov Zulfiqor Sharof o'g'li

Bank-Moliya Akademiyasi magistranti

ANNOTATSIYA

Maqola innovatsion loyihalarni davlat budjetidan moliyalashtirishning yangi usullari va mexanizmlarini tahlil qiladi. Innovatsion iqtisodiyotning bugungi kunda rivojlanish jarayonida davlat moliyalashtirishining ahamiyati hamda loyihalarni qo'llab-quvvatlashning zamonaviy yondashuvlari o'rganilgan. Ushbu maqolada davlat-xususiy sheriklik (DXSh), venchur kapital, klaster tizimi va grant dasturlari kabi innovatsion loyihalarni moliyalashtirishning yangicha usullari batafsil ko'rib chiqiladi. Shuningdek, davlat budjeti mablag'larini innovatsion loyihalarga yo'naltirishda samaradorlikni oshirish, shaffoflikni ta'minlash va moliyaviy monitoring tizimini takomillashtirish bo'yicha tavsiyalar berilgan. Maqola innovatsion rivojlanish jarayonida davlatning strategik rolini kuchaytirish va yangi moliyaviy mexanizmlar orqali mamlakatning texnologik salohiyatini oshirishga qaratilgan.

Bugungi kunda innovatsion rivojlanish mamlakatning iqtisodiy o'sishida muhim ahamiyatga ega bo'lib, ushbu jarayonni qo'llab-quvvatlash uchun davlat budjetidan moliyalashtirish mexanizmlarini yangilash zarurati tug'ilmoqda. O'zbekistonda innovatsion loyihalarni davlat budjetidan moliyalashtirish masalasi dolzarb bo'lib, bu jarayonni yanada samaraliroq qilish uchun turli usullar taklif qilinmoqda. Quyida innovatsion loyihalarni davlat budjetidan moliyalashtirishning zamonaviy usullari haqida to'xtalib o'tamiz.

1. Vazifaga yo'naltirilgan grant tizimi

Innovatsion loyihalarni moliyalashtirishning eng samarali usullaridan biri grant tizimini takomillashtirishdir. Bu tizimda davlat byudjetidan ajratiladigan mablag'lar aniq vazifalarni bajarishga yo'naltiriladi. Grant olish uchun arizalar qabul qilinganda

loyiha maqsadlari va natijalari aniq belgilanishi talab qilinadi. Vazifaga yo'naltirilgan grantlar, xususan, yuqori texnologiyalar, biotibbiyot, axborot-kommunikatsiya texnologiyalari kabi sohalarda faoliyat yurituvchi kompaniyalarga katta yordam beradi.

2. Davlat-xususiy sheriklik (DXSH) modeli

Davlat-xususiy sheriklik (DXSH) modeli davlat va xususiy sektor o'rtasidagi hamkorlikni rag'batlantirish orqali moliyalashtirishning yangicha usuli sifatida namoyon bo'lmoqda. Ushbu modelda davlat innovatsion loyihalarni amalga oshirish uchun xususiy sektordan sarmoya jalb qiladi. DXSH modeli orqali davlat mablag'lari samaradorligini oshirish va xususiy sektorga innovatsion loyihalarni keng miqyosda amalga oshirish imkoniyati yaratadi. Masalan, infratuzilmalarni rivojlantirish, energiya tejamkor texnologiyalar va yashil iqtisodiyot loyihalari uchun ushbu model muhim ahamiyatga ega.

3. Venture capital fondlarini qo'llab-quvvatlash

Venture kapital davlat tomonidan moliyalashtirilgan loyihalar uchun yaxshi imkoniyat yaratadi. O'zbekistonda davlat venture kapital fondlarini tashkil etish orqali startaplarni moliyalashtirishni jadallashtirish mumkin. Venture kapital fondlari odatda yuqori xavf bilan bog'liq bo'lgan loyihalarni moliyalashtiradi, biroq ularning potentsial daromadi ham yuqori bo'ladi. Davlatning bunday fondlarda ishtiroki xatarlarni kamaytirishga yordam beradi va startaplar rivojlanishi uchun zarur moliyaviy qo'llab-quvvatlashni ta'minlaydi.

4. Raqobatbardosh moliyalashtirish tizimi

Innovatsion loyihalarni davlat budjetidan moliyalashtirishni takomillashtirishning yana bir usuli – raqobatbardosh moliyalashtirish tizimidir. Bu usulda davlat tomonidan taqdim etilgan moliyaviy resurslar cheklangan bo'ladi va loyihalar moliyalashtirish uchun o'zaro raqobatlashadi. Mazkur tizim loyiha sifatini oshirishga, byudjet mablag'larining samaradorligini ta'minlashga va eng yaxshi g'oyalarni hayotga tadbiq etishga yordam beradi. Raqobatbardosh moliyalashtirishning asosiy maqsadi loyihalarni innovatsion qiymati, tijoratlashtirish imkoniyati va ijtimoiy ahamiyati bo'yicha baholashdir.

5. Kraudsorsing va kraudfanding mexanizmlarini joriy etish

Kraudsorsing va kraudfanding usullari davlat moliyalashtirishiga qo'shimcha moliyaviy manbalar jalb qilish imkoniyatini beradi. Innovatsion loyihalarni aholining keng qatlamlari o'rtasida ommalashtirish orqali, loyihaga ko'mak berishni istagan jamoatchilik vakillari mablag' to'plashi mumkin. Bunda davlat tomonidan dastlabki moliyalashtirish ajratilishi, keyinchalik esa kraudfanding orqali loyiha to'liq moliyalashtirilishi mumkin. Ushbu mexanizm innovatsion loyihalarni tezkor amalga oshirishga yordam beradi va ularga jamoatchilik ishtirokini oshiradi.

6. Xalqaro moliyaviy institutlar bilan hamkorlik

Innovatsion loyihalarni moliyalashtirish uchun xalqaro moliyaviy institutlar bilan hamkorlik qilish davlat budjeti uchun muhim qo'shimcha mablag'lar manbai hisoblanadi. Jahon banki, Osiyo taraqqiyot banki, Yevropa tiklanish va taraqqiyot banki kabi xalqaro tashkilotlar innovatsion loyihalarni qo'llab-quvvatlash uchun kreditlar va grantlar ajratadi. Davlatning bu tashkilotlar bilan yaqin hamkorligi xalqaro moliyalashtirish manbalaridan samarali foydalanish imkonini beradi.

7. Blokcheyn texnologiyalari orqali moliyalashtirishni shaffoflashtirish

Blokcheyn texnologiyalari moliyalashtirish jarayonlarini shaffoflashtirish uchun juda katta salohiyatga ega. Blokcheyn orqali moliyalashtirish jarayonini kuzatish, mablag'larning maqsadli ishlatilishini ta'minlash va korrupsiya xavfini kamaytirish mumkin. Shuningdek, blokcheyn texnologiyasi orqali davlat va xususiy sektor o'rtasida innovatsion loyihalarni moliyalashtirish bo'yicha o'zaro kelishuvlarni avtomatlashtirish mumkin.

Xulosa

Innovatsion loyihalarni davlat budjetidan moliyalashtirishning yangi usullari iqtisodiy rivojlanishning asosiy drayverlaridan biri bo'lib, davlat tomonidan qo'llaniladigan moliyalashtirish strategiyalarini yanada samarali qiladi. Grantlar, venture kapital, DXSH modeli, kraudfanding, va blokcheyn texnologiyalari innovatsion loyihalarni moliyalashtirishning istiqbolli yo'nalishlari hisoblanadi. Ushbu usullar davlat mablag'larini maqsadli va oqilona taqsimlash imkonini berib, innovatsiyalarni rivojlantirishni qo'llab-quvvatlaydi va iqtisodiyotning raqobatbardoshligini oshiradi.

Foydalanilgan adabiyotlar ro'yxati

1. Alimov, S. (2021). **Davlat-xususiy sheriklik asosida innovatsion loyihalarni moliyalashtirish**. Tashkent: Iqtisodiyot ilmiy nashriyoti.
2. Rasulov, O. (2020). **Innovatsion rivojlanishda venchur kapital va uning o'rni**. Innovatsion iqtisodiyot jurnali, 3(2), 45-57.
3. Xodjayeva, Z. (2019). **Grant dasturlari orqali innovatsion loyihalarni moliyalashtirish mexanizmlari**. Moliyaviy boshqaruv ilmiy jurnali, 4(3), 22-34.
4. Karimov, B. (2022). **Innovatsion klasterlar va davlat moliyalashtirishining yangi usullari**. Tashkent: Fan va taraqqiyot nashriyoti.
5. O'zbekiston Respublikasi Prezidenti. (2021). **"Davlat-xususiy sheriklikni rivojlantirish to'g'risida"gi qaror**. O'zbekiston Respublikasi qonunchilik to'plami.

6. OECD. (2020). **Public-Private Partnerships for Innovation: Best Practices**. Paris: OECD Publishing.

7. World Bank. (2021). **Innovation and Public Investment Management**. Washington, D.C.: World Bank Publications.

8. G'aniyev, R. (2021). **Innovatsion loyihalarni amalga oshirishda moliyaviy monitoring tizimini takomillashtirish**. Iqtisodiyot va innovatsiyalar jurnali, 5(1), 18-27.

9. Vahobov, K. (2020). **Innovatsion moliyalashtirishning samarali usullari**. Tashkent: Moliyaviy ilmiy izlanishlar markazi.

10. G'ulomov, A. (2019). **Texnologik salohiyatni oshirishda davlat budjeti rolini kuchaytirish**. Innovatsion taraqqiyot nashriyoti, 2(4), 36-48.

CHULPON AND HIS "NIGHT AND DAY".

Ochilova Mahfuza Hazratqulovna

Samarqand davlat universiteti

Filologiya fakulteti Badiiy tarjima yo'nalishi magistranti.

Abstract

Key words: Chulpon, Night and Day, novel, poem, Uzbek poet, jaded, Central Asia.

Abdulhamid Sulaymon o'g'li Chulpon (1897 – 1938) is best known as the almost outstanding Uzbek poet of the twentieth century. When he emerged on the literary scene in the years following the Russian February Revolution of 1917, he became a leading voice for the new Turkic lyric that came to dominate Uzbek poetry in the 1920s. He develop a reputation for an elegiac style punctuated with colorful imagery and an innovative use of traditional symbols and metaphors. In the late 1920s, as Bolshevik – trained Uzbek intellectuals took over the literary sphere in Uzbekistan, Chulpon's poetic fame transformed into notoriety. He became a political pariah, the subject of constant attacks in the press. In 1934, attempting to reconcile with Soviet power, he submitted the present novel, the first book of a planned dilogy Night and Day, to a Soviet literary contest. Three years later, Chulpon was arrested by the NKVD (the People's Commissariat for Internal Affairs – Stalin's secret police) as part of Stalin's Great Terror (1936-1938). The work translated here, Night, was pulled from the shelves and banned; the sequel, f it existed, was likely destroyed by the NKVD. Night circulated in Uzbekistan in secret, influencing new generations of Uzbek litterateurs. Only with glasnost was the novel republished. It now stands as an exceptional piece of Uzbek prose. In the minds of Uzbek readers, Night tends to be overshadowed in the canon by the first Uzbek novel, Abdulla Qodiriy's " Bygone Days" (O'tkan kunlar, 1922), but Chulpon's d'oeuvre is arguably the superior work.

