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ARAB TILSHUNOSLARINING TANVINSIZ ISMLAR MAVZUSIGA MUNOSABATI

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Annotatsiya: Ushbu maqolada arab tilshunoslarining tanvinsiz ismlar haqidagi qarashlari, ularning turli grammatik va semantik xususiyatlari o'rganilgan. Asosan, Ali Jorimning "An-Nahv ul-Wodih" asariga tayanilgan holda, tanvinli va tanvinsiz ismlar orasidagi farqlar, ularni tasniflash va bu holatlarning grammatik asoslarga ko'ra izohlanishi keltirilgan. Tanvinsiz ismlar bir nechta sabablar tufayli yuzaga keladi, jumladan, atoqlilik, muannaslik, o'zlashganlik va boshqa grammatik xususiyatlar. Ushbu maqola arab grammatikasi bo'yicha bir qator aniq misollar keltiradi va tanvinsiz ismlarning qo'llanish doirasi va ularning lug'aviy, grammatik jihatlarini batafsil tahlil qiladi.

Abstract: This article examines the perspectives of Arabic linguists on the topic of non-declining (tanvinless) nouns, exploring their various grammatical and semantic characteristics. Based primarily on Ali Jorim's "An-Nahv ul-Wodih," the differences between tanvined and non-tanvined nouns are analyzed, with explanations based on grammatical principles. Non-tanvined nouns arise due to various reasons, including properness, femininity, borrowing, and other grammatical features. The paper provides several clear examples and discusses the scope of use and the lexical and grammatical aspects of tanvinless nouns in Arabic.

Kirish (Introduction)

Arab tili grammatikasining asosiy elementlaridan biri tanvin, ya'ni ismning oxiriga qo'shiladigan "n" harfi orqali ko'rsatiladigan shakldir. Bu o'zgarish ismlar, sifatlar va ba'zan fe'llarning grammatik jihatlarini belgilaydi. Arab grammatikasida tanvinli va tanvinsiz ismlar orasida farq mavjud, va bu farq nafaqat grammatik, balki semantik omillarga ham bog'liq. Ali Jorimning "An-Nahv ul-Wodih" asarida bu mavzu atroflicha yoritilgan bo'lib, u tanvinli va tanvinsiz ismlarning holatini va ularning

qo‘llanish holatlarining asoslarini o‘rganadi. Ushbu maqolada arab tilshunoslarining tanvinsiz ismlar haqidagi fikrlari tahlil qilinadi.

Adabiyotlar Tahlili va metodolgiya (Literature Review and Methodology)

Arab grammatikasida tanvinli va tanvinsiz ismlar masalasi uzoq vaqtdan beri muhokama qilinib kelinmoqda. Ali Jorim "An-Nahv ul-Wodih" asarida bu mavzuni juda batafsil yoritgan bo‘lib, tanvinli va tanvinsiz ismlarni har xil grammatik va semantik kontekstlarda ko‘rsatadi. Boshqa arab tilshunoslar, masalan, Ibn Hishom va Al-Fayyumi, ham tanvinli va tanvinsiz ismlarni tahlil qilib, ularning grammatik jihatlariga e‘tibor berishgan.

Bu maqolada tanvinsiz ismlar haqida ayrim asosiy adabiyotlarga tayanib, ularning grammatik tavsiflari va qo‘llanishlarini o‘rganamiz. Tahlil metodologiyasi sifatida grammatik va semantik yondashuvlar qo‘llaniladi, ya’ni har bir holat uchun misollar keltirilib, ularning tahlili amalga oshiriladi.

Arab tilshunoslarining mavzu bo‘yicha qarashlarini dastavval muxtasar ravishda Ali Jorimning “An-nahv ul-vodih” asari asosida da ko‘rib chiqsak. Shuni ham aytib o‘tishimiz kerakki, muallif ushbu asarda *نون غير منون* termini qo‘lagan, shuning uchun mavzuni dastlab tanvin terminini izohlashdan boshlagan:

المُنُونُ وَغَيْرُ الْمُنُونِ
التَّنْوِينُ: نونٌ ساكنةٌ تَلْحَقُ آخِرَ الاسمِ، تُحذفُ حَظًّا، وَتَثْبُتُ لَفْظًا فِي غَيْرِ الْوَقْفِ.
وَمَا يَلْحَقُهُ التَّنْوِينُ مِنَ الْأَسْمَاءِ يُسَمَّى (مُنَوَّنًا)، وَمَا لَا يَلْحَقُهُ يُسَمَّى (غَيْرُ مُنَوَّنٍ).

Tanvin: Ismning oxiriga birikadigan sukunli nundir. Yozuvda tushib qoladi. Vaqf qilinmaganda talaffuzda saqlanadi.

Vaqf – lug‘atda to‘xtash degan ma’noni anglatadi. Grammatikada esa so‘zlarning oxiri o‘qilmay, o‘ziga xos tarzda, pauzali shaklda to‘xtalishni bildiradi.

Tanvin birkadigan ismlar munavvan - tanvinli, tanvin birikmaydigani esa g‘oyru munavvan – tanvinsiz deb nomlanadi.

يُمنَعُ العِلْمُ مِنَ التَّنْوِينِ أَوْ الصَّرْفِ:

Atoqli ot quyidagi hollarda sarf – tanvin olmaydi: Biz yuqorida sarf so‘zi “turlanishga sabab bo‘luvchi tanvin” degan ma’noda kelishini ta’kidlab o‘tgan edik.

أ- إِذَا دَلَّ عَلَى مُؤْنْتٍ أَوْ خُتْمٍ بِالنَّاءِ، وَيَجُوزُ صَرْفُهُ إِذَا كَانَ ثَلَاثِيَا سَاكِنِ الْوَسْطِ.

a) Agar muannas jinsga dalolat qilsa yo oxiri tamarbuta bilan tugasa (agar ism uch o‘zakli bo‘lib, o‘rta o‘zak harfi sukunli bo‘lsa, sarf – tanvin olishi mumkin);

ب- إِذَا خُتِمَ بِأَلْفٍ وَنُونٍ زَائِدَتَيْنِ.

b) qo‘shimcha alif va nun bilan tugasa;

ج- إِذَا جَاءَ عَلَى وَزْنِ الْفِعْلِ.

c) fe’l vaznida kelsa;

د- إِذَا كَانَ مُرَكَّبًا تَرْكِيبًا مُزْجِيًّا غَيْرَ مُخْتَوِمٍ بِكَلِمَةٍ (وَيْه).

d) qo'shma ot bo'lsa (so'zi bilan tugagan bundan mustasno);

هـ- إِذَا كَانَ أَعْجَمِيًّا غَيْرَ ثَلَاثِيٍّ سَاكِنِ الْوَسْطِ.

e) ajamiy – o'zlashgan so'z bo'lsa (uch o'zakli bo'lib, o'rta o'zak harfi sukunli bo'lgani bundan mustasno);

و- إِذَا كَانَ عَلَى وَزْنِ (فُعْلٍ) مَعْدُولًا بِهِ عَنْ وَزْنِ (فَاعِلٍ).

f) vaznidan o'zgartirib yasalgan vaznida bo'lsa.

ثُمَّنَعُ الصِّفَةِ مِنَ التَّنْوِينِ:

Sifat quyidagi holatlarda sarf – tanvin olmaydi:

أ- إِذَا كَانَتْ عَلَى وَزْنِ (فَعْلَانِ) الَّذِي لَا تَلْحَقُ التَّاءُ مُؤَنَّتُهُ.

a) vaznida bo'lsa (oxiriga tamarbuta birikishi mumkin bo'lgani bundan mustasno);

ب- إِذَا كَانَتْ عَلَى وَزْنِ (أَفْعَلٍ) الَّذِي لَا تَلْحَقُ التَّاءُ مُؤَنَّتُهُ.

b) vaznida bo'lsa (oxiriga tamarbuta birikishi mumkin bo'lgani bundan mustasno);

ج- إِذَا صِيغَتْ مِنَ الْوَاحِدِ إِلَى الْعَشْرَةِ عَلَى وَزْنِ (فُعَالٍ) وَ (مَفْعَلٍ)، أَوْ كَانَتْ كَلِمَةً (أَخْر).

c) birdan o'ngacha bo'lgan sonlarda va vaznida bo'lsa yoki so'zi bo'lsa.

يُمنَعُ الْاسْمُ مِنَ التَّنْوِينِ:

Ism tanvindan quyidagi hollarda tanvin olmaydi:

أ- إِذَا خُتِمَ بِالْأَلِفِ التَّائِيَةِ الْمَقْصُورَةِ أَوِ الْمَمْدُودَةِ.

a) Agar qisqa yo cho'ziq muannaslik alifi (alif maqsura va alif mamduda) bilan tugasa;

ب- إِذَا كَانَ عَلَى صِيغَةٍ مُنْتَهَى الْجُمُوعِ.

b) nihoiy ko'plik shaklida bo'lsa. Nihoiy ko'plik terminining ma'nosi quyida keladi.

Tarkibidagi uchinchi harf – alifdan so'ng ikki, yo uch undosh mavjud bo'lgan sinig ko'pliklar nihoiy ko'plik deb nomlanadi, chunki undan keyin boshqa boshqa ko'plik yo'q, undan faqatgina to'g'ri ko'plik yasash mumkin.

الْمَمْنُوعُ مِنَ التَّنْوِينِ يُجَرُّ بِالْفَتْحَةِ، إِلَّا إِذَا كَانَ مِضَافًا أَوْ مُحَلَّى بِ (أَلٍ) فَيَجُرُّ بِالْكَسْرِ.

Tanvinsiz so'z fatha bilan jar – qaratqich kelishigida qilinadi. Ammo muzof bo'lgan yoki unga birikkan bo'lsa, kasra bilan jar – qaratqich qilinadi.¹

“An-nahv ul-vodih” asari bo'yicha arab tilshunoslarining bu boradagi qisqa xulosalari bilan tanishgach, endi har bir bo'limni alohida, misollar bilan o'rganib chiqsak maqsadga muvofiq bo'ladi, deb o'ylaymiz. Shuni ham ta'kidlab o'tamizki, aksar asl arab grammatikasi kitoblarida mavzu yuqoridagidek xulosalanadi.

علي جارم ومصطفى أمين. النحو الواضح. للمدارس الثانوية. كراتشي: مكتبة البشرية، 2011 ص 223-224

Arab grammatikasi olimlari aslida ismlar tanvinli bo‘ladi, ba’zi sabablarga ko‘ra u tanvinsiz ismga aylanadi deya ittifoq qilishgan. Tanvinsiz ismlar ikkiga bo‘linadi:

1) Aniq holatda ham, noaniq holatda ham tanvin olmaydigan ismlar.

M: مساجد، خُبلى، حمراء، سكران، أحاد، أجمر.

2) Noaniq holatda tanvin oladigan ismlar.

M: عثمان، إبراهيم، طلحة، زينب، عمران، حضرموت، أحمد.

Tanvinli ismlarni tanvinsiz ismga aylantiradigan sabablar ham ikkiga bo‘linadi.

Ikki sabab kuchiga ega sabablar: nihoiy ko‘plik, muannaslik alifi (alif mamduda va alif maqsura).

Boshqa sabab bilan birga kelganidagina ta’sir etadigan sabablar. Ular ham o‘z navbatida ikkiga bo‘linadi:

1) Ma’naviy (semantik): atoqlilik, sifatlik.

2) Lafziy (shakliy): orttirilishi, fe’l vazniga to‘g‘ri kelish, adl-o‘zgartirish, qo‘shma otlik, muannaslik, chet tildan o‘zlashish.¹ Ayrim arabshunoslar ushbu sabablarga ko‘plikni anglatuvchi va boshqa vaznga moslovchi الif maqsurani ham qo‘shadilar.²

Bir ma’naviy va bir lafziy sabab birlashishi tufayli ismlar tanvinsiz bo‘ladi. Masalan, atoqlilik va muannaslik sabablari birga kelgani uchun فاطمة so‘zi tanvin olmaydi. Endi har bir tanvinsiz otlar turkumi bilan alohida tanishib chiqsak:

Muannas atoqli otlar

Muannas atoqli otlar atoqlilik va muannaslik tufayli tanvinsiz hisoblanadi. Muannas jinsdagi atoqli otlarda quyidagi ismlar tanvin olmasligiga ittifoq qilingan:

1) Mintaqa va makon ismlari

2) Oxiri muannaslik “ta”si- bilan tugagan muzakkar ismlar

3) Oxiri muannaslik “ta”si- bilan tugagan muannas ismlar

4) Shaklan emas, ma’no bo‘yicha muannas bo‘lgan atoqli otlar (ya’ni muannaslik “ta”- si bilan tugamagan زينب va كعب otlar).

Uch o‘zakli o‘rtasi sukunli muannas atoqli otlarda tanvin olishi yo olmasligi ham mumkin. M: عبس va هُند.³

Misollar: دعاء، فاطمة، جحمة، طلحة، معاوية، عائشة، سعاد، أسيل، زينب، مكة.⁴

Alif va nun - orttirilgan atoqli otlar

orttirilgan atoqli otlar orttirilishi va atoqlilik tufayli tanvin olmaydi.

¹ صالح فليح. صرف الممنوع من الصرف. جامعة الشرق الأوسط للدراسات العليا، 2010. ص 15-16

² أدما طريبه. الممنوع من الصرف. لبنان: مكتبة لبنان الناشر، 2001. ص 24

³ عبد العزيز علي سفر. الممنوع من الصرف في اللغة العربية. القاهرة: عالم الكتب، 2009. ص 705

⁴ أيمن أمين. النحو الكافي. القاهرة: دار التوفيقية للتراث، 2010 ج 1 ص 154

Ushbu ko‘rinishdagi atoqli otlar shaxs nomlarida ham (عثمان، ذبيان), shahar nomlarida ham (حوران، عمان) va oy nomlarida ham kelgan (رمضان، شعبان).¹

Misollar: رمضان، عثمان، شعبان، مروان، عدنان، غسان، سلمان، حسان، عمران، غطفان، عمان.²

Qo‘shma atoqli otlar

Bir ismning ikkinchi ismga qo‘shilib, yangi otga aylanishidan hosil bo‘lgan ismlar qo‘shma otlar deyiladi. Qo‘shma otlar izofa yoki bitishuv orqali bog‘lanmaydi. Qo‘shma otlar arab tilida deb nomlanadi. Qo‘shma otning birinchi qismi صَدْر، ikkinchi qismi esa عَجَز deb nomlanadi. Qo‘shma otning birinchi qismi ko‘pincha َ- fathga mabniy bo‘lsa, ikkinchi qismi ُ- zammaga tugab, ikki kelishikli bo‘ladi.