In post – Soviet Uzbekistan, Chulpon is perhaps equally well-known as a so – called "national caretaker" (millatparvar). In the second decade of the twentieth

century, Chulpon and like-minded reformers, often called jadids, embraced a reformist discourse that involved, among other dimensions, an interest in European technology and the idea of the nation alongside traditional Islamic critiques of societal decline.The jadids implored their fellow urban Turkestanis to awaken themselves to the dangers of Russian colonialism and restore the lost glory of their people.Despite what modern Uzbek critics and Cold War-era Western researchers assert, these reformers' main rhetorical and political opponent was not Russian imperialists but the religious elite, the ulama, whom the jadids felt impeded their nation's progress towards modernity. For jadids, the Russian conquest of Turkestan was a result but not the cause of the decline of Islamic civilization.At the end of the present volume as Chulpon's character Razzoq-sufi, so names for his duty to perform the call to prayer, loses his grip on reality, the voices around him poignantly ask, "who is crazy? Th Russians or us?" These rhetorical questions direct the reader to first seek fault for the novel's tragedies in Turkestani backwardness. Naturally, educated reformers like Chulpon presented themselves as the people best suited to lead Central Asia in the twentieth century, a strategy which brought them into direct competition with the ulama for the ears of ordinary people. Russian colonical administrators, for their part, bridled jaded ambitions, consistently siding with the ulama in all disputes to maintain their rule over Central Asian society.

When the February Revolution came, Chulpon and his fellow jadids were quick to embrace it. Muslims reformers saw in the revolution a chance to increase Turkistan's autonomy within a new federation containing the territories of the former Russian Empire that would devolve power to the regions and champion democracy. Post-Soviet Uzbek historiography emphasizes that Chulpon and other jadids' eventual goal was independence, not simply autonomy, but this interpretation ignores jadids' precarious position in their own society. Jadids did not advocate independence because if Turkestan seprated from the Russianstate, they feared they would be left to the mercy of the ulama, who enjoyed more popularity among the masses than jadids. Because of jadids' socially marginl position and their understanding of history as expressed in their literature, Chulpon and his compratroits' literary works at this time portrary the February Revolution as something of a deus ex machine: it appeared as a sudden and unpricipitated solution to their problems. In a country moving to the left, suddenly the jadids were on the right side of history.

Chulpon's first published poem celebrated the February Revolution and socialist movements for these very reasons, seeing revolution as salvation from without. Published in 1918 but written in April of 1917, this excerpt from "Red Banner" demonstrates the poet's interest in the democratic and anti-imperial politics promised by socialism. It is important to remember that the poem by no means signals support

for the Bolsheviks, who were one among many socialist parties at the time. I have translated the bellow excerpt in a fashion that somewhat captures the caesura-inflected dtyle of the original. The original contains fifteen syllables per line and is read with slight pauses every four syllables(4-4-4-3). The rhyme scheme, which I have not captured here, is abab.

Red banner!

There, look how it waves in the wind,

As if the qibla(direction that Muslim should face when praying) wind is greeting it!

It is not glad to see the poor in this state,

For the poor man has the right because it is his.

Has the red blood of the poor not flown like rivers

To take the banner from the darkness into the light?

Are there no workers left in Siberian exile

To take the banner to the oppressed and weak people?

You , bourgeoisie, conceited upper classes, don't approach the red banner!

Were you not its bloodsucking enemy?

Now the black will not approach those white rays of light,

Now those black forces' time has passed!

As is typical of jaded literature at this time, Chulpon underplays Central Asian agency in the toppling of the Russian Empire by showing the February Revolution here as an event to which Central Asians have contributed little. As the first stanza indicates, Chulpon describes the revolution, the red banner of socialism, as the active observer of a passive Muslim East.

It is unclear when exactly Chulpon began writing his Night and Day but scholars speculate that he started around 1932 during his time in Moscow. As mentioned above, he submitted the first part of Night and Day to a contest for Uzbek socialist prose works towards the end of 1934. The judge, who wrote the report on the novel (Oydin, a major Soviet Uzbek poetess), noted that it lacked the proper ideological qualities necessary to be awarded a prize and expressed doubt that the proposed sequel, the content of which she seems to have known somewhat, would fix political mistakes. Nevertheless, the judges collectively recommended the novel for publication. The first chapter of the novel was published in the journal Soviet Literature (Sovet Adabiyoti) in the third issue of 1935, the second chapter was published in the tenth issue of Rose Garden (Guliston) in the same year, and the entire novel was published in October 1936 as a book. It received a short laudatory review in Young Leninist (Yosh Leninchi) in February of the following year, while all the other major critics held their tongues. Few dared to associate themselves with Chulpon publicly because of his reputation in the

press. Only in August of 1937, three critics coauthored a scathing review after Chulpon's arrest, targeting the writer for "replacing class struggle with pornography (parnografiya)", and "showing jadids as revolutionaries for the people" rather than as "allies of the Russian bourgeoisie and imperial officers. The book was banned along with the author's name.

Scientific resources.

1. Khalid, Making Uzbekistan: Nation, Empire, and Revolution in the Early USSR,17
2. Abdulhamid Sulaymon o'g'li Cho'lpon, Asarlar: To'rt jldlik, vol. 1 (Toshkent: Akademnashr, 2016), 331.
3. Naim Karimov, Cho'lpon: Ma'rifiy roman (Toshkent: Sharq, 2003),63
4. Brower, Turkestan and the Fate of the Russian Empire, 69
5. Richard A. Pierce, Russian Central Asia, 867- 1917: A Study in Colonial Rule (Berkeley: University ofnCalifornia Press, 1960), 216.

ONA TILI VA O'QISH SAVODXONLIGI DARSLARIDA MUAMMOLI TA'LIM TEXNOLOGIYALARIDAN FOYDALANISH ORQALI O'QUVCHILARNING O'QUV-BILUV MOTIVATSIYASINI SHAKLLANTIRISH

To'xtasinova Gulizebo Yorqinali qizi
NamDPI 2-bosqich magistranti

Annotatsiya: Mazkur maqolada boshlang'ich sinf ona tili va o'qitish savodxonligi darslarida innovatsion texnologiyalardan foydalanish orqali o'quvchilarning o'quv-biluv motivatsiyasini oshirish borasida o'z isbotini kutayotgan bir qator dolzarb muammolar tahlil etiladi.

Kalit so'zlar: innovatsion texnologiyalar, interfaol uslullar, axborot texnologiyalari, metodik ta'minot.

Bugungi kunda boshlang'ich sinflarning ona tili va o'qish savodxonligi darslarida o'quvchilarning o'quv-biluv motivatsiyasini muammoli ta'lim texnologiyalaridan foydalanish orqali oshirishga e'tibor kundan – kunga ortib bormoqda. O'qituvchi ushbu jarayonda o'quvchining shaxsiy qiziqish-intilishlarini rivojlantirishda muammoli ta'lim texnologiyalarini qo'llash orqali boshqaruvchilik, yo'naltiruvchilik funktsiyasini bajaradi.

O'tgan yillar mobaynida qo'llanilgan an'anaviy ta'limda o'quvchilar faqat tayyor bilimlarni egallashga o'rgatilgan bo'lsa, zamonaviy texnologiyalardan foydalanish tufayli egallayotgan bilimlarini o'zlari qidirib topish, mustaqil o'rganish va fikrlash, tahlil qilish, hatto yakuniy xulosalarni ham o'zlari keltirib chiqarishga o'rganishga o'rgatilmoqda. O'qituvchi bu jarayonda shaxs rivojlanishi, shakllanishi, bilim olishi va Davlat ta'lim standarti talablariga muvofiq tarbiyalanishiga erishish uchun «Aqliy hujum», «Fikrlar hujumi», «Tarmoqlar» metodi, «Sinkveyn», «BBB», «Beshinchisi ortiqcha», «6x6x6», «Bahs-munozara», «Rolli o'yin», FSMU, «Kichik guruhlarda ishlash», «Yumaloqlangan qor», «Zigzag», «Oxirgi so'zni men aytay» kabi zamonaviy texnologiyalar qo'llanmoqda.

Dars mashg'ulotlarida o'tilayotgan mavzuga mos qiziqarli o'yin-topshiriqlarni takrorlash savodxonlikni mustahkamlashda ijobiy natija beradi. O'yin-topshiriqlarning qaysi bir turini tanlash darsning turiga, o'quvchilarining savodxonlik-kompetentlik

darajasi, bilim saviyasi, mustaqil ijodiy ishlash imkoniyatlari, o'rganilganlarni xotirada tez tiklay olishi, ijodkorligining qay darajada shakllanganiga bog'liqdir.

Ta'limda zamonaviy texnologiyalar vositasida o'quvchi shaxsini fikrlashga, o'zgalar fikrini anglash va shu fikrni og'zaki hamda yozma shaklda savodli bayon eta olishga o'rgatish masalasiga e'tibor qaratilgan bo'lib, mustaqil fikrlaydigan, nutq madaniyati rivojlangan savodxon shaxsni kamol toptirish asosiy o'rin egallaydi. Millatning turmush tarzi, madaniy yaratuvchanligi uning boy tarixiy merosi asosida o'rganiladi.

Hozirgi kunda ta'lim jarayonini pedagogik faoliyatda turli axborot-kommunikativ vositalar (kompyuter, televideniye, radio, nusxa ko'chiruvchi qurilma, slayd, video va audio magnitofonlar) yordamida tashkil etilishiga alohida e'tibor qaratilayotganligi o'quvchilarning o'quv-biluv motivatsiyasini shakllantirish bilan chambarchas bog'liqdir.

Jumladan, videotopishmoq metodidan foydalanishda quyidagi harakatlar amalga oshiriladi:

- o'quvchilar e'tiboriga o'rganilayotgan mavzu mohiyatini tasviriy yoritishga yordam beruvchi izohlarsiz bir nechta videolavha namoyish etiladi;

- o'quvchilar har bir lavhada qanday jarayon aks ettirilganini izohlashadi;

- jarayonlarning mohiyatini daftarlariga qayd etishadi;

- o'qituvchi tomonidan berilgan savollarga javob qaytarishadi.

Mazkur metod asosida kompyuter orqali mavzuga doir videolavhani namoyish etish o'quvchilarning mazkur videolavha mavzusi va uning mazmunida ifodalangan biror hayotiy muammo yuzasidan o'z fikr-mulohazalarini bildirishlari nazarda tutiladi.

Masalan, «Elektr jihozlari» (1-sinf), «Yil fasllari» (2-sinf) kabilar asosida o'quvchilarga milliy an'analarimiz, urf-odatlarimiz, iqtisodiy munosabatlar haqida tushunchalar beriladi.

Aslida inson tarbiyasiga daxldor muammoli ta'lim texnologiyasining yetakchi xususiyatlari juda qadim zamonlardan shakllanib keladi. Jumladan, qadimgi Grestiyada muammoli xarakterdagi savol-javoblar, qadimgi Hindiston va Xitoyda muammoli bahs-munozaralardan keng foydalanilganligi tarixiy manbalardan ma'lum. Muammoli ta'limni amerikalik psixolog, faylasuf va pedagog Dj. Dyui 1894 yilda Chikagoda tashkil etgan tajriba maktabida ilk bor qo'llagan. XX asrning 60-yillarida muammoli ta'lim texnologiyalari yo'nalishda ilmiy-metodik tadqiqotlar olib borildi. 70-80-yillarga kelib, muammoli ta'lim texnologiyalari amaliyotga keng joriy etildi.

Muammoli ta'limning asosiy g'oyasi bilimlarni o'quvchilarga tayyor holda berish emas, ular tomonidan dars mavzusiga tegishli muammolar bo'yicha o'quv-tadqiqotlarini bajarish asosida o'zlashtirilishini ta'minlashdan iborat.

Milliy maktab va madrasalarda muammoli ta'limni qo'llash bo'yicha bir necha asrlar davomida suqrotona savol-javob usulidan keng foydalanish asosida o'quvchilarda ziyraklik,hozirjavoblik sifatlari hamda go'zal nutq tarkib toptirilgan.Suqrotona savol-javob usuli hozirgacha eng samarali ta'lim usullaridan biri sifatida keng qo'llaniladi. Bunda o'quvchi chuqur mantiqiy fikrlashga, ziyraklikka, aniq va to'g'ri so'zlashga, nutqning mantiqiyligi va ravonligiga hamda tanqidiy, ijodiy fikrlashga o'rgatilgan. Masalan, suqrotona suhbatlar deganda o'qituvchining o'quvchini mustaqil va faol fikrlash jarayoniga olib kirishi hamda uning fikrlashidagi noto'g'ri jihatlarni ziyraklik bilan aniqlagan holda ularni tuzatish yo'liga olib chiqishdan iborat usullar nazarda tutiladi. Bunday suhbat bosqichlarini quyidagicha ifodalash mumkin;

1. Savol-javoblar orqali o'quvchining bilim darajasi va fikrlash qobiliyatini umumiy tarzda
aniqlash.

2. O'rganilayotgan mavzuning mazmunini o'quvchi motivlariga muvofiqlashtirish. Bu, asosan, o'quvchining qiziqish va qobiliyatlariga mos bo'lgan misollar tanlash orqali amalga oshiriladi.

3. O'quvchini faol muloqotga olib kirish. Bunda asosan rag'batlantirish usullaridan foydalaniladi.

4. O'qituvchi o'zini bilmaydigan odamdek tutib, savollar berib boradi.

5. O'quvchining to'g'ri fikrlarini maqtash orqali uni yanada erkin va chuqurroq fikrlashga,
so'zlashga o'rgatish.

6. Savol-javob jarayonida o'quvchilarning xato fikrlarini aniqlab borish.

7. O'quvchining xato fikrlariga nisbatan to'g'ri fikrni yaqqol mantiqiy asoslangan shaklda bayon qilish.

8. Tushuntirish orqali o'quvchi uchun muammoli vaziyat yaratish va o'quvchilarni o'z xatolarini o'zlari tuzatishlariga yo'naltirish.

Bundan ko'rinib turibdiki, ushbu usul yuqori natija berishi shubhasiz bo'lib, ammo buning jiddiy shartlari ham mavjud. Bular o'qituvchining o'zining keng bilimga va ijodiy fikrlash qobiliyati, yuqori muloqot madaniyatiga, pedagogik mahoratga ega bo'lishi kabilardan iborat.

Kuzatishlarga qaraganda muammoli ta'lim texnologiyasi an'anaviy o'qitish medodikasiga tayanadi va amalda uning ilg'or jihatlarini qo'llaydi.

Muammoli vaziyatni yaratishda o'quvchilarning mantiqiy fikrlash doirasi kengligi, tahlil qila olish qobiliyati, izlanuvchanlik faoliyati hisobga olingan holda savollar o'rtaga tashlanilishi maqsadga muvofiq. Berilayotgan har bir savol o'quvchini fikrlashga undashi, qaysidir yashirin ijodiy qobiliyatlarini ochib berishi talab qilinadi.

Ona-tili va o'qish savodxonligi darslarining maqsadlaridan biri matn ustida ishlash va o'quvchilarning yozma va og'zaki nutqini rivojlantirish, mantiqiy tafakkurini yuksaltirish, lug'at boyligini oshirishdir. Jumladan, 1-sinf ona tili va o'qish savodxonligi darsligida berilgan "Bolalarning sevimli bayrami" bo'limidagi "Bu qanday bayram?" matni ustida ishlash jarayonida quyidagi savollar orqali muammoli vaziyat yaratish bilan o'quvchilarning o'quv-biluv motivatsiyasini shakllantirish, mantiqiy tafakkuriga sezilarli ta'sir ko'rsatish mumkin:

- Bolalarning bayramini nima uchun sevimli deymiz?

- Bayramlarning oddiy kunlardan farqi nimada?

- Siz bayramlarni yoqtirasizmi?

- Mustaqqillik bayramini qachon nishonlaymiz?

- Mustaqqillik bizga nima berdi?

- Mustaqqil yurt farzandi ekanligingizdan faxrlanasizmi?

- Yana qanday bayramlarni bilasiz?

Muammoli vaziyatga zamin tayyorlashga yo'naltirilgan mazkur savollarga o'quvchilar zavqlanib javob berishdi.

- Mustaqqillik so'zidagi m, s, t, q, l undoshlari va u, a, i unlilari ishtirokida yangi so'z hosil qiling! Savol-topshirig'i nafaqat o'quvchilarning imlo savodxonligiga, balki mantiqiy tafakkurini yuksaltirishga ham ijobiy ta'sir ko'rsatdi.

Shundan so'ng berilgan - Mustaqqillik so'zi nechta tovushdan iborat?

O'quvchilar uchun berilgan so'zdan so'z yasash muammosi 1-sinfda ozgina qiyinchilik tug'diradi, lekin ular buni amalga oshira olishlarida o'qituvchining ishonchi muhim sanaladi. Bu topshiriqni daftarlarida bajarish aytilsa, muammo emas, mustaqqil topshiriqqa misol bo'ladi. Shuning uchun muammoni hal qilishda sinf doskasidan foydalanish, har bir o'quvchini o'zi tuzgan so'zlarni doskaga chiqib yozdirish - o'quvchilarga o'zi topgan so'zni o'zi yozish vazifasi berilsa bu ular uchun yana bir ruhlantirish, ular yanada ko'proq so'zlarni tuzishga, izlanishga harakat qiladi. Har bir tuzilgan so'z uchun o'quvchilarni rag'batlantirish maqsadga muvofiqdir. So'z tuzish vazifasi berilganda o'quvchilarga misollar orqali tushuncha berishimiz kerak. Misol uchun: <u>tam, tut, til</u> so'zlari mustaqqillik so'zidagi harflardan iborat. O'quvchilar topshiriqni bajarayotgan vaqtda oson so'zlardan boshlab qiyin so'zlarni ham tuzishdi. Tam, tut, til, tim, sim-sim, tutuq, qum, mustaqqil, Salima, ilik, kalit, kamalak, qil, taq-taq, taq-tuq, usta, katta, alla, sut, aql, takka, kam, quti, qiltiq, qattiq, kim, miltiq, mitti, asal, sumalak, musiqa, ta'ma, issiq, laqma, mukammal, mukammallik, kit, it, laqqa, ta'til, Muslima, ikki, qilma, qutulma, ilm, qismat. Biz o'quvchilar bilan birgalikda dars davomida 48 ta yangi so'z tuzishga muvaffaq bo'ldik, o'quvchilar o'zlari qilgan ishdan faxrlanishdi.

Xulosa qilib aytganda boshlang'ich sinf ona tili va o'qish savodxonligi darslarida muammoli ta'lim texnologiyalaridan foydalanish o'quvchilarning ijodiy tafakkur va ijodiy qobiliyatlarini o'stirishda mantiqiy fikrlashga, ziyraklikka, aniq va to'g'ri so'zlashga, nutqning mantiqiyligi va ravonligiga hamda tanqidiy, ijodiy fikrlashga xizmat qiladi.

Foydalanilgan manbaalar:

1. https://kun.uz/news/2019/11/27/boshlangich-sinfda-oqitishning-zamonaviy-texnologiyalaridan-foydalanish-usullari?q=%2Fuz%2Fnews%2F2019%2F11%2F27%2Fboshlangich-sinfda-oqitishning-zamonaviy-texnologiyalaridan-foydalanish-usullari

2. Ona tili va o'qish savodxonligi 1-qism : 1-sinf uchun darslik /Iroda Azimova, Klaraxon Mavlonova, Sa'dullo Quronov, Shokir Tursun. – Toshkent: Respublika ta'lim markazi, 2021. – 104 b

3. Амонов У. С. Научный подход а. Фитрата к пословицам //Современные тенденции развития науки и технологий. – 2016. – С. 5.

4. O.R.Avezov. Mental Status and Behavioral Reactions in Emergency and Extreme Emergencies. American journal of social and humanitarian research 3 (No. 1), 546-550

5. Safo Matjon, Hilola Bakiyeva, Xolida Gulyamova. Ona tili o'qitish metodikasi. O'quv qo'llanma. – Toshkent.: Yangi Chirchiq prints. 2023. – 345 b.

INNOVATSION LOYIHALARNI DAVLAT BUDJETIDAN MOLIYALASHTIRISHNI SAMARALI TASHKIL ETISH

Rashidov Zulfiqor Sharof o'g'li
Bank-Moliya Akademiyasi magistranti

ANNOTATSIYA

Maqola innovatsion loyihalarni davlat budjetidan moliyalashtirish tizimini samarali tashkil etish masalalariga bag'ishlangan. Unda innovatsion loyihalarning iqtisodiy o'sish va rivojlanishda tutgan o'rni, ularni moliyalashtirishning dolzarb muammolari tahlil qilinadi. Shuningdek, davlat budjeti mablag'larining innovatsion loyihalarga yo'naltirilishi jarayonini takomillashtirish, loyihalarni tanlashda ochiqlik va shaffoflikni ta'minlash, hamda mablag'larni maqsadli va samarali sarflashga doir tavsiyalar keltirilgan. Maqola mamlakat iqtisodiyotining innovatsion rivojlanish strategiyasini amalga oshirish uchun davlat budjeti resurslarini optimal tarzda boshqarishning zarurligini yoritadi. Maqolada davlat budjeti mablag'larini innovatsion loyihalarga samarali taqsimlashning nazariy va amaliy jihatlari chuqur tahlil qilinib, takomillashtirish bo'yicha aniq takliflar berilgan.