M: بَعْلَبُكْ

Qo‘shma atoqli otlar qo‘shma otlik va atoqlilik tufayli tanvin olmaydi.

Ba’zi qo‘shma otlarning سَوِيه bilan tugab keladi. Bunda ismlarga oid nahvchilarda ikki xil qarash mavjud. Birinchisi kasrga mabniy qilish bo‘lsa, ikkinchisi tanvinhsiz ism turlanishidir. M: سَيَوِيه yoki سَيَوِيه.³

Misollar: حَضْرَمَوْتُ، بَورَسَعِيدُ، نِيَوِيورْكُ، بَعْلَبُكْ، بَورَتَوَفِيْقُ.⁴

O‘zlashgan atoqli otlar

O‘zlashgan atoqli otlar o‘zlashganlik va atoqlilik tufayli tanvin olmaydi. O‘zlashgan atoqli otlar quyidagi shartlarga ko‘ra tanvin olmaydi:

1. O‘zlashgan tilida atoqli ot bo‘lishi;
2. O‘zagi uch harfdan ziyoda bo‘lishi;
3. O‘zagi uch harfli bo‘ladigan bo‘lsa, o‘rta harfi harakatli bo‘lishi.⁵

Misollar: إِبْرَاهِيمُ، إِسْمَاعِيلُ، إِسْحَاقُ، يَعْقُوبُ، يَوْسُفُ، مُوسَى، هَارُونُ، يُونُسُ، دَاوُدُ، سَلِيمَانُ، أَيُّوبُ،⁶ إِيْلْيَاسُ، عِيْسَى، عِمْرَانُ، فِرْعَوْنُ، هَامَانُ، قَارُونُ، ثَمُودُ.

O‘zgartirilgan atoqli otlar

O‘zgartirilgan - معدول otlar o‘zgartirilganlik - عَدْلٌ va atoqlilik tufayli tanvin olmaydi. عدل - o‘zgartirish bir so‘zning shaklini ma’nosi o‘zgarmagan holda boshqa shaklga o‘zgartirishdir. O‘zgartirishning shartlari o‘rin alishitirish, yengillatish, vaznga tushirish va ma’no orttirish uchun bo‘lmasligidir. Masalan، أَيْسُ - أَيْسُ o‘rin alishtirish، فَخْدُ - فَخْدُ yengillatish، جَعْفَرُ - كَوْثَرُ vaznga tushirish، رَجُلٌ - رَجُلٌ ma’no orttirishga misol bo‘ladi.⁷

¹ عبد العزيز علي سفر. الممنوع من الصرف في اللغة العربية. القاهرة: عالم الكتب، 2009. ص 706-707

² أيمن أمين. النحو الكافي. القاهرة: دار التوفيقية للتراث، 2010. ج 1 ص 155

³ عبد العزيز علي سفر. الممنوع من الصرف في اللغة العربية. القاهرة: عالم الكتب، 2009. ص 708

⁴ أيمن أمين. النحو الكافي. القاهرة: دار التوفيقية للتراث، 2010. ج 1 ص 155

⁵ عبد العزيز علي سفر. الممنوع من الصرف في اللغة العربية. القاهرة: عالم الكتب، 2009. ص 262

⁶ أيمن أمين. النحو الكافي. القاهرة: دار التوفيقية للتراث، 2010. ج 1. ص 154

⁷ عبد العزيز علي سفر. الممنوع من الصرف في اللغة العربية. القاهرة: عالم الكتب، 2009. ص 201

Arabshunos olimlar فاعل vaznidan o'zgartirilgan atoqli otlar o'n beshta ekanini ta'kidlashadi:

عمر، زفر، زحل، ثعل، جشم، قزح، دلف، عصم، جحى، بلع، مضر، هبل، هذل، قثم.

Bularga yana بتع، بصع، بتع، جُمع so'zlarini qo'shishadi. Bu so'zlar muannas ko'plikni ta'kidlab kelish uchun ishlatiladi.

M: جاءت النساء جُمع (بتع، بصع، بتع). Ayollarning hammasi keldi.¹

Fe'l vaznidagi atoqli otlar

Fe'l vaznidagi atoqli otlar fe'l vazniga mos kelgani va atoqlilik tufayli tanvin olmaydi. Fe'l vazni o'tgan zamonda bo'lishi (شَمَر)، hozirgi zamonda bo'lishi (أحمد) yoki buyruq mayli shaklida (إئْمَد) bo'lishi ham mumkin.

Misollar: أحسن، أحمد، أيمن، أشرف، أكرم، يزيد، يثرب.²

Fe'l vaznidagi sifatlar

Fe'l vaznidagi sifatlar fe'l vazniga mos tushgani va sifatliligi uchun tanvin olmaydi.

Fe'l vaznidagi sifatlar ikki shartga ko'ra tanvin olmaydi:

1) Bu sifatlarning muannas shakli tamarbuta olmasligi kerak;

2) Bu sifatlar majoziy emas, balki haqiqiy sifat bo'lishi kerak.³

Misollar: أفضل، أكبر، أعظم، أصغر، أعلى، أدنى، أولى، أحمر، أبيض، أزرق، أخضر، أسود.⁴

Alif va nun olgan sifatlar

Alif va nun olgan sifatlar alif va nun – olgani va sifatliligi uchun tanvin olmaydi.

Alif va nun olgan sifatlar ham ikki shartga ko'ra tanvin olmaydi:

1) Bu sifatlarning muannas shakli tamarbuta olmasligi kerak;

2) Bu sifatlar majoziy emas, balki haqiqiy sifat bo'lishi kerak.⁵

Misollar: جوعان، عطشان، ولهان، غضبان، فرحان، ظمان، سكران، حيران.⁶

O'zgartirilgan sifatlar

O'zgartirilgan – معدول sifatlar o'zgartirilganlik - عدل va sifatlilik tufayli tanvin olmaydi.

O'zgartirilgan sifatlar birdan o'ngacha bo'lgan sonlarni فاعل va مفعل vazniga solish bilan va آخرى so'zidan آخر ko'pligini yasash orqali hosil qilinadi.

¹ مصطفى غلابيني. جامع الدروس العربية. بيروت: المكتبة العصرية، 1993. ص 217-218

² أيمن أمين. النحو الكافي. القاهرة: دار التوفيقية للتراث، 2010 ج 1 ص 155

³ عبد العزيز علي سفر. الممنوع من الصرف في اللغة العربية. القاهرة: عالم الكتب، 2009. ص 435

⁴ أيمن أمين. النحو الكافي. القاهرة: دار التوفيقية للتراث، 2010 ج 1 ص 155-156

⁵ عبد العزيز علي سفر. الممنوع من الصرف في اللغة العربية. القاهرة: عالم الكتب، 2009. ص 413

⁶ أيمن أمين. النحو الكافي. القاهرة: دار التوفيقية للتراث، 2010. ج 1 ص 155

مَوْحَدٌ – أحاد (وحد)، مثنو – ثناء، مثلث – ثلاث، مربع – رباع، خمس – خمس، سدس – سداس، M: مسبع – سبع، مثن – ثمان، متسع – تساع، معشر – عشار.¹

Muannaslik alif mamdudasi

Muannaslik alif mamdudasi olgan ismlar tanvin olmaydi. Muannaslik alif mamdudasi deganda soʻz oxiriga qoʻshiluvchi, soʻzlarni muannas jinsda ekanligini anglatuvchi qoʻshimchasi tushuniladi.

Shuni eʼtiborda tutish kerakki, ism tanvinsiz boʻlishi uchun aynan muannaslik alif mamdudasiga ega boʻlishi kerak. Chunki alif mamdudaning 4ta turi mavjud. Agar ism oʻzak harfi boʻlmish hamza bilan tugallangan boʻlsa (إبتداء، إنشاء)، yoki “yo”- ي- yohud “vov”- وning oʻrniga kelgan hamza bilan tugallansa (بناء، سماء) bunday ism tanvin oladi.²

Misollar: صحراء، حمراء، زرقاء، جرداء، نعماء، سمراء، سمحاء، نجلاء، أطباء، أشقاء، أقوياء، أذلاء، أشقياء، أعزاء، أشداء، أبرياء، أخلاء، أصحاب، أنبياء، أتقياء، أوصياء، أغنياء، أغبياء، أنصباء، أنسباء، أقلاء.³

Muannaslik alif maqsurasi

Muannaslik alif maqsurasi olgan ismlar tanvin olmaydi. Muannaslik alif mamdudasi deganda soʻz oxiriga qoʻshiluvchi, soʻzning muannas jinsda ekanligini anglatuvchi qoʻshimchasi tushuniladi.

Bu yerda ham shuni eslatib oʻtamizki, ismlar tanvinsiz boʻlishi uchun aynan muannaslik alif maqsurasi bilan tugashi kerak. Chunki alif maqsuraning ham 4ta turi mavjud. Agar u asl oʻzak harfi boʻlgan “yo”- ي- yoki “vov”- وning oʻrninga kelgan alif maqsura boʻlsa (عصاً، هدى) bunday alif maqsurani olgan ismlar tanvinli boʻladi.⁴

Misollar: نجوى، سلوى، عطشى، جوعى، سلمى، ذكرى، حبلى، بشرى.⁵

Nihoiy koʻplik

Nihoiy koʻplik vaznida kelgan ismlar tanvin olmaydi.

Maʼlumki, aslida siniq koʻpliklardan yangi siniq koʻplik yasash mumkin. Bu yasalgan koʻplik جمع الجمع – koʻplikning koʻpligi deb ataladi. Bu tarzda bir ismdan koʻplik yasash yetti martagacha davom etishi mumkin.⁶

Masalan، أشياعni yasash mumkin. Ammo hammasi siniq koʻplikdan ham yangi siniq koʻplik yasab boʻlmaydi. Oʻzidan boshqa siniq yasalmaydigan siniq koʻplik shakli منتهى الجموع – nihoiy koʻplik deb ataladi. Uning

¹أما طريبيه. الممنوع من الصرف. لبنان: مكتبة لبنان الناشر، 2001. ص 171-172

²فؤاد نعمة. ملخص قواعد اللغة العربية. القاهرة: المكتب العلمي. ص 106-107

محمد نجيب. معجم المصطلحات النحوية والصرفية. بيروت: دار الفرقان، 1985. ص 210

³أيمن أمين. النحو الكافي. القاهرة: دار التوفيقية للتراث، 2010. ص 157

⁴فؤاد نعمة. ملخص قواعد اللغة العربية. القاهرة: المكتب العلمي. ص 106

محمد نجيب. معجم المصطلحات النحوية والصرفية. بيروت: دار الفرقان، 1985. ص 188

⁵فؤاد نعمة. ملخص قواعد اللغة العربية. القاهرة: المكتب العلمي. ص 106

⁶محمد نجيب. معجم المصطلحات النحوية والصرفية. بيروت: دار الفرقان، 1985. ص 50

birinchi harfi fathali harf bo'lishi, uchinchi harfi deb ataluvchi orttirilgan alif bo'lishi, to'rtinchi harfi kasrali harf bo'lishi, undan keyin esa bir harf yoki birinchisi sukunli "yo" bo'lgan ikki harf kelishi kerak.¹

Nihoiy ko'plikning 19ta vazni bor. Quyida ular misollar bilan beriladi:

فعال – دراهم، فعاليل – دنائير، أفاعل – أناسل، أفاعيل – أضاير، تفاعل – تجارب، تفاعيل – تسابيح، مفاعل – مساجد، مفاعيل – مصابيح، يفاعل – يحامد، يفاعيل – يحاميم، يفاعل – صيارف، يفاعيل – دياجير، فعال – صحائف، فعّال – عذري، فعّال – تراقي، فعّال – سكارى، فعّال – كراسي.²

Misollar: مساجد، معابد، مصاحف، شوارع، كنائس، نواقد، كتائب، خلافت، محاكم، قلاند، شواهد، مرافق، مبادئ، مشاكل، مجالس، مشارق، مغارب، مدارس، قبائل، كباير، مغنم، محارم، مناطق، عواقي، مسائل، مساكين، مساجين، مفاتيح، دنائير، مصابيح، شياطين، عفاريط، قوانين، خفافيشن تصاريح، تعاليم، معاير، تماثيل، فواير، مقادير، محاريب، أساطير، سرايل، ينابيع، أسابيع، صواريخ، تقاليد، أعاجيب، ثعابين.³

Tanvinsiz ismlarning kichraytirilishiga kelsak, kichraytirish ayrim tanvinsiz ismlarni tanvinli ismga aylantirsa, ba'zilarini tanvinsiz ismga o'zgartiradi, ayrimlariga esa ta'sir etmaydi:

1. Qo'shma ot (بعلبك), muannas jinsdagi atoqli ot (طلحة، زينب), muannaslik alifi olgan so'zlar (حمراء، رضوى), qo'shimchasini olgan sifat (سكران), o'zlashgan atoqli ot (إسحاق) va sof fe'liy vaznga tushadigan atoqli ot (يزيد), fe'l vazniga tushadigan sifat (أحمر) ga kichraytirish ta'sir etmaydi;

2. O'zgartirilgan (عمر), fe'l vaznida bo'lgan, kichraytirilgan fe'l vaznidan chiqib, ism vazniga mos keladigan (شمر), qo'shimchasini olgan (سرحان), nihoiy ko'plik vaznida bo'lgan (جنادل), alif maqsurasi olgan (علقى) atoqli otlar kichraytirilganda tanvinli ismga aylanadi;

3. Ushbu vaznda bo'lgan atoqli otlar (تملى، توسط، ترتب، يهبط) kichraytirilganda tanvinsiz ismga aylanadi, chunki ular kichraytirilganda fe'l vazniga mos tushadi;

4. kabi kichraytirilishdan avval tanvinli ham, tanvinsiz ham bo'lishi mumkin bo'lgan ismlar kichraytirilgach faqat tanvinsiz bo'ladi.⁴

Ko'rib o'tganimizdek, tanvinsiz ismlarga oid qoidalar ancha arabshunos olimlar tomonidan ancha keng ravishda o'rganilgan. Yuqorida keltirilgandan tashqari yana qo'shimcha qoidalar ham bor, masalan, ayol kishi erkak kishi nomi bilan nomlansa, ismi tanvinli bo'ladimi yoki yo'qmiga o'xshash masalalarni bunga misol qilishimiz mumkin. Mavzudan chetlanib ketmaslik uchun ularni keltirib o'tmadik.