Kirish

Hozirgi kunda innovatsion faoliyat har qanday mamlakatning iqtisodiy va ijtimoiy rivojlanishida muhim o'rin egallaydi. Innovatsion loyihalar orqali yangi texnologiyalarni joriy etish, milliy iqtisodiyotning raqobatbardoshligini oshirish va zamonaviy texnologiyalarni rivojlantirish mumkin. Shu boisdan davlat budjetidan innovatsion loyihalarni moliyalashtirish masalasi katta ahamiyat kasb etmoqda. Ushbu maqolada innovatsion loyihalarni davlat budjetidan moliyalashtirish tizimi, uning samaradorligi va takomillashtirish usullari tahlil qilinadi.

1. Innovatsion loyihalarni davlat budjetidan moliyalashtirishning mohiyati

Davlat budjetidan moliyalashtirishning asosiy maqsadi innovatsiyalarni joriy qilish va ularning amaliyotga tatbiq etilishiga ko'maklashishdir. Innovatsion loyihalar uchun davlat budjetidan ajratilgan mablag'lar bir qator ijtimoiy-iqtisodiy muammolarni hal qilishga, jumladan, yangi ish o'rinlarini yaratishga, aholini yuqori texnologiyali mahsulotlar bilan ta'minlashga va ilmiy-tadqiqot ishlarini qo'llab-quvvatlashga xizmat qiladi.

2. Innovatsion loyihalarni moliyalashtirish manbalari

Innovatsion loyihalarni davlat budjetidan moliyalashtirishning bir necha asosiy manbalari mavjud:

1. **Davlat dasturlari** – Innovatsion taraqqiyotni rag'batlantirishga qaratilgan davlat dasturlari orqali turli sohalarda yangi loyihalar uchun mablag' ajratiladi.
2. **Grantlar** – Ilmiy-tadqiqot loyihalari va texnologik rivojlanish uchun grant mablag'lari taqdim etiladi.
3. **Davlat-xususiy sheriklik (DXSH)** – Innovatsion loyihalarni amalga oshirishda davlat va xususiy sektorning hamkorligi orqali qo'shimcha mablag'lar jalb qilinadi.

3. Innovatsion loyihalarni moliyalashtirishning samaradorligini ta'minlash usullari

Innovatsion loyihalarni davlat budjetidan moliyalashtirish samaradorligini oshirish uchun quyidagi tamoyillarni hisobga olish muhimdir:

- **Loyihalarni tanlash jarayonini takomillashtirish**: Loyihalarni moliyalashtirish uchun tanlash jarayoni aniq va shaffof mezonlarga asoslanishi kerak. Innovatsion loyihalarning iqtisodiy samaradorligi va ijtimoiy ahamiyatiga alohida e'tibor qaratilishi lozim.
- **Davlat va xususiy sektor o'rtasidagi hamkorlik**: DXSH modeli orqali xususiy sektorning moliyaviy va texnologik imkoniyatlarini jalb qilish innovatsion loyihalarning samaradorligini oshiradi.
- **Monitoring va nazorat tizimi**: Moliyalashtirilgan loyihalarning amalga oshirilishini doimiy monitoring qilish va tahlil qilish davlat budjeti mablag'larining maqsadli sarflanishini ta'minlashda muhim rol o'ynaydi.
- **Ilmiy-tadqiqot infratuzilmasini rivojlantirish**: Innovatsion loyihalar uchun texnoparklar, inkubatorlar va ilmiy-tadqiqot markazlarini tashkil qilish orqali ushbu loyihalarning amalga oshirilishiga ko'maklashish kerak.

4. Innovatsion loyihalarni moliyalashtirishda chet davlatlar tajribasi

Dunyodagi ko'plab rivojlangan davlatlar innovatsion loyihalarni moliyalashtirishda o'ziga xos tajribaga ega. Masalan, AQShda innovatsiyalarni moliyalashtirish uchun davlat va xususiy sektor o'rtasida mustahkam hamkorlik yo'lga qo'yilgan bo'lib, xususiy investitsiyalar davlat mablag'lari bilan uyg'unlashtiriladi. Janubiy Koreya va Yaponiya esa ilmiy-tadqiqot ishlari uchun grantlar va davlat subvensiyalariga katta e'tibor qaratadi.

Xulosa

Innovatsion loyihalarni davlat budjetidan moliyalashtirish zamonaviy iqtisodiyotni rivojlantirishning muhim omillaridan biridir. Moliyalashtirish tizimini takomillashtirish, loyihalarni tanlashda shaffoflikni ta'minlash, davlat va xususiy sektor o'rtasidagi hamkorlikni kengaytirish orqali innovatsion taraqqiyotning tezlashishiga erishish mumkin. Shu bilan birga, davlat tomonidan ajratilayotgan mablag'lar samaradorligini oshirish uchun doimiy monitoring va nazorat tizimini yo'lga qo'yish zarur.

Foydalanilgan adabiyotlar ro'yxati

1. Azizov, S. (2020). **Davlat budjetining innovatsion rivojlanishdagi o'rni va ahamiyati**. Tashkent: Iqtisodiyot va moliya nashriyoti.
2. Bobonazarov, O. (2021). **Innovatsion loyihalarni moliyalashtirishning dolzarb masalalari**. Iqtisodiyot ilmiy jurnali, 5(2), 33-45.
3. Karimov, A. (2019). **Davlat investitsiyalarini samarali boshqarish tizimlari**. Tashkent: Fan va texnologiyalar nashriyoti.
4. Mavlonov, I. (2022). **Innovatsion loyihalarga davlat ko'magini takomillashtirishning metodologik asoslari**. O'zbekiston moliya va iqtisodiyoti, 3(4), 25-37.
5. Xodjayeva, Z. (2018). **Davlat budjetidan innovatsion loyihalarni moliyalashtirishning zamonaviy usullari**. Moliyaviy boshqaruv jurnali, 6(1), 14-28.
6. O'zbekiston Respublikasi Prezidenti. (2020). **"Innovatsion rivojlanishni jadallashtirish to'g'risida"gi qaror**. O'zbekiston Respublikasi qonunchilik to'plami.
7. World Bank. (2021). **Public Investment Management for Innovation and Growth**. Washington, D.C.: World Bank Publications.
8. OECD. (2020). **Budgeting and Public Expenditures: National Experiences**. OECD Publishing.
9. Vahobov, K., & Shermatov, M. (2019). **Davlat budjeti va investitsiyalarni boshqarishning innovatsion usullari**. Tashkent: Moliya va kredit ilmiy nashri.
10. G'aniev, R. (2020). **Innovatsion loyihalarni amalga oshirishda davlat moliyaviy yordamining ahamiyati**. Iqtisodiyot va innovatsiyalar ilmiy jurnali, 4(3), 21-34.

THE ESSENCE OF THE CONCEPTS "DISCOURSE" AND "PUBLICISTIC DISCOURSE"

Obilov Muzaffar Odiljon ugli
Hasanboyev Ilhomjon Abdubanno ugli
University of Business and Science
Email: m.obilov92@gmail.com

Annotation. This article explores the complex concepts of "discourse" and "publicistic discourse". Discourse, lacking a single definition, refers to contextualized language use studied across disciplines. Publicistic discourse illuminates social life through diverse oral and written genres. It influences public opinion, reflects social mentalities, and guides societal development. The publicistic style takes written forms like articles and essays, and oral forms like speeches and commentaries, each with unique linguistic features shaped by communicative purposes.

Keywords: discourse, publicistic discourse, discourse analysis, language and society, communication, mass media, public opinion, social influence, linguistic genres, functional linguistics, sociolinguistics.

Introduction

The process of globalization is stimulating the expansion of communication fields worldwide and the rapid development of new types of discourses and discourse studies. Defining the exact meaning and linguistic status of the concept "discourse" remains a complex issue to this day. As Y. Kubryakova noted, there is no single definition in linguistics that can fully reveal the essence of discourse.

The concept of discourse is widely used not only in linguistics but also in various fields of social sciences and can be interpreted differently in various contexts. The term "discourse" is actively used in fields such as linguistics, anthropology, literary studies, ethnography, sociology, sociolinguistics, philosophy, psycholinguistics, and cognitive psychology. This demonstrates the multifaceted and complex nature of discourse analysis. It is difficult to establish precise and rigid definitions in discourse analysis because it is always formed and developed within the framework of constantly changing social and cultural contexts.

Discourse analysis studies the use of language and speech in various spheres of social life. It analyzes speech and written texts in their social, political, cultural, and historical contexts. Through discourse analysis, issues such as social relations, power structures, and the formation of identities are also examined.

In the modern world, new types of discourses are emerging due to the rapid development of globalization and information technologies. In particular, online communications on the internet and social networks, as well as interactions in virtual worlds, are giving rise to distinctive types of discourse. These new discourses are being actively studied by linguists, sociolinguists, and specialists from other fields.

Literature review

In European linguistics, the concepts of discourse and publicistic discourse have been deeply studied by scholars such as T. van Dijk, N. Fairclough, and R. Wodak. For instance, van Dijk interpreted discourse as a socio-cognitive phenomenon, thoroughly analyzing its structure and production process. Fairclough studied discourse as a social practice, paying particular attention to its ideological and power-related aspects. Wodak investigated publicistic discourse based on critical discourse analysis methods, using it to deeply analyze social issues.

In American linguistics, discourse and publicistic discourse have been studied from the perspectives of pragmatics, sociolinguistics, and communicative linguistics. Specifically, D. Schiffrin interpreted discourse as a pragmatic phenomenon, analyzing its structure and functions. R. Lakoff studied publicistic discourse from the viewpoint of communicative linguistics, analyzing the communicative strategies used in it.

In Russian linguistics, discourse and publicistic discourse have been researched within the framework of traditional Russian linguistics, communicative linguistics, and pragmatics. For example, N. Arutyunova studied discourse from the perspective of traditional Russian linguistics, analyzing its semantic and pragmatic features. V. Karasik examined publicistic discourse from a communicative-pragmatic angle, revealing its distinctive characteristics.

Research methodology

This research on "discourse" and "publicistic discourse" primarily employs a qualitative methodology based on an extensive literature review and conceptual analysis. The study synthesizes perspectives from European, American, and Russian linguistics, incorporating historical-etymological analysis, genre classification, and functional examination of publicistic discourse in various societal contexts.

Discussion and results:

The concept of discourse was initially introduced into linguistics by French linguist E. Benveniste, who gave a new terminological meaning to the French word "discours". According to etymological analyses, the word "discourse" comes from the

French "discours", which in turn derives from the Latin "discursus". "Discursus" initially meant "running", and later "conversation". In Medieval Latin, it expressed the meaning of "reasoning". The word "discursus" was formed from the verb "discurrere", which in Latin meant "to run, to run hurriedly", and later "to examine a topic, to speak in detail about a subject, to reason". Thus, the term "discourse" began to be used mainly to denote the process of oral and written communication.

V. Zvegintsev's definition of discourse as "a linguistic area hidden behind clouds" does not, in our opinion, mean that it is impossible to fully reveal its essence. Although traditional linguistic approaches to studying discourse have certain limitations, it would be incorrect to completely reject them.

Moreover, discourse is also defined as "a text integrated with non-linguistic factors (pragmatic, socio-cultural, psychological); a text viewed from the perspective of events occurring; speech interpreted as purposeful social action". In this definition, we can see that the concepts of "text" and "speech activity" are used equally in identifying the phenomenon of discourse.

N. Arutyunova's definition of discourse shows its connection with text and speech activity. However, this definition also interprets the concept of discourse somewhat narrowly. This is because discourse is closely linked not only to text and speech but also to the context in which they occur and the relationships between participants.

Y. Stepanov studies discourse as a phenomenon reflecting the interconnection between language and socio-cultural factors. In his view, discourse is an important means of expressing the unique mentality of a particular society or group. The scholar defines discourse as a "mental world created by adhering to special grammatical and lexical rules". According to his approach, each social group or community has its own unique discourse that reflects their worldview, values, and beliefs.

The concept of "publicistic discourse" is a product of oral and written creativity that illuminates social life. The origin of this term is related to the Latin word "publicus" (public) and the English word "publicist" (a journalist writing about politics and state affairs). Publicism is recognized as a distinct artistic genre that deals with reflecting, evaluating, and generalizing current issues in society.

Publicistic discourse manifests in both oral and written forms. Oral publicism includes speeches, radio and television appearances, while written publicism encompasses newspaper and magazine articles, essays, and other similar genres. Modern publicism is also widely spread in the form of internet blogs and social media posts. However, it's difficult to strictly delineate the genres of publicistic discourse because publicistic works often blend with literary-artistic, popular scientific, and official-bureaucratic styles. They combine facts with artistic color and imagery.

When discussing the main characteristics and functions of publicistic discourse, it's important to emphasize its role and significance in society. Publicism plays a crucial role in the socio-political life of society. It attracts public attention by covering topical issues and analyzing important problems. In this way, publicism serves to shape public opinion and guide society's development in a certain direction.

Among the distinctive aspects of publicistic discourse, its ability to communicate with a wide audience should be particularly noted. In their works, publicists engage in direct dialogue with representatives of various social strata. This further expands the sphere of influence of publicism.

Moreover, publicism is important in influencing readers and shaping their worldview and way of thinking. Publicistic works not only increase the intellectual level of their readers but also cultivate moral and ethical qualities in them.

The publicistic style, according to its functional purpose, has similarities with various forms of public speech, including political speech, radio language, and film and television speech. Together with these speech forms, the publicistic style constitutes a broader unit generally referred to as mass media styles. Mass media profoundly influence the consciousness, lifestyle, culture, and language of the entire society. As a functional style of speech, the publicistic style encompasses various genres such as articles, essays, reportages, feuilletons, and interviews.

I. Galperin divides the publicistic style into written and oral forms, analyzing their distinctive features and functions.

According to him, the written publicistic style encompasses the following genres:

1. Essay language. In essays, the author strives to express their thoughts clearly and consistently. Such works rely on both subjective reflections and objective facts. The linguistic features of essays share similarities with scientific, educational, and artistic styles.

2. Newspaper articles. Articles in daily or weekly publications inform readers about current events and issues. The language of newspaper articles reflects the changing socio-political situation and employs linguistic means characteristic of artistic, official-bureaucratic, and colloquial styles.

3. Journal articles. Journal articles on literary-critical and socio-political topics provide comprehensive analysis of complex issues and stimulate discussion. Their language consists of a blend of scientific and publicistic styles.

4. Treatises. Treatises are strictly structured texts of scientific or intellectual orientation, providing detailed information on a specific topic. The language of treatises is close to the scientific style.

Oral publicistic discourse includes the following:

1. Public speech style. This style is used by speakers at political gatherings, conferences, and public events to attract listeners to their ideas, persuade them, and encourage action. Such speeches are dominated by expressive, impactful, and emotional linguistic means.

2. Radio commentary language. News, sports, and cultural event commentaries broadcast via radio provide quick and lively information. Commentators try to capture listeners' attention by conveying events accurately and interestingly. The language of radio commentaries also places great emphasis on expressiveness and emotionality.

According to I.R. Galperin's classification, the publicistic style has both written and oral forms, each with its own linguistic characteristics. At the same time, the linguistic means in these forms are selected and applied in accordance with their functional purposes.

Conclusion.

We've seen that discourse and publicistic discourse are complex ideas that mean different things to different people. Publicistic discourse, whether in writing or speech, plays a big role in shaping what people think and how society develops. It's a powerful way to talk about important issues and reach many people. As our world changes with new technology, new types of discourse are appearing. This means there's still a lot to learn about how language is used in society. While we've covered a lot, there's always more to discover about how we communicate and influence each other through various forms of discourse.

REFERENCES

1. Арутюнова Н.Д. Дискурс // Лингвистический энциклопедический словарь. – 1990. – С. 136-137.
2. Долгушина Е.К. Особенности языка современной массовой и качественной прессы России (Лексический аспект): дисс. ... канд. фило
3. Карасик В.И. О типах дискурса // Языковая личность: институциональный и персональный дискурс. – 2000. – С. 5-20.
4. Кубрякова Й.С. О понятиях дискурса и дискурсивного анализа в современной лингвистике // Дискурс, речь, речевая деятельность: функциональные и структурные аспекты. – 2000. – С. 7-25.
5. Мисуно Е.А., Шаблыгина И.В. Перевод с английского на русский язык: практикум: учеб. пособие. – Минск: Аверсэв, 2009. – 255 с.
6. Online Etymology Dictionary. Discourse. – URL: https://www.etymonline.com/word/discourse

7. Степанов Ю.С. Альтернативный мир, Дискурс, Факт и принцип Причинности // Язык и наука конца XX века. – 1995. – C. 35-73.

8. Fairclough N. Media Discourse. – London: Edward Arnold, 1995. – 214 p.

9. Lakoff R.T. Talking Power: The Politics of Language in Our Lives. – New York: Basic Books, 1990. – 324 p.

10. Schiffrin D. Approaches to Discourse. – Oxford: Blackwell, 1994. – 470 p.

11. Thurlow C., Mroczek K. (Eds.). Digital discourse: Language in the new media. – Oxford: Oxford University Press, 2011. – 364 p.

12. Van Dijk T.A. Discourse and context: A sociocognitive approach. – Cambridge: Cambridge University Press, 2008. – 283 p.

13. Van Dijk T.A. News as Discourse. – Hillsdale, NJ: Lawrence Erlbaum Associates, 1988. – 200 p.

14. Wodak R. What CDA is about - a summary of its history, important concepts and its developments // Methods of Critical Discourse Analysis / Ed. by R. Wodak, M. Meyer. – London: SAGE Publications, 2001. – P. 1-13.

AKTSIYADORLIK JAMIYATLARIDA KORPORATIV BOSHQARUVNI RAQAMLASHTIRISH

To'ychiyeva Ruhshona Arslonbek qizi
Toshkent Davlat Texnika Universiteti talabasi

Annotatsiya: Ushbu maqolada aktsiyadorlik jamiyatlarida raqamli texnologiyalarning qo'llanishi mohiyati va ahamiyati berilgan.
Kalit so'zlar: raqamlashtirish, korporativ boshqaruv, korporatsiya, raqamli texnologiyalar.

Аннотация: В данной статье представлена сущность и значение цифровых технологий в акционерных обществах.
Ключевые слова: цифровизация, корпоративное управление, корпорация, , цифровые технологии.

Abstract: This article presents the essence and importance of digital technologies in joint-stock companies
Key words: digitization, corporate governance, corporation, digital techniques.

Raqamlashtirish - bu analog tizimlar va jarayonlarni raqamli tizimlarga aylantirish jarayoni. Zamonaviy dunyoda raqamlashtirish biznesni rivojlantirishning zarur sharti hisoblanib, jarayonlarni tezlashishi, ish samaradorligi va sifatini oshirish, ishlab chiqarish va boshqaruv xarajatlarini kamaytirish imkonini beradi. Ishlab chiqarish va boshqaruv harajatlari kamayishi imkoniyatini yuzaga keltirib , ish samaradorligini va sifatini oshirishni ta'minlaydi.

Korporativ boshqaruv - bu kompaniyaning maqsadlariga erishish va uning samarali ishlashini ta'minlashga qaratilgan boshqaruv tizimi. U bir-biri bilan o'zaro ta'sir qiluvchi va yagona boshqaruv tizimini tashkil etuvchi ko'plab jarayonlar va quyi tizimlarni o'z ichiga oladi.

Mamlakatimizda bugungi kunda amalga oshirilayotgan iqtisodiy islohotlarning tub negizlaridan biri faoliyat ko'rsatayotgan aktsionerlik jamiyatlarining boshqaruv jarayonini yanada takomillashtirish va unga boshqaruvning zamonaviy standartlarini joriy qilib, boshqaruv jarayonining samaradorlik darajasini yanada oshirishdir. Bozor

iqtisodiyoti sharoitida raqamlashtirish umuman boshqarish tizimini rivojlantirish hozirda mamlakat ijtimoiy-iqtisodiy rivojlanishini belgilab beradigan asosiy omillardan biri bo'lmoqda.

Bugungi kunga kelib, raqamli texnologiyalar korporativ boshqaruvning ajralmas qismiga aylandi, chunki raqamli texnologiyalar global operatsiyalarni yanada samarali boshqarish imkonini beradi va global ulanish va sinxronizatsiyani ta'minlaydi; aktsiyadorlar, mijozlar, xodimlar, hamkorlar va umuman jamiyat korporativ tashkilotlarda shaffoflik, barqarorlik va mas'uliyatni tobora ko'proq talab qilmoqda va raqamli texnologiyalar ushbu yangi ehtiyojlarni qondirishga yordam beradi; COVID-19 pandemiyasi masofaviy ishlash va biznes jarayonlarini qayta ishlab chiqishda raqamli texnologiyalar muhimligini ko'rsatdi. Boshqaruvning raqamli texnologiyalarini rivojlantirish korporativ boshqaruv samaradorligini oshirish va innovatsion iqtisodiyotni yaratishning asosiy omiliga aylanmoqda. Aktsiyanerlik jamiyatlarida korporativ boshqaruvda raqamlashtirishni qo'llash kompaniyani boshqarishning zamonaviy strategiyalarining asosiy elementi bo'lib, biznesni samarali va innovatsion boshqarishni ta'minlaydi, shaffoflikni oshiradi va ma'lumotlarni yanada aniqroq tahlil qilishga yordam beradi. Bundan tashqari, jahon hamjamiyati hozirda barcha mamlakatlarda biznesni boshqarishda innovatsion yondashuvlar muhimligini ta'kidlamoqda. Samaradorligini oshirishga qaratilgan axborot va operatsion jarayonlarni raqamlashtirish va mulkdorlar va menejerlar o'rtasidagi o'zaro munosabatlarni soddalashtirishga qaratilgan korporativ boshqaruv jarayonlarini raqamlashtirish o'rtasida farqlanadi.