¹أدما طريبيه. الممنوع من الصرف. لبنان: مكتبة لبنان الناشر، 2001. ص 42-43.

²مصطفى غلاييني. جامع الدروس العربية. بيروت: المكتبة العصرية، 1993. ج 2 ص 47-59.

³أيمن أمين. النحو الكافي. القاهرة: دار التوفيقية للتراث، 2010. ج 1 ص 157-158.

⁴عبد العزيز علي سفر. الممنوع من الصرف في اللغة العربية. القاهرة: عالم الكتب، 2009. ص 716.

اميل يعقوب. الممنوع من الصرف بين مذاهب النحاة والواقع اللغوي. بيروت: دار الجبل، 1992. ص 198-201.

Natijalar (Results)

Tanvinsiz ismlar turli grammatik va semantik sabablarga ko'ra yuzaga keladi. Ushbu ismlar quyidagicha tasniflanadi:

Aniq va noaniq holatda tanvin olmaydigan ismlar.

Noaniq holatda tanvin oladigan ismlar.

Tanvinli ismlarni tanvinsizga aylantiradigan sabablarga quyidagilar kiradi:

Lafziy sabablar: O'zgartirilgan vaznlar, o'zlashgan so'zlar.

Ma'naviy sabablar: Atoqlilik, sifatlik, muannaslik, va boshqalar.

Grammatik tahlilda tanvinsiz ismlar ko'proq atoqli ismlar va o'zlashgan so'zlar sifatida qaraladi.

Muhokama (Discussion)

Arab tilshunoslari tanvinli va tanvinsiz ismlar orasidagi farqni faqat grammatik sabablar bilan emas, balki semantik va kontekstual holatlarda ham tushuntiradilar. Atoqli ismlar, o'zlashgan so'zlar, va fe'l vaznida bo'lgan ismlar ko'pincha tanvin olmaydi, chunki ular semantik jihatdan o'zgarishga moyil emas. Shuningdek, muannaslik, ajamiylik (o'zlashganlik) kabi omillar ham bu farqni kuchaytiradi.

Xulosa (Conclusion)

Arab tili grammatikasida tanvinsiz ismlar muhim o'rin tutadi. Bu ismlar arab tilining sintaksis va morfologiyasini chuqurroq tushunishga yordam beradi. Ali Jorimning "An-Nahv ul-Wodih" asarida tanvinsiz ismlar haqidagi qarashlar ko'p jihatdan boshqa arab grammatik olimlari tomonidan qo'llab-quvvatlanadi va ular ushbu mavzuning rivojlanishiga katta hissa qo'shgan. Tanvinsiz ismlarning grammatik va semantik jihatlari arab tilshunoslarining ilmiy tadqiqotlarida muhim o'rin tutadi, va ularning tahlili tilni o'rganishdagi asosiy omillardan biridir.

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**PEDAGOGIKADA EKOLOGIK TA'LIM-TARBIYA BERISHNING
HUQUQIY ASOSLARI VA UNI TAKOMILLASHTIRISHDA
INNOVATSION G'OYALARNI QO'LLASH**

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Pedagogika fanlari bo'icha falsafa doktori (PhD) dotsent

**ПРАВОВЫЕ ОСНОВЫ ЭКОЛОГИЧЕСКОГО ОБРАЗОВАНИЯ И
ВОСПИТАНИЯ А ТАКЖЕ ПРИМЕНЕНИЕ ИННОВАЦИОННЫХ ИДЕЙ
В ЕГО СОВЕРШЕНСТВОВАНИИ**

Холмуминова О.Ж.

Резюме: В статье рассматриваются некоторые вопросы правовых основ экологического образования и воспитания а также применение инновационных идей в его совершенствовании.

Ключевые слова и понятия: эколого-правовое воспитание, эколого-правовое образование, экологическое безопасность, экологическо-инновационная конструкция, экологическое законодательство, экологически устойчивое развитие, зеленая экономика, глобальный инновационный индекс.

**LEGAL FOUNDATIONS OF ENVIRONMENTAL EDUCATION AND
UPBRINGING AS WELL AS THE APPLICATION OF INNOVATIVE IDEAS
IN ITS IMPROVEMENT**

Xolmuminova O.J.

Summary: The article discusses some issues of the legal foundations of environmental education and upbringing as well as the application of innovative ideas in its improvement.

Key words: environmental education, environmental education, environmental safety, environmental and innovative design, environmental legislation, environmentally sustainable development, green economy, global innovation index.

Bugungi kunda, jamiyat va shaxs taraqqiyotida hal qiluvchi o‘rin tutadigan, kelajak bunyodkorlari bo‘lgan yosh avlodni tarbiyalash mas‘uliyati yuklangan ta‘lim sohasini muttasil yangilash, ilg‘or va innovatsion g‘oyalar bilan uyg‘un taraqqiy etishini ta‘minlash o‘ta muhim ahamiyatga egadir.

O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev alohida uqtirib o‘tganidek, ”ilm-fan, zamonaviy va uzluksiz ta‘lim tizimini yanada takomillashtirish zarur. Xalqimizda “ta‘lim va tarbiya beshikdan boshlanadi” degan hikmatli bir so‘z bor. Faqat ma‘rifat insonni kamolga, jamiyatni taraqqiyotga yetaklaydi.”

Ushbu konseptual g‘oya, bir so‘z bilan aytganda-ilm o‘rganish, ta‘lim olish, ijod qilish insonga rohat baxsh etishi uchun, unda yangi g‘oyalar, kreativlik, tashabbuskorlikka rag‘bat uyg‘otish uchun barcha zamonaviy shart-sharoitlar yaratilishi maqsadga muvofiqligini taqozo etadi.

Mamlakatimizda O‘zbekiston Respublikasida Barqaror rivojlanish maqsadlarida ta‘lim bo‘yicha Birlashgan Millatlar Tashkiloti (BMT) Dekadasi va BMTning Yevropa Iqtisodiy Komissiyasi Strategiyasining bajarilishiga ko‘maklashish bo‘yicha qo‘shma tadbirlar dasturi amalga oshirilayotganligi, ming yillik rivojlanish Maqsadlari, xususan “Ekologik barqarorlikni ta‘minlash”ga erishish Maqsadi bo‘yicha O‘zbekiston Respublikasining milliy ma‘ruzasi tayyorlanib chop etilayotganligi o‘quvchi-yoshlarga ijobiy ta‘sir etmoqda.

Keyingi paytlarda pedagogika nazariyasida ushbu masalaning ayrim tomonlari, X.E.Mengnorov, X.B.Norbo‘tayeov, J.T.Xolmo‘minov, J.Isakulova, K.B.Muxammadiyev va E.B.Aydarovlarning ilmiy ishlarida e‘tibor berilgan ammo, uning ekologik huquqiy tomonlari to‘la ishlanmagan.

O‘z navbatida mazkur institut oldiga mutlaqo yangi, zamonaviy ta‘lim tizimini joriy etish, ta‘lim muassasalarida o‘quv-tarbiyaviy jarayonni ilg‘or pedagogik texnologiyalar, zamonaviy innovatsion shakl va uslublarda tashkil etish vazifasi qo‘yilmoqda. Shu ma‘noda, mazkur ustuvor vazifalarni amalga oshirish maqsadida, pedagogik ta‘lim-tarbiya institutida innovatsion muhit yaratilib barcha ta‘lim muassasalariga keng tatbiq etilib uning zamonaviy huquqiy asosi yaratilmoqda.

Ayniqsa, O‘zbekiston Respublikasi Prezidentining «Umumiy o‘rta, o‘rta maxsus va kasb-hunar ta‘limi tizimini tubdan takomillashtirish chora-tadbirlari to‘g‘risida»gi, 25 yanvar 2018 yilgi farmonida yoshlarni har tomonlama barkamol shaxs qilib, vatanparvarlik va milliy mustaqillik g‘oyalariga sodiqlik ruhida tarbiyalashga, shuningdek, o‘quvchilarda boy ilmiy, madaniy va ma‘naviy merosimizga, milliy va umuminsoniy qadriyatlarga asoslangan ma‘naviy va axloqiy sifatlarni rivojlantirishga yo‘naltirilgan pedagogik jarayonni yangi pedagogik shakl va usullar asosida tashkil etish masalasiga alohida e‘tibor berish lozimligi ko‘rsatib o‘tildi.

Yuqoridagilardan ko‘rinib turibdiki, bu esa maktablarda yoshlarga ekologik-huquqiy ta‘lim va tarbiyani olib borishda yangi zamonaviy tizimli innovatsion g‘oyalarni qo‘llashni taqozo etib o‘ta dolzarb masala hisoblanadi.

Ayniqsa, O‘zbekiston Respublikasi Prezidentining “2019-2021 yillarda O‘zbekiston Respublikasini innovatsion rivojlantirish strategiyasini tasdiqlash to‘g‘risida”gi 21 sentabr 2018 yilgi Farmonida “Jamiyat va davlat hayotining barcha sohalari shiddat bilan rivojlanayotgani islohotlarni mamlakatimizning jahon sivilizatsiyasi yetakchilari qatoriga kirish yo‘lida tez va sifatli ilgarilashini ta‘minlaydigan zamonaviy innovatsion g‘oyalar, ishlanmalar va texnologiyalarga asoslangan holda amalga oshirishni taqozo etadi”, -deb alohida ta‘kidlandi.

Fikrimizcha, mazkur g‘oya maktablarda ekologik huquqiy ta‘lim- tarbiyani olib borishning huquqiy asosini o‘zida ifoda etib, ushbu talabga ko‘ra 2018 yildan e‘tiboran O‘zbekistonda maktab ta‘limiga xususiy investitsiyalar jalb qilina boshlanganligi ham ijobiy holdir.

Masalan: Mamlakat xalq ta‘limi vazirligi axborot xizmatidan xabar berishicha, xususan, Toshkent shahrining Shayxontohur tumanida joylashgan ikki maktab bazasida xalq ta‘limi sohasida davlat-xususiy sheriklik (DXSH) sinov loyihalari amalga oshirilmoqda. Ushbu sinov loyihalari asosida xalq ta‘limi sohasiga xususiy mablag‘larni jalb etish ko‘zda tutiladi. Bu esa investitsiyalar bilan birga ta‘lim sohasiga innovatsiyalar va malakali o‘qituvchilarni jalb etish, bu esa ta‘lim sifatini oshirishga ko‘mak beradi. DXSH loyihasi doirasida investorlar bolalarning ta‘lim olishlari va o‘qituvchilarning samarali ishlashlari uchun hamma sharoitlarni yaratishlari lozim bo‘ladi. Natijada, o‘z o‘rnida sarmoyadorlar maktab mulki va obyektlaridan 30 yil mobaynida beg‘araz foydalanish imkoniyatiga ega bo‘ladilar.

Shuningdek, O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev 2018 yilning 5 sentabr kuni “Xalq ta‘limi tizimiga boshqaruvning yangi tamoyillarini joriy etish chora-tadbirlari to‘g‘risida”gi qarori imzolaniib, mazkur hujjat xalq ta‘limi sohasida davlat-xususiy sheriklikni rivojlantirish uchun qulay shart-sharoitlar yaratishning huquqiy asosini belgilab berdi.

Ana shu maqsadda, Qonunchilik palatasi tomonidan O‘zbekiston Respublikasining 2019 yil 26 aprelda qabul qilingan Senat tomonidan 2019 yil 3 mayda ma‘qullangan “Davlat-xususiy sheriklik to‘g‘risida”gi Qonuni qabul qilinganligi ham katta ahamiyatga ega ekanligini alohida ta‘kidlash o‘rinlidir.

Ta‘limdagi investitsiya eng jozibador va samaradorligi kafolatlangan sarmoyadir. Chunki bu sarmoya jamiyatning yosh egalarini ulg‘aytirishga, ularning iste‘dod sifatida shakllanishiga ko‘mak beradi.

Ana shu talablarni amalga oshirish va takomillashtirish maqsadida 2019 yil 29 apreldagi PF-5712-son O‘zbekiston Respublikasi Prezidentining “Xalq ta’limi tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida” gifarmoni ham qabul qilindi.

Mazkur hujjatga ko‘ra, O‘zbekiston Respublikasida umumiy o‘rta va maktabdan tashqari ta’limni tizimli isloh qilishning ustuvor yo‘nalishlarini belgilash, o‘sib kelayotgan yosh avlodni ma’naviy-axloqiy va intellektual rivojlantirishni sifat jihatidan yangi darajaga ko‘tarish, o‘quv-tarbiya jarayoniga ta’limning innovatsion shakllari va usullarini joriy etish masalasiga alohida e’tibor berilib, O‘zbekiston Respublikasining 2030 yilga kelib PISA (The Programme for International Student Assessment) O‘quvchilarning ta’lim sohasidagi yutuqlarini baholash bo‘yicha xalqaro dastur reytingi bo‘yicha jahonning birinchi 30 ta ilg‘or mamlakati qatoriga kirishiga erishish lozimligi ko‘rsatib o‘tildi.