Xususan, elektron hukumat tizimini takomillashtirish, dasturiy mahsulotlar va axborot texnologiyalarining mahalliy bozorini yanada rivojlantirish, respublikaning barcha hududlarida IT-parklarni tashkil etish, shuningdek, sohani malakali kadrlar bilan ta'minlashni ko'zda tutuvchi 220 dan ortiq ustuvor loyihalarni amalga oshirish boshlangan.

Bundan tashqari, 40 dan ortiq axborot tizimlari bilan integratsiyalashgan geoportalni ishga tushirish, jamoat transporti va kommunal infratuzilmani boshqarishning axborot tizimini yaratish, ijtimoiy sohani raqamlashtirish va keyinchalik ushbu tajribani boshqa hududlarda joriy qilishni nazarda tutuvchi "Raqamli Toshkent" kompleks dasturi amalga oshirilmoqda.

Respublikada raqamli industriyani jadal rivojlantirish, milliy iqtisodiyot tarmoqlarining raqobatbardoshligini oshirish, shuningdek, 2017 — 2021-yillarda O'zbekiston Respublikasini rivojlantirishning beshta ustuvor yo'nalishi bo'yicha Harakatlar strategiyasini "Ilm, ma'rifat va raqamli iqtisodiyotni rivojlantirish yili"da amalga oshirishga oid davlat dasturida belgilangan vazifalar ijrosini ta'minlash maqsadida bir qator chora tadbirlar olib borilmoqda. Hududlarni ijtimoiy-iqtisodiy

rivojlantirishning turli sohalarida 400 dan ortiq axborot tizimlari, elektron xizmatlar va boshqa dasturiy mahsulotlar joriy etiladi; 587 ming nafar kishini, shu jumladan "Bir million dasturchi" loyihasi doirasida 500 ming nafar yoshlarni qamrab olish orqali kompyuter dasturlash asoslariga o'qitish tashkillashtiriladi.[1]

Iqtisodiyotning real sektori tarmoqlaridagi korxonalarda boshqaruv, ishlab chiqarish va logistika jarayonlarini avtomatlashtirish bo'yicha 280 dan ortiq axborot tizimlari va dasturiy mahsulotlar joriy etiladi; hududlarda hokimlar, davlat organlari va tashkilotlar xodimlarining raqamli savodxonligini va malakasini oshirish, ularni axborot texnologiyalari va axborot xavfsizligi bo'yicha o'qitish uchun tegishli oliy ta'lim muassasalari biriktiriladi hamda ularning 12 ming nafar xodimi axborot texnologiyalari sohasida o'qitiladi.

Aktsiyanerlik jamiyatlarida raqamlashtirish xorij tajribasida: Korporatsiyalar yig'ilishlarida jismoniy hozir bo'lmasdan qatnashish imkoniyati Rossiya Federatsiyasi Fuqarolik Kodeksida nazarda tutilgan bo'lib, unga 2021 yil 1 iyulda quyidagi o'zgartirishlar kiritilgan: "Fuqarolik huquqi hamjamiyatining a'zolari yig'ilishda elektron aloqadan foydalangan holda masofadan turib ishtirok etishlari mumkin. Bunday imkoniyat va usullar qonun bilan, fuqarolik-huquqiy hamjamiyat ishtirokchilarining bir ovozdan qabul qilingan qarori yoki yuridik shaxsning ustavi bilan belgilanishi mumkin" . Bundan tashqari, qonun hujjatlarida saylov byulletenining "elektron shakli"ga havola kiritildi. Nizomning 4-bandiga binoan: "OAJ to'g'risida" gi Federal qonun, kompaniyaning ustavida aktsiyadorlarning umumiy yig'ilishida ishtirok etish huquqiga ega bo'lgan shaxs tomonidan Internet axborot-telekommunikatsiya tarmog'idagi veb-saytda, manzili ko'rsatilgan elektron shakldagi saylov byulletenlarini to'ldirish nazarda tutilishi mumkin. Aksiyadorlarning umumiy yig'ilishini o'tkazish to'g'risidagi bildirishnomada, shu jumladan yig'ilish davomida ko'rsatilgan aktsiyadorlarning umumiy yig'ilishi, agar ular bunday yig'ilishda ishtirok etish huquqidan boshqacha tarzda foydalanmagan bo'lsa, to'ldirish sanasi va vaqti ko'rsatilgan holda qatnashishlari mumkin. Raqamli boshqaruv texnologiyalarini muvaffaqiyatli joriy etish uchun korporatsiyalar yig'ilishlar va elektron ovoz berish uchun raqamli texnologiyalarni joriy etish bo'yicha "yo'l xaritasi"ni ishlab chiqishlari kerak, u quyidagi bosqichlarni o'z ichiga olishi kerak. Dastlabki tayyorgarlik: – ehtiyojlarni baholash: yig'ilishlarda va ovoz berishda raqamli ehtiyojlarni aniqlash uchun tadqiqot o'tkazish; - ishchi guruhini shakllantirish: turli bo'limlar vakillarini o'z ichiga olgan ko'p funktsiyali jamoani yaratish, mas'ul shaxsni tanlash : Masofaviy yig'ilishlar va elektron ovoz berishni o'tkazishni tartibga soluvchi ichki hujjatlarni

---

[1] 1.O'zbekiston Respublikasi Prezidentining "2022-2026 yillarga mo'ljallangan yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida" 2022 yil 28 yanvardagi PF-60-sonli Farmoni //www.lex.uz

ishlab chiqish, dasturiy ta'minotni tanlash, raqamli yig'ilish yechimlari uchun bozor tadqiqotlari va elektron ovoz berish.

Shunday qilib, korporativ boshqaruv tizimida raqamlashtirish zamonaviy dunyoda biznesni rivojlantirish uchun zarur qadamdir. Bu jarayonlarni tezlashtirish, ish samaradorligi va sifatini oshirish, ishlab chiqarish va boshqaruv xarajatlarini kamaytirish imkonini beradi. Xulosa qilib aytadigan bo'lsak, korporativ boshqaruv tizimida raqamlashtirish zamonaviy dunyoda biznesni rivojlantirish uchun zarur qadamdir. Bu jarayonlarni tezlashtirish, ish samaradorligi va sifatini oshirish, ishlab chiqarish va boshqaruv xarajatlarini kamaytirish imkonini beradi. Biroq, raqamli texnologiyalardan foydalanishda yuzaga kelishi mumkin bo'lgan salbiy oqibatlarni hisobga olish kerak. Shu sababli, korporativ boshqaruv tizimiga raqamli yechimlarni joriy qilishda barcha mumkin bo'lgan xatarlarni hisobga olish va ularni minimallashtirish choralarini ko'rish zarur.

FOYDALANGAN ADABIYOTLAR

1. O'zbekiston Respublikasi Prezidentining "2022-2026 yillarga mo'ljallangan yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida" 2022 yil 28 yanvardagi PF-60-sonli Farmoni //www.lex.uz

2. Семенко И.Е. Корпоративная социальная ответственность и бизнесэтика компании / И.Е. Семенко // Экономические науки: актуальные вопросы теории и практики. – 2022. – №5. – С. 43–45

3. Аленина К.А. Развитие механизма формирования компетентностного потенциала управления с использованием возможностей сетевизации и цифровизации социально-экономических систем / К.А. Аленина // Креативная экономика. – 2019. – Т. 13. №3. – С. 517–522.

4. Хашимова С., Айтмуратов Б. ЎЗБЕКИСТОНДА ШАКЛЛАНАЁТГАН КОРПОРАТИВ БОШҚАРУВ МОДЕЛИНИНГ ЎЗИГА ХОС ХУСУСИЯТЛАРИ //Yosh Tadqiqotchi Jurnali. – 2022. – Т. 1. – №. 2. – С. 47-49.

5. Хашимова С. Н. АКЦИЯДОРЛИК ЖАМИЯТЛАРИДА КОРПОРАТИВ БОШҚАРУВНИНГ ТАШКИЛИЙ ИКТИСОДИЙ МЕХАНИЗМИНИ ТАКОМИЛЛАШТИРИШ ЙЎЛЛАРИ //Евразийский журнал права, финансов и прикладных наук. – 2022. – Т. 2. – №. 1. – С. 9-12.

IN THE DEVELOPMENT OF PILGRIMAGE TOURISM IN OUR COUNTRY, IMAM AL-BUKHARI SHRINE OF THE COMPLEX PLACE

T.I. Shukurov

Assistant of Samarkand Institute of Economics and Service

Abstract: This article explores ways to shape and develop tourism infrastructure for pilgrims at Imam Al-Bukhari Complex.
Keywords: Tourism, Pilgrimage Tourism, Infrastructure, Pilgrimage.

The world in the economy tourism fast developing and income according to leader from fields one is considered Last in years tourism the world in export his own huge contribution have it has been and the whole world gross internal of the product is 11%. In particular, the successes achieved in Uzbekistan on the ground the economy liberalization deepening, the country modernization, all fields, in particular service to show of the field sustainable development of tourism, one of the leading industries. As the President of the Republic of Uzbekistan Sh. Mirziyoyev noted: "Uzbekistana convenient country for both travel and pilgrimage. Because mother is whole in our land our ancestors, who are known and famous in the world, have settled down forever. They are There is great interest in the rich spiritual and cultural heritage left by the international community. For the further development of the industry, first of all, the improvement of the necessary infrastructure condition"

Ancient of Samarkand architecture monuments with met Muslim tourists often another sacred wanting to go to the shrine they stay. This shrine, especially Muslim from countries visit orderedIt is very valuable for tourists. Because, here, Islam with its merits the world famous scholar Abu Abdullah Muhammad ibn Ismail ibn Ibrahim al Bukhari your majesty mausoleum is located. Burial of Imam al-Bukhari the place where it happened is the village of Khartang in the Payariq district, where the Khan of Bukhara is located Abdullah Khan mosque built by too saved.

Initiatives of the President of the Republic of Uzbekistan Shavkat Mirziyoyev with this complex big landscaping works in progress. In particular,

President of the Republic of Uzbekistan Shavkat Mirziyoyev, April 14-15, 2017 during his visit to Samarkand region in the territory of the Imam Bukhari complex assignment on the construction of an international scientific center based on

international experience given was That's it relationship with to the complex connection from the area 5,8 hectares land square, a scientific center and 3 three-story residential buildings in front of the center construction for separate given of our President current year 17-18 March days Imam Bukhari with the task he gave during his visit to Samarkand region project-proposal for the reconstruction of the complex and the master plan-project of the village of Khartang approved .

now Imam Bukhari's grave to Uzbekistan visit commanding it has become a blessed shrine for guests. Today, Samarkand Imam Al-Bukhari complex is located in Payariq district of the region It is becoming a "city of pilgrimage". The personality of Imam Bukhari in the Islamic world incomparable Name didn't know Muslim almost no. His service all A Muslim confesses and visits the shrine of Hazrat at least once in his life wants to do.