Shuni alohida ta’kidlash joizki, o‘quvchilarga ekologik huquqiy ta’lim-tarbiya berishda innovatsion konstruksiya ta’lim berish vositalaridan biri sifatida foydalaniladi. Bunda faoliyat ko‘rsatayotgan pedagoglarning ilmiy ishlar salohiyati balki, tinglovchi sifatida tashrif buyurganlar o‘z ijod namunalarini namoyish qilish imkoniyatiga ham ega bo‘lib, bu esa maktab o‘quvchilariga ekologik ta’lim-tarbiya berish jarayonida juda katta zamonaviy yangi axborot texnologiyalaridan foydalanishni taqozo etadi.

Shu ma’noda o‘quvchilarga atrof-muhitni ifloslantirish darajasini kamaytiradigan ekologik toza texnologiyalarni qo‘llagan holda ishlab chiqarish qobiliyatini oshirishni nazarda tutuvchi “yashil iqtisodiyot” texnologiyalarini joriy etish; tabiiy resurslardan oqilona foydalanish va qayta ishlash, biologik landshaft xilma-xilligini saqlash, ekologik toza texnologiyalardan foydalanish va ishlab chiqarishda texnologik jarayonlarni takomillashtirish, tabiiy resurslar, suvni tozalash va chuchuklashtirish, undan oqilona foydalanishning zamonaviy shakllaridan samarali foydalanish; ichimlik suvi ta’minoti, xavfsizligi va barkarorligini ta’minlash; suv obyektlarini saqlash va qayta tiklash; ichimlik suvi tarmoqlarini qurish va tejamkor zamonaviy texnologiyalarni joriy etishga oid masalalarni kengroq tushuntirish hamda zamonaviy tushunchalar berish maqsadga muvofiqligini talab etadi.

Shu ma’noda, ekologik-huquqiy ta’lim va tarbiya asosan oilada olib borilishini inobatga oladigan bo‘lsak, demak har bir oilada o‘sib-ulg‘ayayotgan yoshlarimiz mustaqil davlatimizning ekologik siyosati hamda uning mazmunini, huquqiy-ekologik muammolar hamda ularni hal qilishning huquqiy-iqtisodiy tomonlarini yaxshi bilishlari, chuqur huquqiy-ekologik bilimlarga ega bo‘lishlari va jamiyat faoliyatining ekologik sohasida faol qatnashishlari zarur bo‘ladi.

Shuningdek, ta'lim muassasalarida o'qitish jarayonida o'quvchilar ongini hozirgi ekologik muammolar mohiyatini ochib beruvchi bilimlar bilan boyitish va shu bilimlarni ularning amaliy faoliyati, ijtimoiy mehnati bilan mustahkamlab borish maqsadga muvofiqdir.

Bunday mas'uliyatli vazifani hal qilish uchun o'qituvchidan shu soha bo'yicha bilimga, pedagogik mahoratga, yuksak ekologik huquqiy madaniyatga ega bo'lish, shuningdek, tinimsiz izlanish va o'rganish talab qilinadi.

Bu borada o'quv muassasalarida "Ekologik markaz", "Ekologik to'garak"larni tashkil qilish, muntazam ravishda ekofestivallar yoki tanlovlar o'tkazib turish, o'quv-metodik qo'llanmalar, darsliklar, ko'rgazmali materiallarni nashr etish yaxshi samara berishi, shubhasiz.

Shuni alohida ta'kidlash joizki, ekologik ta'lim-tarbiyani yuzaga keltiruvchi maskanlardan yana biri, bu-mahalladir. Vaholangki, azaliy qadriyatlarimizdan bo'lmish umumxalq hasharlarini o'tkazish va ularga yoshlarni ko'proq jalb etish atrof muhitni muhofaza qilishda o'ta muhimdir.

Umuman olganda, oila, maktabgacha ta'lim, maktab va litsey, o'quv yurtlari, fuqarolarning o'zini o'zi boshqarish organlari faoliyatida yoshlarning uzluksiz ekologik ta'lim-tarbiyasi borasida samarali tizimni yaratish, bu faoliyatda yangi zamonaviy innovatsion yutuqlarni qo'llash, eng muhim vazifalardan biridir.

Bundan tashqari, (OAV) ommaviy axborot vositalarida ekologiya va atrof-muhitni muhofaza qilishga bag'ishlangan turkum ko'rsatuv, eshittirishlar, ijtimoiy-ekologik roliklarni muntazam efirga uzatib borish, vaqtli matbuot nashrlarida maqolalar chop etish orqali targ'ibot-tashviqot ishlarini kuchaytirish ham o'quvchi-yoshlarning ekologik madaniyatini oshirishda muhim ahamiyatga egadir.

Shu ma'noda ta'kidlash o'rinliki, bugungi kunda pedagogikada ekologik ta'lim-tarbiya berishning huquqiy asoslari va uni takomillashtirishda innovatsion g'oyalarni qo'llash va mustahkamlashda quyidagi jihatlarga e'tibor berish maqsadga muvofiqdir:

- oilada olib borilayotgan ekologik huquqiy ta'lim va tarbiyani maktabgacha ta'lim muassasalarida rivojlantirib, maktab, litsey va kollejlarda interaktiv va interfaol usullarda zamon talabi asosida olib borish;

- ota-onalar, maktab, oliy o'quv yurti mutaxassilari va OAV tomonidan yoshlarga ko'proq ekologik-huquqiy ta'lim va tarbiya mavzularida tushuntirish ishlarini slayd, banner, videorolik, internet va yangi ATV asosida olib borish;

- mahallalarda yaxshi ekologik-huquqiy ta'lim va tarbiya olib borayotgan har bir oila tajribalarini kengroq yoritish; "Oila ekologiyasi", "Inson ekologiyasi", "Yoshlar ekologiyasi" haqida yoshlarga kengroq zamonaviy innovatsiyaga asoslangan tushunchalar berish;

-mahallalarda “Huquqiy axborot kuni” loyihasini tashkil etish, bunda aniq bir kunda rejalashtirilgan yo‘nalish bo‘yicha malakali advokatlar, notariuslar, yuridik xizmatlar xodimlari va boshqalar tomonidan aholiga ekologik huquqiy tushuntirishlar berilishini ta’minlab borish;

- yoshlarimiz o‘rtasida ekologik huquqiy ta’lim va tarbiyani yanada kuchaytirish maqsadida, “Ekologik-huquqiy ta’lim va tarbiya” maxsus kursini o‘qitish hamda boshqa tadbirlarni amalga oshirish muhim ahamiyat kasb etadi deb o‘ylaymiz.

-ekologiya va atrof muhitni muhofaza qilish hamda uni boyliklaridan oqilona foydalanishda, o‘quvchilarga mehr - muhabbat uyg‘otish borasida bir qator rivojlangan xorijiy mamlakatlar, jumladan: AQSH, Buyuk Britaniya, Germaniya, Fransiya, Xitoy, Janubiy Korea, Belgiya, Yaponiya, Gollandiya, Shvetsiya, Singapur, Rossiya va boshqalarning tajribalaridan foydalanish;

Masalan: AQShda milliy g‘oya vazifasini “amerika orzusi” (american dream) bajarmoqda. U amerika davlatining oliy qadriyatlari yig‘indisi, millatning ma’naviy onasi deb tushuniladi. “Amerika orzusi”ning asosiy tushunchalarini shaxs erkinligi, erkin tadbirkorlik, demokratiya, muvaffaqiyatga erishishga qaratilgan mehnat tashkil qiladi.

AQShda fuqarolara zamon talablariga mos fazilatlarni qaror toptirishda fuqaro ekologik tarbiyasida shaxs bu sohada nimagaki erishsa, qanday maqomni egallasa, bunga faqat o‘zning ekologik huquqiy ongi, tafakkuri va iste’dodi bilangina yetishadi, ya’ni “amerika orzusi”ga ishonch kabi fazilatlar yetakchilik qilganini ko‘ramiz.

Yaponiyada fuqaroni ekologik huquqiy tarbiyalash-“axloqiy tarbiya” tizimi “xarakterni shakllantirishga yo‘naltirilgan ta’lim”, “davlat uchun maqbul axloqiy sifatlarni tarbiyalashga qaratilgan faoliyat”, “fuqarolik axloqi asoslarini tarbiyalash”, “vatanparvarlik” tizimi vazifasini o‘taydi.

Xitoyda Konfutsiylik axloqining besh asosiy ustuni etib yaxshilik, to‘g‘rilik, poklik, donolik va ishonchlilik kabi fazilatlar belgilab olinadi va amal qilinadi. Yoshlarning ekologik tarbiyasi “Ona Vatanga xizmat qilish va sodiq bo‘lish” g‘oyasi asosida tashkil etildi. Yoshlar shaxsiy va milliy manfaatlarni uyg‘un tutishga va atrof muhitni muhofaza qilish va tabiiy resurslardan oqilona foydalanishga o‘rgatib boriladi.

Shuningdek, Janubiy Koreyada milliy g‘oya asosida yoshlar ekologik ongiga urf-odatlar, axloqiy ideallar orqali singdirib boriladi. Yoshlarni hayotga tayyorlashda oila, maktabgacha ta’limga jumladan, yoshlar bilan tabiat o‘rtasidagi mutanosiblikni saqlashga alohida e’tibor qaratilishini ko‘rishimiz mumkin.

Xullas, bugungi kunda qo‘yilgan birlamchi vazifa O‘zbekiston Respublikasining 2030 yilga kelib, Global innovatsion indeks reytingi bo‘yicha jahonning 50 ilg‘or mamlakati qatoriga kirishiga erishish uchun eng avvalo, hayotimizning barcha jabhalariga ana shunday ilg‘or texnologiyalarni hamda innovatsiyalarni joriy etish hamda qo‘llash kelajak avlodga ekologik huquqiy ta’lim-tarbiya berishni zamonaviy muhitini yaratishga xizmat qiladi.

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AXBOROTLASHGAN JAMIYATNI O'RGANISHDA IJTIMOIIY-FALSAFIY JIHATLARINI ZAMONAVIY TAHLIL QILISH

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ANNOTATSIYA: Maqolada zamonaviy dunyo globalizatsiya jarayonida tez sur'atlar bilan rivojlanishi, bu jarayon iqtisodiy, siyosiy va madaniy sohalaridagi o'zgarishlarni, globalizatsiya ijtimoiy tengsizlikni oshirish, milliy madaniyatlarning yo'qolishi va ekologik muammolarni kuchaytirish kabi salbiy tasirchanligi xaqida fikr muloxaza yuritamiz.

KALIT SO'ZLAR: axborotlashgan jamiyat, sun'iy intellekt, zamonaviy jamiyatni, texnologiya, vertuval muhit.

ANNOTATION: The article discusses the rapid development of the modern world in the process of globalization, the changes that this process has brought to the economic, political and cultural spheres, the negative effects of globalization, such as increasing social inequality, the loss of national cultures and the exacerbation of environmental problems.

KEYWORDS: information society, artificial intelligence, modern society, technology, virtual environment.

АННОТАЦИЯ: в статье мы обсуждаем бурное развитие современного мира в процессе глобализации, изменения в экономической, политической и культурной сферах, негативные последствия глобализации, такие как рост социального неравенства, утрата национальной культуры и увеличение экологических проблем.

КЛЮЧЕВЫЕ СЛОВА: информационное общество, искусственный интеллект, современное общество, технологии, виртуальная среда.

Mavzuning dolzarbligi; Axborotlashgan jamiyat insoniyat hayotining barcha sohalariga chuqur ta'sir ko'rsatmoqda. Uning ijtimoiy-falsafiy jihatlarini zamonaviy tahlili qilish, uning rivojlanishiga oid muhim masalalarni tushunish va kelajakdagi o'zgarishlarga tayyorgarlik ko'rish uchun juda muhimdir. Ushbu tahlil orqali biz axborotlashgan jamiyatning ijobiy va salbiy tomonlarini aniqlab, insoniyatning kelajagi uchun to'g'ri yo'lni tanlashga yordam bera olamiz. Zamonaviy jamiyatni o'rganishning ijtimoiy-falsafiy jihatlarini juda keng va murakkab mavzu. Bu sohada ko'plab muhim masalalar mavjud, masalan: Globalizatsiya va uning ijtimoiy oqibatlari: Zamonaviy dunyo globalizatsiya jarayonida tez sur'atlar bilan rivojlanmoqda. Bu jarayon iqtisodiy, siyosiy va madaniy sohalarida katta o'zgarishlarni keltirib chiqarmoqda. Globalizatsiya ijtimoiy tengsizlikni oshirish, milliy madaniyatlarning yo'qolishi va ekologik muammolarni kuchaytirish kabi salbiy oqibatlarga ham olib kelishi mumkin.

Texnologiya va uning ijtimoiy ta'siri: Texnologiya jamiyatimizni tubdan o'zgartirmoqda. Internet, ijtimoiy tarmoqlar, sun'iy intellekt va boshqa texnologiyalar inson hayotining barcha sohalariga ta'sir ko'rsatmoqda. Texnologiyaning ijobiy va salbiy tomonlarini o'rganish, uning jamiyatga ta'sirini baholash muhimdir. Ijtimoiy adolat va tengsizlik: Zamonaviy jamiyatda ijtimoiy adolat va tengsizlik masalasi juda dolzarbdir. Boylik va daromadlarning taqsimlanishi, ta'lim va sog'liqni saqlashga kirish imkoniyatlari, jinsiy va irqiy kamsitish kabi masalalar ijtimoiy adolatni ta'minlashda muhim rol o'ynaydi. Shaxsiyat va jamiyat: Zamonaviy jamiyatda shaxsiyatning o'rni va roli o'zgarmiqda. Individualizm va kollektivizm, shaxsiy erkinlik va jamiyat qoidalari o'rtasidagi munosabatlarni o'rganish muhimdir. Madaniy xilma-xillik va tolerantlik: Zamonaviy jamiyatda turli madaniyatlar va etnik guruhlar birga yashaydi. Madaniy xilma-xillikni hurmat qilish, tolerantlik va o'zaro tushunishni rivojlantirish muhimdir. Zamonaviy jamiyatni o'rganishning ijtimoiy-falsafiy jihatlarini bizga jamiyatimizni chuqurroq tushunishga, uning muammolarini hal qilishga va kelajagini shakllantirishga yordam beradi.

Mavzuga oid mavjud muammolar. Axborotlashgan jamiyat - bu zamonaviy dunyoning eng muhim tendentsiyalaridan biri bo'lib, u insoniyat hayotining barcha sohalariga chuqur ta'sir ko'rsatmoqda. Ushbu jamiyatning ijtimoiy-falsafiy jihatlarini zamonaviy tahlili qilish, uning rivojlanishiga oid muhim masalalarni tushunish va kelajakdagi o'zgarishlarga tayyorgarlik ko'rish uchun juda muhimdir. Zamonaviy jamiyatni o'rganishning ijtimoiy-falsafiy jihatlarini juda keng va murakkab mavzu bo'lib, bir qator muammolarga duch keladi. Bu muammolarni quyidagi toifalarga ajratish mumkin:

Birinchidan. metodologik muammolar: ko'p qirrali va dinamik xarakter: Zamonaviy jamiyat juda ko'p qirrali va doimiy ravishda o'zgarib turadigan tizimdir.

Uni o'rganish uchun mos keladigan metodologiya va usullarni ishlab chiqish qiyin. Ob'ektivlik va sub'ektivlik: Jamiyatni o'rganishda ob'ektivlikni saqlash va o'rganuvchining sub'ektiv fikrlaridan xoli bo'lish muhimdir. Biroq, bu vazifa oson emas, chunki har bir o'rganuvchi o'zining ijtimoiy tajribasi va qarashlari bilan chegaralangan. Ma'lumotlarning etishmasligi yoki ishonchsizligi: Zamonaviy jamiyat haqida to'liq va ishonchli ma'lumotlarga ega bo'lish qiyin. Ko'pincha ma'lumotlar etishmaydi yoki ularning ishonchliligi shubhali bo'ladi. [1,60]

Ikkinchidan. Nazariy muammolar: Universal nazariyaning yo'qligi: Zamonaviy jamiyatni tushuntirishga qodir universal nazariya hali ham mavjud emas. Ko'plab nazariyalar mavjud, ammo ularning har biri faqat jamiyatning ayrim jihatlarini yoritadi. Turli nazariyalar o'rtasidagi ziddiyatlar: Turli ijtimoiy-falsafiy nazariyalar o'rtasida ko'plab ziddiyatlar mavjud. Masalan, liberalizm va kommunizm, individualizm va kollektivizm, kapitalizm va sotsializm kabi nazariyalar o'rtasida keskin farqlar mavjud. Nazariyani amaliyotga tatbiq qilish qiyinligi: Ko'pincha ijtimoiy-falsafiy nazariyalarni amaliyotga tatbiq qilish qiyin bo'ladi. Chunki jamiyat murakkab tizim bo'lib, nazariyalarni to'g'ridan-to'g'ri amaliyotga qo'llash mumkin emas.

Uchinchidan. Amaliy muammolar: Ijtimoiy muammolarni hal qilish qiyinligi: Zamonaviy jamiyatda ijtimoiy muammolar juda ko'p. Masalan, tengsizlik, qashshoqlik, jinoyatchilik, ekologik muammolar, migratsiya va boshqalar. Ushbu muammolarni hal qilish juda qiyin va ko'pincha bir-biriga bog'liq. Jamiyatni boshqarishning qiyinligi: Zamonaviy jamiyatni boshqarish juda qiyin. Chunki jamiyatning o'zi dinamik va murakkab, shuningdek, turli guruh va manfaatlar o'rtasidagi ziddiyatlar mavjud. Jamiyatning kelajagi haqida noaniqlik: Zamonaviy jamiyatning kelajagi haqida aniq tasavvurga ega bo'lish qiyin. Texnologiya rivojlanishi, globalizatsiya, ekologik muammolar va boshqa omillar jamiyatning kelajagini noaniq qiladi. [2,80]

Muammoni hal qilish usullari. Zamonaviy jamiyatni o'rganishning ijtimoiy-falsafiy jihatlarini murakkab va ko'p qirrali mavzu bo'lib, uni to'liq tushunish va muammolarini hal qilish uchun bir qator usullardan foydalanish kerak. Quyida ba'zi muhim usullarni keltiramiz: birinchi usul interdissiplinar yondashuv usuli bo'lib turli fanlarni o'qitishda birlashtirish orqali ijtimoiy, falsafiy, iqtisodiy, antropologik, psixologik va boshqa fanlarning bilimlarini o'rganish orqali zamonaviy jamiyatni kengroq va chuqurroq tushunish mumkin. Interdissiplinar yondashuv jamiyatning kompleks muammolarini, masalan, tengsizlik, qashshoqlik, ekologik muammolarni hal qilishda yordam beradi. [3,20] Turli nuqtai nazardan baholash: Turli fanlarning nuqtai nazarlarini birlashtirish orqali jamiyatni ko'p qirrali va xolis baholash mumkin bo'ladi. Ma'lumotlarni sinchkovlik bilan o'rganish: Jamiyat haqidagi ma'lumotlarni sinchkovlik bilan o'rganish, ularning ishonchliligi va ob'ektivligini tekshirish zarur.

Turli nuqtai nazardan baholash: Jamiyatdagi hodisalarni turli nuqtai nazardan baholash, ularning sabablarini va oqibatlarini chuqur tushunishga yordam beradi. Stereotiplar va oldindan qabul qilingan fikrlardan xoli bo'lish: Jamiyatni o'rganishda oldindan qabul qilingan fikrlardan xoli bo'lish, stereotiplarga berilmaslik va ob'ektivlikni saqlash muhimdir. [4,10]

Empirik tadqiqotlar: Savollarga javob izlash: Empirik tadqiqotlar orqali jamiyat haqidagi savollarga javob izlash, ma'lumotlar to'plash va ularni tahlil qilish mumkin. Nazariyalarni tekshirish: Empirik tadqiqotlar orqali ijtimoiy-falsafiy nazariyalarni tekshirish, ularning to'g'riligini va amaliy ahamiyatini baholash mumkin. Jamiyatdagi o'zgarishlarni kuzatish: Empirik tadqiqotlar orqali jamiyatdagi o'zgarishlarni kuzatish, ularning sabablarini va oqibatlarini aniqlash mumkin.

Jamoatchilik bilan ishlash: Muammolarni aniqlash: Jamoatchilik bilan ishlash orqali jamiyatdagi asosiy muammolarni aniqlab olish, ularning sabablarini va oqibatlarini tushunish mumkin. Yechimlarni ishlab chiqish: Jamoatchilik bilan birgalikda muammolarni hal qilish uchun samarali yechimlarni ishlab chiqish mumkin. Jamiyatni o'zgartirishga hissa qo'shish: Jamoatchilik bilan ishlash orqali jamiyatni o'zgartirishga hissa qo'shish, uning rivojlanishiga ijobiy ta'sir ko'rsatish mumkin.[5,100]

Ilmiy asoslangan taklif va tavsiyalar. Zamonaviy jamiyatni o'rganishning ijtimoiy-falsafiy jihatlarida juda muhim va dolzarb mavzulardan biri bo'lib, ilmiy asoslangan taklif va tavsiyalar sifatida quydagilarni keltiramiz:

Birinchidan, interdissiplinar yondashuvni kuchaytirish: Turli fanlarni birlashtirish: Ijtimoiy, falsafiy, iqtisodiy, antropologik, psixologik va boshqa fanlarning bilimlarini birlashtirish orqali zamonaviy jamiyatni kengroq va chuqurroq tushunish mumkin. Muammolarni kompleks hal qilish: Interdissiplinar yondashuv jamiyatning kompleks muammolarini, masalan, tengsizlik, qashshoqlik, ekologik muammolarni hal qilishda yordam beradi. Tadqiqot guruhlarini shakllantirish: Turli fanlar vakillarini o'z ichiga olgan tadqiqot guruhlarini shakllantirish, ularning hamkorligini kuchaytirish va interdissiplinar tadqiqotlarni rivojlantirish kerak.

Ikkinchidan, kreyativ fikrlashni rivojlantirish: Ma'lumotlarni sinchkovlik bilan o'rganish: Jamiyat haqidagi ma'lumotlarni sinchkovlik bilan o'rganish, ularning ishonchliligi va ob'ektivligini tekshirish zarur. Turli nuqtai nazardan baholash: Jamiyatdagi hodisalarni turli nuqtai nazardan baholash, ularning sabablarini va oqibatlarini chuqur tushunishga yordam beradi. Stereotiplar va oldindan qabul qilingan fikrlardan xoli bo'lish: Jamiyatni o'rganishda oldindan qabul qilingan fikrlardan xoli bo'lish, stereotiplarga berilmaslik va ob'ektivlikni saqlash muhimdir.

Uchunchidan, empirik tadqiqotlarni kengaytirish: Savollarga javob izlash: Empirik tadqiqotlar orqali jamiyat haqidagi savollarga javob izlash, ma'lumotlar

to'plash va ularni tahlil qilish mumkin. Nazariyalarni tekshirish: Empirik tadqiqotlar orqali ijtimoiy-falsafiy nazariyalarni tekshirish, ularning to'g'riligini va amaliy ahamiyatini baholash mumkin. Jamiyatdagi o'zgarishlarni kuzatish: Empirik tadqiqotlar orqali jamiyatdagi o'zgarishlarni kuzatish, ularning sabablarini va oqibatlarini aniqlash mumkin.

To'rtinchidan, jamoatchilik bilan ishlashni kuchaytirish, muammolarni aniqlash: Jamoatchilik bilan ishlash orqali jamiyatdagi asosiy muammolarni aniqlab olish, ularning sabablarini va oqibatlarini tushunish mumkin. Yechimlarni ishlab chiqish: Jamoatchilik bilan birgalikda muammolarni hal qilish uchun samarali yechimlarni ishlab chiqish mumkin. Jamiyatni o'zgartirishga hissa qo'shish: Jamoatchilik bilan ishlash orqali jamiyatni o'zgartirishga hissa qo'shish, uning rivojlanishiga ijobiy ta'sir ko'rsatish mumkin. Ta'lim va ommaviy axborot vositalarining rolini kuchaytirish: Ijtimoiy-falsafiy bilimlarni targ'ib qilish: Ta'lim tizimida ijtimoiy-falsafiy bilimlarni targ'ib qilish, tanqidiy fikrlash qobiliyatini rivojlantirish va jamiyat haqida chuqur tushuncha hosil qilish zarur.

Ommaviy axborot vositalarining mas'uliyatini oshirish: Ommaviy axborot vositalari jamiyatni o'rganishda muhim rol o'ynaydi. Ularning mas'uliyatini oshirish, ob'ektiv va xolis ma'lumotlarni taqdim etish, tanqidiy fikrlashni rag'batlantirish va jamoatchilik muhokamasini rivojlantirish kerak. Ushbu taklif va tavsiyalarni amalga oshirish orqali zamonaviy jamiyatni chuqurroq tushunish, uning muammolarini hal qilish va kelajagini shakllantirish mumkin. Muammolarni hal qilish uchun ijtimoiy-falsafiy fikrlashni rivojlantirish, turli nazariyalarni sinchkovlik bilan o'rganish, amaliy tadqiqotlar olib borish va jamiyatning kelajagini shakllantirishda faol ishtirok etish zarur. Yuqoridagi usullarni birgalikda qo'llash orqali zamonaviy jamiyatni chuqurroq tushunish, uning muammolarini hal qilish va kelajagini strategik jihatdan shakllantirish mumkin. Axborot texnologiyalari odamlar o'rtasidagi munosabatlarni o'zgartiradi. Virtual muhitda aloqa, ijtimoiy tarmoqlar va onlayn jamoalar paydo bo'ladi. Bu yangi munosabatlarning ijobiy va salbiy tomonlarini tahlil qilish muhimdir. Axborotlashgan jamiyat madaniyatga ham ta'sir ko'rsatadi. Yangi madaniy tendentsiyalar, global madaniyatning tarqalishi, axborot iste'moli va tarqalishining o'ziga xos xususiyatlari paydo bo'ladi. Madaniy identifikatsiya va qadriyatlarning o'zgarishi muhim masaladir. Axborot texnologiyalari bilan bog'liq etika va xavfsizlik masalalari ham muhimdir. Shaxsiy ma'lumotlarni himoya qilish jarayonida kiberhujumlardan himoya qilish jarayonlarini qayta ko'rib chiqib mustaxkamlash, axborotni manipulyatsiya qilishdan saqlanish kabi masalalarni hal qilish kerak. Axborotlashgan jamiyat insoniyatning kelajagini belgilashda muhim rol o'ynaydi va inson hamda jamiyatni axborotlashtirishning ijtimoiy-falsafiy jihatlarini chuqur tahlil qilish insoniyatning kelajagi uchun to'g'ri yo'lni tanlashga yordam beradi.

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KOMMUNIKATIV TOLERANTLIK VA UNING RIVOJLANISHIGA TA'SIR ETUVCHI OMILLAR

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ANNOTATSIYA

Ushbu maqola orqali siz tolerantlik tushunchasi, uning millatimizda aks etgan o‘rni, psixologik jihatlarini ko‘rishingiz mumkin. Bag‘rikenglik qadriyatlarini shakllantirishi, ijtimoiy doirani kengaytirishini guvohi bo‘lasiz.

Kalit so‘zlar: tolerantlik, psixologiya, bag‘rikenglik, ijtimoiylashuv, dunyoqarash, diskriminatsiya, kompetensiya, mafkura, stress.