Pilgrimage of tourism increase of our country material potential more increases. Specialists according to if only one Imam Bukhari complex town per year 100 — 150 a thousand foreign tourists acceptance if he does of them the amount will be approximately 300-400 million dollars. The complex, which is being renovated, is already from the countries neighboring our country except Saudi Arabia, Turkey, Indonesia, Malaysia, Pakistan It is in this regard that tourism companies of the countries show great interest numbers just not assumptions clarifies.

Imam Bukhari complex is a place of pilgrimage for tourists in our country it will be the first pilgrimage town with all infrastructure created. This After the complex and its surroundings are completely rebuilt and renovated, the complex internal and begins to receive a large flow of foreign tourism. In particular, Malaysia 100,000 tourists are expected to come from it. of Malaysian pilgrimsMost of them want to visit the mausoleum of Imam Bukhari before Hajj. This shows that two and a half million Muslims go to Hajj from Malaysia in one year goes If we reach the level where we can receive so many pilgrims, our President initiative of pilgrimage tourism that started with development take will come.

Pilgrimage tourism is a modern tourism industry indispensable part is considered In the world one half billion more Muslim there is If mother that's it Half of the Muslims collected authentic hadiths, the second most reliable of Islam to visit the shrines of His Holiness Imam Bukhari, who created the source it comes, it will have a positive effect on our economy. In our country the infrastructure for receiving so many pilgrims has not yet been formed. Religious, historical and cultural monuments visit a certain region or city important for ordering. He was under state protection in France of monuments about 60 percent too religious tourism objects is considered

Religious to tourism has been common of interest development in Uzbekistan ancient to history go tight That's it pride with to emphasize must the world civilization

to science in general of mankind too spiritual, too to material advancement incomparable share added ancestors about history us generously respected by: each old our land sacred each old our land shrine Greatour ancestors, the dreams and goals of our people, the power, the scope of thinking , spiritual the world taste level, capacity and culture manifestation makes depending on their intelligence and intelligence, the world will count on us, we will be judged will give. We religion today in the mask to error to the satisfaction exactly mother that's it ancestorsthe way and capacity, wisdom with fed against we fight This in the struggle they are it will be our weapon, evidence, flag . Our president is in our country pilgrimage tourism more separate to development attention looking at at the core too mother that's it good goals incarnate. Last 2 year inside in Uzbekistan holy shrines pilgrimage did tourists, also foreign from hand religiousand the number of people traveling for the purpose of pilgrimage has increased significantly. in 2018 Compared to 2017, the number of foreign citizens who came to the Republic of Uzbekistan is 2.3 times increased.

The main part of these travelers is accounted for by the CIS countries will come. Foreign citizens who came to the Republic of Uzbekistan from the CIS countries 6015.9 thousand people, which is 93.5% of the total number of visitors 417.1 thousand people (or 6.5%) visited from distant foreign countries ordered. The main part of foreign citizens who came to the Republic of Uzbekistan 2456.9 thousand people from the Republic of Kazakhstan (38.2%), 1700.7 from Tajikistan a thousand people (26.4%), 1101.5 from Kyrgyzstan thousand people (17.1%), from Russia 460.2 a thousand person (7.2 %). Long foreign from the states while From Turkey 74,8 a thousandperson (1.2 %), From China 37.1 a thousand person (0.6 %), South From Korea 32.7 a thousand

people (0.5%), 22.2 thousand people from India (0.3%), 19.1 thousand people from Germany person (0.3 %), From Japan 17.2 thousand people (0.3 %) visit ordered.

The main pilgrimage tourism has three forms: pilgrimage, on religious themes excursions, pilgrims and tourists which merge specialized excursions. Muslims for to visit to go – Islamic monuments to visit, to visit holy places and to develop donation to do in order to religious areas pilgrimage they do. In our country this pilgrimage that was named and these are the world of Muslims to our country aspiration strengthen no doubt. already pilgrimage only watch it's not: she is, the most first of all feeling the spirit of the great, receiving strength from the spiritual environment, the status of the great and attitude, aliveness and life about the most eternal truth understanding the heart that's it with truth is enrichment.

From visiting holy places and monuments in Uzbekistan consists of has been "small Hajj program formation and regions 2019-2029 of socio-economic

development in the years development of tourism on the way out the following issues account get must we think:

- in the regions cultural heritage of objects local lists formation and constantly updated provide;

- local power and belongs to field employees with in collaboration in the regions is located historical in the garden and to monuments take going infrastructure formation in order to their electron maps, passport and cadastre documents preparation;

- in the regions is located holy steps and monuments touristicto programs input take action this ancient memorials history and he on the ground preserved traditional culture widely promoted reach;

- tour operator and unexplored historical sites and monuments in the regions another belongs to specialists with together research reach and datacreate a database;

- higher education in the field of tourism teaching specialized subjects in their countries historical monuments and monuments located in the territory during the process closely with introduction according to practical lessons organize to do;

- tourism of the field essence, his importance, development organized various seminars and trainings on the results, economic and social functionsto do and others.

Assessing the current state of tourism, it is important to note that in Uzbekistan of infrastructure development level foreign fifty of tourists needs full satisfy can't. Infrastructure that it is not developed the previous administration did not allow to encourage competition and improvement command system is the cause. The infrastructure is not developed enough increase the flow of tourists and, accordingly, foreign currency income cannot be multiplied. Based on this, the state of the infrastructure of tourism development and country image to form directly effect shows. First of all, it should be noted that the Republic of Uzbekistan to independence until achieved to tourism enough attention not directed.

of the Republic touristic potential right objective data and advertising it didn't happen at all. Tourism, service and entertainment infrastructure underdeveloped to tourists service show level low being of the world it can be said that there were no contacts with leading tourist enterprises. Summary in place that's it to say maybe tourism today's in the day the most profitable from fieldsis recognized as one. In this respect, tourism by most countries development about one how much programs work coming out. Our country economic potential in raising tourism field too big to opportunities have Basically international tourism development about done being increased affairs as a result pilgrimage tourism in our country leader from fields to one becomes.

REFERENCES

1. Alexandrov A.Yu. International tourism. Educational specialties For universities.-M.: Aspect Press, 2000

2. Asrorova L. The seven pillars of the sect. - Tashkent: International Islam of Uzbekistan Academy, 2021. - B. 280; Tanieva G.M. Middle in the first half of the XVI - XIX centuries Asia of their peoples h aj pilgrimage. – Tashkent: The book , 2021. – 328 b.

3. Berdiev, K. A. (2022). TRADITIONAL CARPETS OF THE LIVESTOCK POPULATION OF THE NURATA OASIS IN LATE XIX BEGINNING OF XX CENTURY. *Journal of Social Research in Uzbekistan*, *2*(1), 8-18.

4.   Nazirov, B. (2022). History of physical culture and sports in Uzbekistan (XX century -XXI century in the beginning Surkhan oasis for example). Termiz the state University.

HISTORY OF PILGRIM TOURISM AND ITS CONTENTS IN THE FIELD OF TOURISMPLACE

T.I. Shukurov

Assistant of Samarkand Institute of Economics and Service

Abstract: The results of the research show that the development of pilgrimage tourism is one of the directions of the tourism industry in Uzbekistan. Its important features and opportunities for increasing employment, income and wellbeing of the population are shown by the authors in this article.

Key words: tourism, economics, pilgrimage, tourist, religion, monument, grave, employment, population, income, abundance, induction, deduction, systematics, analysis, trend and others.

Pilgrimage tourism is a set of pilgrimage trips by representatives of different religions. Traditionally, it refers to trips with a religious purpose, but it can also refer to a secular trip that has special significance for the pilgrim. Pilgrimage tourism importance two to the feature according to justification can: pilgrimage tourism how much for the shrine is important. A pilgrimage for pilgrims How important is tourism? Pilgrimage is spiritual nourishment for many people in difficult timesget opportunity is also People religious enlightenment feeling to do for known to addresses travel they do Most of the time long and sometimes difficult has been travel people for thought conduct is a possibility. Pilgrimages religion with relationships of deepening one method to be possible this, of course, to faith How a way to show devotion and learn more about the religion itself is a possibility. Pilgrimage as a form of travel is for people to visit holy places to do opportunity will give. Religious purposes travel doer traveler - no more than six months to visit holy places and religious centers means a person who temporarily leaves the country of permanent residence. Religious tourism means usual from the environment was outside holy places and service to travelers traveling to religious centers show and their by meeting their needs related activities must be understood.

BOOKS ANALYSIS AND METHODOLOGY

Religious tourism two main ones type divided into:

- pilgrimage tourism;

- excursion and educational direction religious tourism

Today, more than 200 million people around the world make pilgrimages every yearin order to in the world different shrines and themselves for holy calculatedgoing to places and making religious trips. Statistical data if we look at it, 150 million Christians, 45 million Muslims, 40 million Buddhists and shinto, 30 million Hindus religious pilgrimage in order to travel they do.

Religious pilgrimage has been a unique mass in the form of the Crusades since the Middle Ages acquired a character. SHE IS flag of struggle against Muslims under, of Christians holy places of them free to do motto under conducted.

Pilgrimage actions XV – XVI in centuries much activated. holy land to (Jerusalem). those who are going most of them own goals and interests religious pilgrimage with disguised.

Shrines wide and different geography learning for from zoning is used. In the world visit one how much macro area there is:

- Christian Europe; Christianity and another many people religions with strong place occupying North America;

- Christianity and traditional religions with connected Latin America;

- Islam acceptance did North Africa;

- Islam dominant and separately Christianity and traditional religions there is Western and Eastern Africa;

- Islam ,buddhism, Christianity and i am hindu religions wide spread out Eastern Asia;

- Islam religion wide spread out Medium Asia;

- Western Asia - islam and christianity, Judaism religions wide spread out territory;

- South Asia Judaism and Buddhism wide spread out area is consideredAlso Christianity, jainism, Sikhism and islam religions there is.

Each macro-region is known primarily for its world centers of pilgrimage. They are of believers international flow acceptance, they do and often religious functions of administrative, industrial, cultural and touristic centers of specialization with joined goes From this except in macro areas national and local there are important religious objects of worship. Jerusalem is the largest city in the world is one of the religious centers. Believers of three religions in Jerusalem: Islam, Christianity,Judaism for holy is also the center.

These macro-regions arose from the potential of existing religious shrines without separated. They are inside the most important region in Europe vatican, Western In Asia, Mecca and Medina in Saudi Arabia and the cities of Jerusalem are considered.In Central Asia, Uzbekistan's ancient Bukhara and Samarkand, Tashkent, Termiz,Khiva and other religious in cities touristic resources there is.

Pilgrimages are usually to the shrines of famous figures of different religions visit to order reflection makes A visit ordered place holy that it was Because many people pray here, it is more likely that the prayer will be answered that means Some shrines and places their own income for Entirely of tourism this impressive to the power rely on. this, own in turn, around to regions too own the effect conducts. Tourists hotel and restaurants for rent takes Guides, in hand souvenir gifts makers photographers and work for others seats is created.