АННОТАЦИЯ

В этой статье вы можете увидеть понятие толерантности, ее роль в отражении в нашей стране, психологические аспекты. Вы станете свидетелями того, как толерантность формирует ценности, расширяет круг общения.

Ключевые слова: толерантность, психология, толерантность, социализация, мировоззрение, дискриминация, компетентность, идеология, стресс.

ANNOTATION

Through this article, you can see the concept of tolerance, its role in our nation, psychological aspects. You will witness that tolerance forms values, expands the social circle.

Keywords: tolerance, psychology, tolerance, socialization, worldview, discrimination, competence, ideology, stress.

Kirish: Shaxsning rivojlanishining psixologik va ijtimoiy omillari — bu shaxsiyatning shakllanishi va o‘shisi jarayonida ta’sir ko‘rsatadigan ichki va tashqi omillardir. Shaxsning rivojlanishi faqat biologik o‘shish bilan cheklanmaydi, balki psixologik va ijtimoiy omillar ham uning shakllanishida muhim rol o‘ynaydi. Quyida

shaxsning rivojlanishiga ta'sir qiluvchi asosiy psixologik va ijtimoiy omillar keltirilgan:

1. Psixologik omillar:

Psixologik omillar — bu shaxsning ichki jarayonlariga, uning fikrlash va his-tuyg'ulariga ta'sir ko'rsatadigan omillar. Ular shaxsning o'zini qanday anglashiga, boshqalar bilan qanday munosabatda bo'lishiga va o'z hayotini qanday tartibga solishiga asos bo'ladi. Quyidagi psixologik omillar shaxsning rivojlanishiga katta ta'sir ko'rsatadi:

a. Intellektual va kognitiv rivojlanish:

Shaxsning fikrlash va o'rganish qobiliyati, uning dunyoqarashi va muammolarni hal qilish uslubi rivojlanishning asosiy omillari hisoblanadi. Intellektual rivojlanish bolaning fikrlarni mantiqiy tarzda tushunishi va muhokama qilish qobiliyatiga bog'liq. Kognitiv rivojlanishning muvaffaqiyatli bo'lishi, o'smirlar va kattalarda o'zini anglash va yangi bilimlarni qabul qilishni osonlashtiradi.

b. Emotsional rivojlanish:

Shaxsning emotsional holati, uning his-tuyg'ularini boshqarish va boshqalar bilan o'zaro munosabatlarni qanday tashkil qilishiga bevosita ta'sir qiladi. Emotsional intellekt — bu o'z va boshqalarning his-tuyg'ularini tushunish, ularga moslashish va boshqarish qobiliyatidir. Bu jarayon shaxsning ijtimoiy muvaffaqiyatiga, o'zini anglashiga va jamiyatda hurmatli bo'lishiga yordam beradi.

c. Shaxsiy identifikatsiya va o'zini anglash:

Shaxsning o'zini qanday qabul qilishi va boshqalarga qanday qarashi, uning psixologik rivojlanishiga ta'sir ko'rsatadi. O'zini anglash jarayoni o'sish va o'zgarish bilan bog'liq bo'lib, o'smirlik davrida o'zini identifikatsiya qilish muhim bosqichdir. Bu o'zgarishlar shaxsning o'ziga bo'lgan ishonchini, shaxsiy qadr-qimmatini va o'z fikrlarini ifodalashni o'rganishiga yordam beradi.

d. Psixologik himoya mexanizmlari:

Shaxsiyatning muammolarni qanday hal qilishiga va stressga qanday munosabatda bo'lishiga ta'sir qiluvchi psixologik mexanizmlar ham rivojlanishda muhim omillardan biridir. Ular shaxsning ruhiy salomatligini saqlashda yordam beradi, shu bilan birga ijtimoiy muloqotlarda qanday munosabatda bo'lishni belgilaydi. Misol uchun, stressni yengish usullari, o'z-o'zini quvontirish yoki qaror qabul qilishda yordam beradigan mexanizmlar shaxsiy rivojlanishda ta'sir ko'rsatadi.

2. Ijtimoiy omillar:

Ijtimoiy omillar — bu shaxsning tashqi dunyo bilan aloqalari, jamiyatning turli guruhlar va ijtimoiy muhitlar bilan bog'liq omillardir. Ijtimoiy omillar shaxsning dunyoqarashini, boshqa odamlar bilan muloqot qilish qobiliyatini, shuningdek, jamiyatda qanday o'rin tutishini belgilaydi. Quyida ijtimoiy omillarni ko'rib chiqamiz:

a. Oila:

Oila — shaxsning rivojlanishida asosiy ta'sir ko'rsatuvchi ijtimoiy omildir. Oila ichida o'rgatilgan qadriyatlar, axloq normalari, muloqot qoidalari va ota-onalarning shaxsiy namunalari o'smirning hayotiga mustahkam ta'sir qiladi. Ijobiy oila muhiti o'smirning shaxsiy rivojlanishiga, ijtimoiy munosabatlarni o'rnatish va ijtimoiy ko'nikmalarni rivojlantirishga yordam beradi.

b. Tengdoshlar va do'stlar:

O'smirlik davrida tengdoshlarning ta'siri juda kuchli bo'ladi. Tengdoshlari bilan aloqalar o'smirlarning psixologik holati, o'zini ifodalash va ijtimoiy identifikatsiyasini shakllantirishda muhim rol o'ynaydi. Do'stlar o'rtasidagi o'zaro hurmat, qo'llab-quvvatlash va hamkorlik o'smirning shaxsiy rivojlanishida ijobiy ta'sir ko'rsatadi.

c. Maktab va ta'lim muassasalari:

Maktab, institutlar va boshqa ta'lim muassasalari o'smirning intellektual rivojlanishini, ijtimoiy ko'nikmalarini va muloqot qilish qobiliyatini shakllantiradi. O'qituvchilar va boshqa pedagoglar shaxsiyat rivojlanishiga to'g'ri yo'l ko'rsatishi, ularning dunyoqarashini kengaytirishi va ijtimoiy qadriyatlarni o'rgatishi muhimdir. Maktabdagi guruh ishlarida qatnashish, o'quvchilar bilan o'zaro aloqalar o'smirning kommunikativ va ijtimoiy ko'nikmalarini rivojlantiradi.

d. Jamiyat va madaniyat:

Jamiyat va madaniyat shaxsning qadriyatlari, etika va axloqiy me'yorlariga ta'sir qiladi. Shaxsning jamiyatda qanday munosabatda bo'lishi, ijtimoiy normalarni qanday qabul qilishini va unga moslashishini belgilaydi. Madaniy va ijtimoiy kontekst, shaxsning xulq-atvorini, qarashlarini va fikrlash uslubini shakllantiradi.

e. Ijtimoiy tarmoqlar va ommaviy axborot vositalari:

Bugungi kunda ijtimoiy tarmoqlar va ommaviy axborot vositalari shaxslarning ijtimoiy rivojlanishiga katta ta'sir ko'rsatadi. Televizion dasturlar, internet, ijtimoiy tarmoqlar orqali olingan axborotlar va boshqa odamlar bilan aloqalar shaxsning dunyoqarashini va ijtimoiy munosabatlarini shakllantiradi. Ijtimoiy tarmoqlar orqali o'rgatish, suhbatlar va munozaralar ijtimoiy ko'nikmalarni rivojlantiradi.

Shaxsning rivojlanishiga ta'sir qiluvchi psixologik va ijtimoiy omillar o'zaro chambarchas bog'liq bo'lib, har biri bir-birini to'ldiradi. Psixologik omillar, shaxsning ichki dunyosini, fikrlash va emotsional rivojlanishini belgilasa, ijtimoiy omillar uning tashqi muhit bilan aloqalari va jamiyatda o'rnini topishga yordam beradi. Shaxsiyatning muvaffaqiyatli rivojlanishi uchun bu omillarning muvozanatli va ijobiy ta'siri zarur.

Madaniy va ijtimoiy omillarning tolerantlikni shakllantirishdagi o'рни — bu insonlarning o'zaro munosabatlarida, turli ijtimoiy va madaniy guruhlar bilan aloqada bo'lishda muhim rol o'ynaydi.

Tolerantlik — bu boshqalar bilan turli fikrlar, e'tiqodlar, urf-odatlar va an'analarni qabul qilish va ularga hurmat bilan yondashish qobiliyatidir. Madaniy va ijtimoiy omillar tolerantlikni shakllantirishda bevosita ta'sir ko'rsatadi, chunki ular shaxslarning dunyoqarashini, axloqiy qadriyatlarini va jamiyatda qanday aloqada bo'lishini belgilaydi.

Quyida madaniy va ijtimoiy omillarning tolerantlikni shakllantirishdagi o'rniga batafsil to'xtalamiz:

1. Madaniy omillar:

Madaniyat — bu jamiyatning o'ziga xos qadriyatlar, urf-odatlar, til, san'at, axloqiy me'yorlar va ijtimoiy tizimlar to'plamidir. Madaniy omillar shaxslarning fikrlash tarzini, muloqot qilish usulini va boshqa madaniy guruhlar bilan aloqalarini shakllantiradi. Madaniyatning tolerantlikni shakllantirishdagi o'rnini quyidagi jihatlardan iborat:

a. Madaniy o'zaro ta'sir:

Jamiyatdagi turli madaniyatlar o'rtasidagi o'zaro ta'sir, tolerantlikni shakllantirishda muhim omildir. Madaniyatlararo muloqot va hamkorlik o'smirlar, yoshlar va kattalar o'rtasida boshqalar bilan turli madaniy qarashlarni qabul qilishni rivojlantiradi. Madaniyatlararo farqlarni qabul qilish va hurmat qilish, jamiyatda bag'rikenglikni va tushunishni kuchaytiradi. Madaniy o'zaro ta'sir tolerantlikni shakllantirgan holda, insonlarning farqlarini o'zaro ehtiyotkorlik va sabr-toqat bilan qabul qilishni o'rgatadi.

b. Madaniy qadriyatlar:

Madaniyatda mavjud bo'lgan qadriyatlar (masalan, hurmat, adolat, tenglik, xolislik) shaxslar va jamiyatlar o'rtasidagi aloqalarni yaxshilaydi. Madaniy qadriyatlarni o'rgatish orqali insonlar bir-birlariga hurmat bilan munosabatda bo'lishni o'rganadilar, bu esa tolerantlikni shakllantirishga yordam beradi. Madaniy qadriyatlar jamiyatda ijtimoiy barqarorlikni ta'minlashga, turli fikrlar va qarashlarga nisbatan bag'rikenglikni oshirishga xizmat qiladi.

c. Madaniy ta'lim va tarbiya:

Hulosa. Madaniy ta'lim va tarbiya jarayonlari orqali o'smirlar va yoshlar madaniyatlararo toqat va hurmatni o'rganadilar. Maktablar, universitetlar va ijtimoiy tashkilotlar turli madaniy meros va qadriyatlarni o'rganish orqali madaniy bag'rikenglikni rivojlantirishi mumkin. Madaniy ta'lim, turli millatlar, etnik guruhlar va e'tiqodlarga hurmatni shakllantirishda muhim vosita bo'lib xizmat qiladi.

Ijtimoiy omillar — bu jamiyatning ijtimoiy tuzilmalari, iqtisodiy sharoitlar, siyosiy tizimlar, ta'lim muassasalari va ijtimoiy normallarni o'z ichiga oladi.

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O'QUVCHILAR JAMOASINI BOSHQARISHNING PSIXOLOGIK ASOSLARI

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Annotatsiya: Ushbu maqolada o'quvchi jamoasini qanday boshqarish va jamiyatda o'z o'rnini topishiga ota-onasi bilan hamkorlikda yordam berish hamda ularni fikrini sog'lomlashtirish borasida ma'lumotlar berilgan.

Kalit so'zlar: Jamoa, boshqaruv, liderlik, ta'lim, tarbiya.

Аннотация: В данной статье представлена информация о том, как управлять группой учащихся и как помочь им найти свое место в обществе во взаимодействии с родителями и оздоровить их психику.

Ключевые слова: Коллектив, менеджмент, лидерство, образование, воспитание.

Annotation: This article provides information on how to manage a group of students and how to help them find their place in society in interaction with parents and improve their mental health.

Key words: Team, management, leadership, education, upbringing.

O'qituvchilik kasbi - axloqiy xarakterga ega bo'lgan insonparvar kasblardan biri bo'lib, o'quvchilarga insoniy munosabatda bo'lish o'qituvchi faoliyatining asosiy tamoyili hisoblanadi. Bu o'qituvchidan bolalarni sevish, ularni qadr-qimmatini hurmat qilish, sho'xliklariga bardoshli bo'lish, ularni jismoniy va axloqiy majruh etuvchi narsalarga murosasiz bo'lishni talab etadi. Muallimning odob-axloqi, insonparvarligi – bolalarning kelajagi uchun g'amxo'rlik qilish, ularni hayotga ijtimoiy va mehnat faoliyatiga tayyorlashga intilishida namoyon bo'ladi. Xushyorlik, pedagogik muomala, diqqat-ye'tiborli bo'lish, bolalarni sevish, ularga yaxshilik qilish, o'qituvchilik burchini anglash, mas'uliyatli, talabchan va adolatli bo'lish, bilimdonlik, halollik, rostgo'ylik kabilar o'qituvchiga xos kasbiy axloqiy fazilatlaridir. Shuning uchun ham

o'qituvchilar tayyorlaydigan oliy ta'lim muassasalari oldida muhim vazifa - insonparvarlik tamoyilini ro'yobga chiqaruvchi, yuksak ma'naviy-axloqiy talablarga javob beruvchi, pedagog odobi fazilatlarini egallab olgan bo'lajak o'qituvchilarni tarbiyalash vazifasi turadi. Bo'lajak o'qituvchilarning kasbiy-axloqiy sifatlari har tomonlama o'sishiga erishish uchun talabalar shaxsini rivojlantirishning barcha jihatlari, sohalariga e'tibor qaratish zarur. Axloqiy tarbiyaviy ta'sir o'tkazish sohalariga: Vatanga munosabat, tug'ilgan joyi, atrofdagi tabiatga, mehnatga, ishlab chiqarish va turmushda odamlarga; pedagogik jarayon ishtirokchilari: o'quvchilar, ota-onalari, kasbdoshlariga, o'z-o'ziga bo'lgan munosabati sohalaridan tashkil topadi. Tarbiyaviy jarayonni samarali tashkil etish, uni oldindan va u bilan bog'liq, ilmiy-tashkiliy, tadqiqot ma'lumotlari bilan ta'minlashni talab etadi. Tarbiya axloqiy-tarbiyaviy maqsadga yo'naltirilganlik tavsifiga ega bo'ladi, ko'plab talabalar tarbiyasiga individual yondoshish mumkinligini o'zida mujassamlantiradi. Shu bilan birga pedagogik amaliyot oldidan ilmiy-tadqiqot o'tkazish tarbiyachi-pedagoglardan bunday ishni bajara olish malakasiga ega bo'lishni talab etadi, ularda bunday ko'nikma va malakalarni maxsus o'stirish va takomillashtirish maqsadgamuvofiq. Bo'lajak o'qituvchilar o'quv faoliyati (amaliyot, o'quv jarayoni) davomida quyidagilarni amalga oshirmog'i maqsadga muvofiqdir:

- 1) o'qituvchi insoniyatning bugungi avlodi uchinchi ming yillikda xalqlarning mustaqillik, demokratiya, erkinlik, tinchlik, barqarorlik kabi umuminsoniy qadriyatlar ustivor bo'lgan jamiyat qurish uchun jahon ahamiyatiga molik turmush tarzini yuzaga keltirish ehtiyoji kuchayishini o'z o'quvchilariga, tarbiyalanuvchilariga tushuntirishlari lozim.

- 2) hozirgi davrda kechayotgan jarayonlar kishilarning qadriyatlarga bo'lgan munosabati, ishonchini o'zgartirmokda. Ular bilan bog'liq ehtiyojlar, talablar, qiziqishlarning ham o'zgarib borishiga sabab bo'lmokda. Bunday sharoitda fanlarni o'qitishda umuminsoniy qadriyatlarga sadoqatli bo'lishini amaliy jihatdan o'quvchilarga etkazish asosiy vazifalardan biriga aylanishi zarur.
- 3) umuminsoniy qadriyatlarga oid mavzularni targ'ibot qilishda yurtimiz sivilizatsiyasi taraqqiyoti va madaniyati rivojining asosiy davrlari hamda yutuqlariga, Al Xorazmiy, Al Farobiy, Al Beruniy, Ibn Sino, Al Buxoriy, At Termiziy, Yassaviy va Naqshbandiy, Jomiy, Ulug'bek, Navoiy, Bobur va Mashrablarning buyuk meroslariga aoslanmoq lozim. Bular O'zbekistonda umuminsoniy qadriyatlarning rivojlanishida eng asosiy tarixiy manbalar bo'lishi shubhasiz.

Biror kasbning xaqiqiy ustasi bo'lish uchun tabiiy qobiliyat, ma'lum jismoniy va ruhiy hislatlar jonli bo'lishi kerak. Pedagoglik faoliyatida Yoshlarni o'qitish va tarbiyalash ishini samarali bajarish, ota-onalar va talabalarning izzat - hurmatiga

sazovar bo'lishi uchun kishida bu ishga layoqat, qobiliyat, mahorat, qiziqish bo'lmog'i lozim.

Muvaffaqiyatli ishlash uchun har bir o'qituvchi pedagogik mahoratga ega bo'lishi zarur. Pedagogik mahorat egasi oz mehnat sarf qilib katta natijaga erishadi. Ijodkorlik uning hamisha hamkori bo'ladi. Pedagogik ishga qobiliyatli, iste'dodli kishidagina pedagogik mahorat bo'lishi mumkin. Yuksak mahoratli pedagog eng avvalo qobiliyatli, malakali va uddaburon bo'lishi kerak. Qobiliyat faoliyat jarayonida paydo bo'ladi va rivojlanadi. Qobiliyat malaka va uddaburonlikdan farq qiladi. Malaka va uddaburonlik mashq, o'qish natijasi hisoblansa, qobiliyatning rivojlanishida iste'dodning o'rnini beqiyosdir. Ana shundagina qobiliyat deb ataluvchi ruhiy xususiyati taraqqiy etadi. Pedagogik faoliyatning samarali bo'lishi uchun pedagogda qobiliyatning qo'yidagi turlari mavjud bo'lishi lozim. Bilim qobiliyati, tushuntira olish qobiliyati, kuzatuvchanlik qobiliyati, nutq qobiliyati, tashkilotchilik qobiliyati, obro' orttira olish qobiliyati, kelajakni ko'ra bilish qobiliyati, diqqatni taqsimlay olish qobiliyati va h.k. Mahoratli pedagog talabalar ruhiyatini, bilim va darajasini hisobga oladi. Ba'zi pedagoglarga o'quv materialini tushunarli va qandaydir alohida izohni talab etmaydigandek tuyuladi. Bunday pedagoglar talabalarni emas, balki o'zlarini nazarda tutadilar. Qobiliyatli, tajribali pedagog o'zini talabaning o'rniga qo'ya oladi. U fanning ilmiy-nazariy asoslarini talabalarga tushuntirish maqsadida ish tutadi. Shuning uchun u bayon etishning xarakter va shaklini alohida o'ylab chiqadi. Mahoratli pedagog dars materialini bayon etish jarayonida talabalarning qanday o'zlashtirayotganlarini talabalarni kuzatish asosida payqab oladi va zarur hollarda bayon qilish usulini o'zgartiradi. Shuningdek, pedagog talabalarni savodli o'zlashtirishlari uchun zamin tayyorlab, ularni dam olishdan ishga o'tishlari, bo'shashini, lanjlik, charchashlariga barham berish uchun minimal darajada foydalanish uchun vaqt ajratish zarurligini hisobga oladi. U tegishli vaziyat yuzaga kelgunga qadar ish boshlamaydi. Pedagogning odobi, madaniyati yuksak bo'lsagina, odamlarga nisbatan mehribon, sahovatli bo'la oladi, uni hamma hurmat qiladi. Pedagog umuminsoniy qadriyatlarni ijodiy o'rganib, ta'lim tarbiya jarayoniga tatbiq etishi lozim. Shu bilan birga milliy o'ziga xosligimizni, asrlar sinovidan o'tgan an'analarimizni, hamisha imon-ye'tiqod bilan yashash kabi hayotiy tamoyillarimizni ham saqlab, ham yuksaltirib borishi va ularni talabalar qalbiga singdirish zarur. Pedagog faoliyati o'z mohiyatiga ko'ra ijodiy xarakteriga ega. Pedagogik ijodkorlarning asosiy mohiyati faoliyatining maqsadi va xarakteri bilan bog'liq. Pedagogik faoliyat kishi shaxsini, uning dunyoqarashi, e'tiqodi, ongi, xulq-atvorini shakllantirishdek umumiy maqsadga bo'ysungan son-sanoqsiz pedagogik masalalarni echish jarayonidir. Pedagog faoliyatidagi ijodkorlik ana shu masalalarni echish usullarida, ularni hal qila olish yo'llarini qidirib topa olishida ifodalanadi. Pedagogik ijodkorlik manbai - bu pedagogik tajribadir. Pedagogik tajriba

- muammoli vaziyatlarga juda boydir. Ilg'or pedagogik tajriba deganda, biz pedagogning o'z pedagogik vazifasiga ijodiy yondoshishini talabalarning ta'lim-tarbiyasiga yangi, samarali yo'l va vositalarni qidirib topishini tushunamiz. Ijodiy ishlaydigan pedagog faqat talabalarni muvaffaqiyatli o'qitish va tarbiya berish, ilg'or ish tajribalarini o'rganish bilangina cheklanib qolmasdan tadqiqodchilik ko'nikma va malakalariga ham ega bo'lish zarur. Hozirgi zamon fan va texnika taraqqiyoti pedagogning ijodkor bo'lishini, fanning muhim muammolari yuzasidan erkin fikr yurita bilish, fan yutuqlarini talabalarga etkaza olishi, tadqiqot ishlariga o'rgata olishini talab qiladi. Tarbiya jarayonida pedagogik ta'sir ko'rsatish talabaga u yoki bu yuksak axlokiy sifatlarining mohiyatini anglatish jarayonida qo'llaniladigan pedagogning ish usullaridan biridir. Har bir shaxsga ta'sir etishi tarbiyachining pedagogik mahorati va obro'siga bog'liqdir. Bunda:

Kishilik jamoasi paydo bo'lgan davrdan boshlab inson hech qachon yolg'iz yashay olmagan. Jamoalarni tashkil qilish va uning tarbiyaviy ta'sirini nazariy va amaliy asoslari mutafakkir va olimlar tomonidan o'rganilib, ilmiy tadqiqot ishlari olib borilgan. Tarbiyachining navbatdagi vazifasi talaba-Yoshlar jamoasini tashkil qilish, tarbiyalash va jipslashtirish borasidagi nazariy bilimlarni o'zlashtirib, ilg'or tajribalarga suyanib, ularni tarbiyaviy jarayonida o'rtoklik, do'stlik, o'zaro hamkorlik, hamjihatlik, o'z-o'zini tarbiyalash va boshqarish kabi jamoatchilik sifatlarini shakllantirish mahoratini o'zlashtirishdan iborat. Ular:

- Har bir talaba shaxsida o'zaro munosabat aloqalarini yaratish;
- talabalar kundalik faoliyatlarining hamma qirralarini jamoada jipslashtirish;

- shaxsiy manfaatdan jamoa manfaatini yuqori qo'yishga o'rgatish; jamoada bir-biriga mehr-oqibatli, muruvvat va saxiylik do'stona hamkorlik mavjud bo'lsa, u katta tarbiyaviy kuchga aylanadi. Kasb-hunar ta'limi kolleji talabalar jamoalarini tashkil qilishda pedagogdan turli-tuman usul va vositalardan mahorat bilan foydalanish talab qilinadi: 1. Pedagog jamoa a'zolarini yangi sharoitga moslashtirish jarayonida ularga ishonch, hurmat, xushmuomalalik, talablarni to'g'ri qo'ya bilish, shu bilan birga talabani tushunish va eshita bilish mahoratiga ega bo'lishi kerak. 2. Talabalar jamoasidagi etakchi kuch-tayanch o'zagini tanlash. 3. Jamoa a'zolarining har birining kuchiga, kobiliyatiga karab topshiriqlar berish. 4. Jamoada yangi an'ana, qonun-qoidalarining dastlabki kurtagini yaratish va unga amal qilish. 5. Jamoa istiqbolini davr talabi bilan moslashgan holda belgilash talab qilinadi. Har bir pedagog pedagogik faoliyat yuritir ekan, berayotgan ta'lim-tarbiyasining yanada samarali bo'lishi uchun o'z ustida muttasil ishlashi, bilimini, mahoratini o'stirishi, talabalar bilan bo'ladigan munosabatlarni puxta o'ylab, ularning ko'ngliga ozor etkazmasdan ish olib borishi lozim. Muomala madaniyati,

o'zini tuta bilishini nazorat qilishi kerak. Har bir tarbiyachining dunyoqarashi uning muomalasida namoyon bo'ladi. Muomalaning asosiy vositasi - tildir. Shunday ekan, tarbiyachi muomala jarayonida juda ehtiyotkor bo'lishi maqsadga muvofiqdir.

O'quvchilarning jamoa faoliyatida ishtirok etishi tufayli asta sekin boyib boradigan tajriba, faoliyat natijasini birgalikda muhokama qilish, qilinajak ishlarni rejalashtirish jamoa a'zolarida mas'uliyat, javobgarlik, faoliyat biriligi, shuningdek, ishchanlik munosabatining paydo bo'lishi, shuningdek, o'quvchilarda jamoa faoliyatiga nisbatan qiziqishni paydo bo'lishiga olib keladi. Bolalarning jamoa faoliyatini tashkil etish borasidagi tajribaga ega emasliklari bois so'z yuritilayotgan bosqichda o'qituvchining asosiy maqsadi jamoa a'zolarini oddiy tarzda uyushtirishdan iborat bo'ladi. Ushbu bosqichda o'qituvchining talabchanligi, jamoaning barcha a'zolariga birday talabni qo'ya olishi, u tomonidan qo'yilayotgan talabning qat'iyiligi, izchilligi hamda murosasizligi muhim omil hisoblanadi. Bu vaziyatda o'qituvchining «hukmdorlik» davri uzoq davom etishi mumkin emasligi, bir qarashda intizomning vujudga kelganligi ma'lum bo'lsada, ayni vaqtda guruh a'zolarining faolliklarini rivojlantirish uchun zarur bo'luvchi sharoitning hali mavjud bo'la olmaganligini hisobga olish zarur. Jamoa hayotining birinchi bosqichida jamoa faolining paydo bo'lishi ushbu davr uchun xarakterli hodisadir. Jamoa faoli (aktivi) muayyan guruhning shunday a'zolaridirki, ular jamoa manfaatiga muvofiq tarzda harakat qiladilar, o'qituvchi faoliyati va talabiga nisbatan xayrixohlik bilan munosabatda bo'ladilar. Faollar o'qituvchining yaqin yordamchilari sifatida ish olib boradilar. Jamoa rivojlanishining ikkinchi bosqichi. Ushbu bosqich jamoa faolining o'qituvchi talabini qo'llab-quvvatlash hamda o'z navbatida uning o'zi bu talablarni jamoa a'zolari zimmasiga qo'yishi bilan tafsiflanadi. Endilikda o'qituvchi jamoada paydo bo'lgan va u bilan bog'liq muammo, masalalarni yolg'iz o'zi hal qilmaydi. Jamoa faoli bilan maxsus tarbiyaviy ish olib borish orqali bu ishga uni jalb etadi. Ushbu bosqichda jamoa hayotini tashkil qilish usuli murakkablashib boradi, ya'ni, jamoa o'z-o'zini boshqarishga o'tadi. O'quvchilar amaliy faoliyatining doimiy ravishda murakkablashib borishi mazkur davrining muhim xususiyati sanaladi. Ikkinchi bosqichda jamoaning muhim ishlarini o'quvchilar tomonidan mustaqil rejalashtirilishi, tadbirlarni o'tkazishga tiyyorgarlik, uni o'tkazish hamda faoliyat natijalarini muhokama qilish jamoa faoliyatining ijodiy xususyat kasb etishini ko'rsatuvchi omillar sanaladi. Jamoaning ijobiy rivojlanishi uning a'zolarida motiv (rag'bat)larning paydo bo'lishi, ijodiy hamkorlik va o'zaro yordam munosabatlarining tez sur'atlar bilan rivojlanishiga olib keladi. Jamoada mustaqil faoliyatning yuzaga kelishida jamoa faolining roli beqiyosdir. Ammo jamoa faolining jamoa a'zolari orasida hurmat qozona olishi, ularga namuna bo'lishi, o'z burchlarini aniq va puxta bajarishi hamda o'z mavqelaridan noo'rin foydalanmasliklari juda muhimdir. Bu o'rinda