However, according to the famous scientist Vukonich, the economic of religious travel aspects religion - tourism to the term relatively the most less studied topic being of interest to researchers when only one sanctuary is considered. Religious pilgrimage pilgrims visit commanding in the regions economic generator task done came because services theirneeds satisfy for work developed. This today's even in the day the same so.

Because a lot in places religious places main touristic attention deserves places being sometimes Santiago de Compostela, Medjugorje, Lourdes and Mecca such as into himself takes

Indeed, tourism is not only economic development and gross domestic product of size increase, perhaps population employment provide marriage level and quality increase, country prosperity and development also a big influence shows. According to experts' calculations, every 30 tourists are tourists of the country incentive to create one new job in the field, and two new jobs in related systems will give. Many countries and population points tourism difficult in the situation has been seen as a way to revive or save the economy, especially the current tourism forecasts, as mentioned above, that religious tourism will increase in the near future shows.

in Uzbekistan pilgrimage tourism.

About pilgrimage tourism, Uzbek Islamic scholar BMBobojonov, Central The most common type of pilgrimage site in Asia is "holy shrines". to be considered telling passed. Surkhandarya regions historical objects a scientist who studies architecture from the point of view of architecture In the study of I.Azimovto the eye thrown away. Sufism representatives steps and shrines about A. Mamanazarov, B. Sattarov, Poslavskaya.O, S.Jorayeva too pilgrimagetourism to history around stopping passed. Uzbekistan in the area shrines the issue in learning shrine name with dependent person personification Researching the status and level of (saint, pir, said, khoja) is also

considered important. T. Dadabayev, E. Karimov in his studies too pilgrimage of the issue different aspects on the surface feedback given. Including D. Abramson and E. Karimov in the article co-authored, visit in the life of the peoples of Central Asia importance, different in periods to him was relationship analysis will be done.

And this is not just a trip, this is an opportunity to realize yourself, spiritually hope for purification, praying for the fulfillment of prayers and wishes, the path leading to faith. Pilgrimage isturning to the Almighty God through past saints, calming the mind and soul, realizing the truth of holiness, going through the path of solitude and purification. Central in Asia this Pilgrimage that called this holy to places visit to order means Uzbekistan each always many cultures and of civilizations It has been a center of intersection, where different religions have been propagated, that's why unique monuments of both Islam, Buddhism and Christianity are preserved the rest

Indeed, Uzbekistan is rich in tourist resourcesseparate stands in Uzbekistan religious tourism, i.e dear There are enough places to visit the shrines. In particular, in Central Asia, moreover in Uzbekistan too dear the saints living funeral done steps, pilgrimage residencesa lot

Many of the saints funeral done places and graves again repairedoriginal to the situation is being brought. They are to the line Bahaviddin embroidery, Gijduvani, Imam al-Bukhari, Meaning Member, in Shahizin, Motirudi, Judge at-Tirmidhi, The mausoleums of saints and imams like Zangiota are incomparable for Muslim people, it was turned into a beautiful place of pilgrimage and spiritual inspiration. Especially, Turning the Imam Al-Bukhari complex into an important pilgrimage site is of international importance has Because this pilgrimage is from the cities of Mecca and Medina in the Muslim world then it is the most important place of worship. Therefore, a favorable condition for visiting -creating conditions, i.e. forming infrastructure, is an important issue today is calculated. This on the ground main task abroad countries citizens excess without difficulties to visit is what we can achieve.

Independence years religious to the steps state by big attention is being given. Great our ancestors my soul found residences again recovery, beautification, to repair serious attention that he gave because of shrine places

It attracts the 1.5 billion Muslim world. Pilgrimage tourism today development main the goal by doing received we are first of all in our country religioustourism territorial organize reach and to develop serious attention focus must In particular, the countries of South-East Asia and West Asia attract pilgrims we need to develop attractive infrastructures. For this purposeone region, district and in villages people by holy considered Identifying, summarizing, republican and regional religious shrines creating tourist cards and creating necessary conditions for visitors, transport opportunities learning is the goal as appropriate we count.

Turning religious shrines into a large source of income at the expense of small funds no doubt. Dozens and hundreds of religious shrines from all regions of our country there is. Islam in the world big service do saint level raised the eternal abodes of our figures are only at the local level, i.e district or region scale we know only Consequently, such holy shrines republic and international level religious shrine objects can be converted. At the same time, to major pilgrimage sites in the territory of the republicestablishment of a road transport system in the region population another to the area organized travel for them to do transport commutes to the road pouring provided. From thisexcept in our country is located islam culture and cultural heritage objects related to the history of the Islamic cultural organization of the Islamic Cooperation Organizationlegacy to the list implementation measures is increased.

Widespread development of internal and external tourism, tourism industry in the republic modernization, the field stable develop, tourism centers calculated in the regions tourist, household and communication-information infrastructures develop, local and foreign to the guests international to standards according to services to show separately attention focus important importance occupation It is enough. Emphasis ok thisabout defined events done increase, in our country tourism field development the first in line the world in the community of Uzbekistan position strengthens, new opportunities for foreign investors and reliable cooperationthe doors opens country macroeconomic indicators stability, population a factor in the improvement of indicators such as income, employment and entrepreneurship being services of the field again improvement reason will be.

CONCLUSIONS

Current in the day fast in pictures becoming popular going tourism field The development of pilgrimage tourism has a high potential in this area countries for comfortable is a possibility. Above cause passed from thoughts and from the examples it can be concluded that every member of the country is that including foreign countries should follow sustainable pilgrimage tourism It is necessary to develop important policies and strategies for development. From this except foreign tourists attraction do it will receive infrastructure Create important importance occupation is enough. In order to implement sustainable development, the government, too local should be coordinated by the agencies.

REFERENCES

1. Alexandrov A.Yu. International tourism. Educational specialties For universities.- M.: Aspect Press, 2000

2. Asrorova L. The seven pillars of the sect. - Tashkent: International Islam of Uzbekistan Academy, 2021. - B. 280; Tanieva G.M. Middle in the first half of the XVI - XIX centuries Asia of their peoples h aj pilgrimage. – Tashkent: The book, 2021. – 328 b.

3. Berdiev, K. A. (2022). TRADITIONAL CARPETS OF THE LIVESTOCK POPULATION OF THE NURATA OASIS IN LATE XIX BEGINNING OF XX CENTURY. *Journal of Social Research in Uzbekistan*, 2(1), 8-18.

4. Nazirov, B. (2022). History of physical culture and sports in Uzbekistan (XX century -XXI century in the beginning Surkhan oasis for example). Termiz the state University.

5. Nicolaides, A. & Grobler, A. (2017). Spirituality, Wellness Tourism and Quality of Life, *African*

6. Saidmurod Oʻgʻli, BN (2022). SOʻFI OLLOYOR-TASAVVUF HISTORY NAMOYANDASI. Eurasian Journal of Social Sciences, Philosophy and Culture, 2(2), 310-3

7. Dekhtyar G.M. Licensing and certification in tourism. Uchebnoe posobie: Finance and statistics, 2003 g. Moscow.

8. Rahmonov F. The customs and traditions of the inhabitants of the Kashkadarya oasis ceremonies (end of XIX century, beginning of XX century).: History science. diss. – Tashkent, 2001. - 146 b.

9. Khlopkova O.V. Modern Problems research religiosity // Modern research social problems. − 2012. No. 9(17). − WITH. 1-7

10. Chotmatov J.O. History of the spiritual environment of Termiz VII-IX centuries: traditions, progress and update. Doctor of History (PhD) diss. - Sweaty, 2020. - 193 b.

TABLE OF CONTENTS

7
Ugiljan Batirovna Khudaiberganova, & Oygul Sabirbayevna Ismailova. (2024). INTERNET INFLUENCE ON WORLDVIEW OF YOUTH. Innovative Development in Educational Activities, 3(12), 43–50. https://doi.org/10.5281/zenodo.13879768
8
Rakhimov, O. D. (2024). QUALITY OF EDUCATION IS THE QUALITY OF LIFE. Innovative Development in Educational Activities, 3(12), 51–55. https://doi.org/10.5281/zenodo.13902144
9
Abduraximova, M., & Ibrohimova, D. (2024). THE EVOLUTION OF THE ENGLISH NOVEL: FROM DEFOE TO DICKENS. Innovative Development in Educational Activities, 3(12), 56–59. https://doi.org/10.5281/zenodo.13902168
10
To'laboyeva, M. (2024). IMPORTANCE OF FAIRY TALES IN TEACHING SECOND LANGUAGE. Innovative Development in Educational Activities, 3(12), 60–64. https://doi.org/10.5281/zenodo.13902214
11
Rashidov, Z. S. o'g'li . (2024). INNOVATSION LOYIHALARNI DAVLAT BUDJETIDAN MOLIYALASHTIRISHNING YANGICHA USULLARI. Innovative development in educational activities, 3(12), 65–68. https://doi.org/10.5281/zenodo.13936569
12
Ochilova, M. H. (2024). CHULPON AND HIS "NIGHT AND DAY". Innovative Development in Educational Activities, 3(12), 69–72. https://doi.org/10.5281/zenodo.13936585
13
To'xtasinova, G. Y. qizi . (2024). ONA TILI VA O'QISH SAVODXONLIGI DARSLARIDA MUAMMOLI TA'LIM TEXNOLOGIYALARIDAN FOYDALANISH ORQALI O'QUVCHILARNING O'QUV-BILUV MOTIVATSIYASINI SHAKLLANTIRISH. Innovative development in educational activities, 3(12), 73–77. https://doi.org/10.5281/zenodo.13936595
14
Rashidov, Z. S. o'g'li . (2024). INNOVATSION LOYIHALARNI DAVLAT BUDJETIDAN MOLIYALASHTIRISHNI SAMARALI TASHKIL ETISH. Innovative development in educational activities, 3(12), 78–80. https://doi.org/10.5281/zenodo.13936615

15
Obilov, M. O. ugli ., & Hasanboyev, I. A. ugli . (2024). THE ESSENCE OF THE CONCEPTS "DISCOURSE" AND "PUBLICISTIC DISCOURSE". Innovative Development in Educational Activities, 3(12), 81–86. https://doi.org/10.5281/zenodo.13953753
16
To'ychiyeva, R. A. qizi . (2024). AKTSIYADORLIK JAMIYATLARIDA KORPORATIV BOSHQARUVNI RAQAMLASHTIRISH. Innovative development in educational activities, 3(12), 87–90. https://doi.org/10.5281/zenodo.13958397
17
Shukurov, T. I. (2024). IN THE DEVELOPMENT OF PILGRIMAGE TOURISM IN OUR COUNTRY, IMAM AL- BUKHARI SHRINE OF THE COMPLEX PLACE. Innovative Development in Educational Activities, 3(12), 91–95. https://doi.org/10.5281/zenodo.13958419
18
Shukurov, T. I. (2024). HISTORY OF PILGRIM TOURISM AND ITS CONTENTS IN THE FIELD OF TOURISM PLACE. Innovative Development in Educational Activities, 3(12), 96–101. https://doi.org/10.5281/zenodo.13958426