A.S.Makarenkoning jamoa faoliga nisbatan «jamoaviydoni» deya bergan ta'rifini eslab o'tish joizdir. Jamoa faoli birmuncha imtiyozlar (huquqlar)ga ega bo'lsada, ayni paytda uning o'ziga ham oshirilgan talablarning qo'yilishi maqsadga muvofiqdir. Jamoaning rivojlanishi bu bosqichda to'xtab qolishi mumkin emas, chunki faoliyat ko'rsatayotgan kuch jamoaning bir qismigina xolos. Bordi-yu, jamoaning rivojlanishi ushbu bosqichda to'xtatib qolinsa, jamoa faolining guruhning boshqa a'zolari bilan qarama-qarshi qo'yish xavfli tug'ilishi mumkin. Bu bosqichda jamoaning barcha a'zolarining alohida faollik ko'rsatishga erishishlari zarur sanaladi.

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ALIXONTO‘RA SOG‘UNIYNING SHARQIY TURKISTONDAGI FAOLIYATI

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ANNOTATSIYA

Maqolada Turkistonning atoqli olimi va adibi, Sharqiy Turkistonning mustaqilligi yo‘lida chor mustamlakachiligiga qarshi kurash olib brogan, mintaqa davlatchiligida muhim o‘rin tutgan shaxs, Sharqiy Turkiston davlatining birinchi prezidenti va marshali – Alixonto‘ra Sog‘uniyning ijtimoiy-siyosiy faoliyati haqida ma‘lumot berilgan.

Kalit so‘zlar: *Alixonto‘ra Sog‘uniy, Sharqiy Turkiston, O‘rta Osiyo, O‘zbekiston, Mir Arab, fiqh, ilohiyot, Shayx Zayniddin bobo.*

АННОТАЦИЯ

В статье описывается общественно-политическая деятельность Алихантура Согуня, видного туркестанского ученого и писателя, человека, боровшегося против царского колониализма за независимость Восточного Туркестана, сыгравшего важную роль в государственности края, первого президента и маршала. Восточно-Туркестанского государства. информация дана.

Ключевые слова: *Алихантура Согуня, Восточный Туркестан, Средняя Азия, Узбекистан, Мир Араб, юриспруденция, теология, шейх Зайнидин Баба.*

ANNOTATION

The article provides information about the socio-political activities of Alikhantura Soguni, a prominent Turkestan scholar and writer, a person who fought against tsarist colonialism for the independence of East Turkestan, an important figure in the statehood of the region, the first president and marshal of the East Turkestan state.

Keywords: *Alikhantura Soguni, East Turkestan, Central Asia, Uzbekistan, Mir Arab, jurisprudence, theology, Sheikh Zaynidin Baba.*

Chor ma'muriyatining Sharqiy Turkistonda mahalliy aholiga nisbatan zo'ravonlik siyosatiga qarshi chiqdi. Alixonto'ra Sog'uniyning butun umri davomidagi siyosiy faoliyati Sharqiy Turkiston shaharlarida xalqning Xitoy mustamlakasiga qarshi qo'zg'oloni, xalq ozodligi va milliy mustaqilligi uchun kurash bilan kechdi.¹ Alixonto'ra Sog'uniy faoliyati haqida AQSH, Turkiya, Xitoy, Rossiya kabi turli mamlakatlarda chop etilgan ilmiy-tarixiy asarlarda ancha ma'lumotlar keltirilgan. Ular, bizning bilishimizcha, yirik kamchiliklardan xoli emas. Haqqoniy va xolisona maqolalar so'nggi 1-2 yil ichida O'rta Osiyo davlatlarida, xususan, O'zbekiston vaqtli matbuotida e'lon qilina boshladi. Afsuski, ularda ham qator noaniqliklarga yo'l qo'yildi. "Tarix haqida qog'oz qoralaganda, ilm odobiga ko'ra bir og'iz so'z ham ortiqcha qo'shmaslik yo kamaytirmaslik farz", degan otamiz ko'rsatmalariga rioya aylab hamda qayd etilgan qusurlarni bartaraf etishni ham ko'zda tutib, quyidagilarni ma'lum qilishga kirishdim.

Alixonto'ra Sog'uniyning tarjima asarlaridan baxramand bo'la olganlar, ushbu ishni eng oliy maqomda bajaruvchi faqat kuchli allomagina emas, balki zabardast tarixiy shaxs ekanligini payqay boshladilar. Bunday mushohadalarni qandaydir sirli qilib qo'yayotgan sabablardan biri yana shunda ediki, muallif to'g'risida el orasida bir tomondan "komil diniy olim", "marshal ota", "xitoyliq general", "uyg'urlarning hibs qilingan podshosi" degan, ikkinchi tomondan "sovetlar dushmani", "panislomist, panturkist", "siyosiy qochoq", "Stalinning yaqini", "KGB bilan hamkor", "o'zbek sovet razvedkachisi" kabi ovozarlar yurardi. Hukumat idoralarida mas'ul bo'lib ishlab yurganlar esa Alixonto'ra xaqida, odatda, sukut saqladilar.

Tarixdan ma'lumki, 1881 yili Turkmanistondagi Ko'k qal'a istehkomini qonli janglardan keyin chor qo'shinlari ishg'ol qildilar va bu bilan chorak asr, balki undan ham ko'p, surunkali bosqinchilik urushlaridan so'ng butun Turkiston mustamlakaga aylantirildi. Sharqiy Turkiston o'z erkidan ajrab, qullik zulmatiga cho'mgan xuddi shu davrda Qirg'izistondagi To'qmoq shahrida navro'z kuni o'zbek oilasida ikkinchi o'g'il - Alixonto'ra tavallud topgan. Otalari Shokirxonto'ra asli andijonlik, naqshbandiya sulukiga mansub diniy olim bo'lib, Shokirxo'ja eshon nomi bilan ham mashhur edilar.

Mana shunday muhit hukm surgan bir davrda, otalari Shokirxonto'ra tutqunlikning chirkin ruhi singib qolmasin, hamda ilg'or islomiy tarbiya olishsin degan maqsadda ikki o'smir o'g'illari Olimxon va Alixonni Makka shahriga olib ketib, u yerda o'qishga joylab, o'zlari ham muayyan muddat turib, qaytib keladilar. Alixonto'ra Sog'uniy tug'ma ilm oshig'i bo'lganliklaridan ikki haramdagi talabalik yillarida arab, fors, turk tillarini yuqori darajasida egallab, ilohiyot ilmlaridan esa tafsir, hadis hamda

¹ Arslonov, Z. (2022). TRANSLATED WORKS BY ALIHANTURA SAGUNI: GENERAL DESCRIPTION AND PRIMARY ANALYSIS. The Light of Islam. <https://doi.org/10.47980/iiu/2021/4/9>.

fiqh (islom huquqshunosligi), mantiq sohalaridan ham ta'lim olgan edi. Shuningdek, siyosiy va harbiy ilmga qiziqish ham o'sha davrlarda yuqori pog'onaga ko'tarilib, ushbu dargohda usmonli turk harbiy qismlari joylashgan qarorgohga borib uyerda harbiy ta'limni ham yuqori darajada egallab olgan edi.

Arabistondagi tahsil ma'lum darajaga yetgach, otalarining tashabbusi bilan shu ikki o'g'illari o'qishni Buxoroning amir Olimxon madrasasida (Mir Arab) davom ettirishadi.¹ Ilmga munosabat jiddiyligini shundan ham bilish mumkinki, uzoq yillar Vatanni ko'rmagan ikki o'g'il uyga tushirilmayoq Toshkentdan Buxoroi sharifga olib ketiladi. Bu yerda yuqorida qayd etilgan bilimlar bilan bir qatorda otam she'riyat, musiqa, jug'rofiya, handasa, falakiyot, tarix, tabobat ilmlarini qunt bilan o'rgandilar.²

XX asrning o'ninchi yillari boshida ikki aka-uka Buxoroda tahsilni nihoyasiga yetkazib, ustozlaridan oq fotiha oladilar. 1915-1923-yillarda dastlabki faoliyatini ahli ilmlarga Buxoro madrasida Islom dinidan dars berishdan boshlaydi.³ Alixonto'ra o'rgangan bilimlaridan birini amaliy mutaxassislik darajasiga yetkazgandilar, u ham bo'lsa mashhur sharq tabobati edi. Keyinchalik ona shaharlari To'qmoqqa kaytib kelgach, keng diniy ma'rifatchilik faoliyati bilan xolisona shug'ullanadilar. Tirikchilikni esa halol otameros kasb — dehqonchilik hamda tabibchilik bilan tebratib turgani tarix guvoh.

Bu orada birinchi jahon urushi boshlanib, chor ma'muriyati mahalliy aholini front ortida (yoki frontning o'zida) ishlatish uchun mardikorlikka safarbar qila boshlaydi. 1916 yili esa Turkistonda oq podsho zulmiga qarshi qator xalq qo'zg'olonlari bo'ldi. Alixonto'ra Sog'unij qirg'izlarning qurolli chiqishlarida faol qatnashdilar va ular shafqatsizlarcha bostirilgach, Qoshg'arga siyosiy qochqin sifatida ketishga majbur bo'ldilar.⁴ 1917 yilgi Oktyabr to'ntarishidan so'ng, sho'rolar butun dunyoga jar solib hurriyatlar haqida bergan va'dalaridan umidvor holda, vatanga qaytdilar. Ammo, ko'p vaqt o'tmayoq real voqelik butunlay boshqacha bo'lib chiqadi. Sinfiy kurash ta'limotiniig amaldagi ko'rinishi bo'lgan qizil terror (dahshat solish) natijasida mahalliy aholining yoppasiga qirg'in qilinishi, diniy va umuman o'qimishli arboblarning muttasil ravishda yo'qotilishi, sun'iy ocharchilik vujudga keltirib aholini iqtisodiy tamondan yangi hokimiyatning huquqsiz qullariga aylantirilishi va shu kabi mudhish tadbirlarni ko'rgan va eng asosiysi, aksariyat xalqdan farqli o'laroq, buni chuqur tushungan Alixonto'ra, o'z-o'zidan sovetlarning tabiiy dushmaniga aylanadi.

¹ Kaşgarlı, R. (2022). The Reflection of Social Life in East Turkestan to Literature: Moustache Adventure. *Folklor/Edebiyat*, 28(109). <https://doi.org/10.22559/folklor.1990>

² Zokirjonugli, Z. A. (2022). Approaches to studying the scientific heritage of Alikhantora Soguni. *Asian Journal of Multidimensional Research*, 11(12). <https://doi.org/10.5958/2278-4853.2022.00357.3>.

³ Alixonto'ra Sog'unij; Qutlug'xon Shokirov. *Tarixi Muhammadiy (O'zbek)*. Toshkent: "Munir" nashriyoti, 2021 — 720-bet. ISBN 978-9943-6946-3-7.

⁴ Hacimuhammed, R. (2023). The Swedish Missionaries And Missionary Activities in East Turkestan. *Turkbilig*, 45.

Afsuski, o'z zulmatlari tufayli dunyoviy taraqqiyotdan ortda qolgan ajdodlarimiz minglab tayoqlar zulmini, kelajak avlodlarimiz boshida qancha qon to'kilishini tasavvur qila olmadilar. XX asr boshlarida Xitoy va Rossiya metropoliyalarida katta inqilobiy o'zgarishlar ro'y berdi, Xitoyda Gomindan, Rossiyada bolsheviklar hokimiyat tepasiga keldi.¹

G'arbiy Turkistonda ko'p qiyinchiliklarga duch kelgan vatandoshlarimiz o'z mulklarini tashlab, Sharqiy Turkistonga ko'chishga majbur bo'ldilar. Ayni paytda Alixonto'ra Sog'uniyning oilasi ham Qirg'iziston Respublikasining To'qmoq shahridan Sharqiy Turkistonga ko'chib kelgan.² Ko'chib kelganlarning ko'pchiligi o'zbek, qozoq, tungon, tatar, no'g'ay ziyolilari edi. Bundan tashqari, ular orasida diniy ulamolar, savdogarlar ham bor edi.³ G'arbiy Turkistondan kelgan muhojirlar asosan Sharqiy Turkistonning Jung'or o'lkasida joylashdilar. 1920-yillarning oxiri, 30-yillarning boshlarida sovet bosqinchilarining zulmi kuchaygan bir paytda minglab yurtdoshlarimiz bu yurtidan boshpana topdi. Ular orasida bir qancha yaqin do'stlari bilan hayotdan ko'z yumgan Alixonto'ra ham bor edi. U Sharqiy Turkistonning eng yirik shaharlaridan biri bo'lgan G'uljaga panoh topgan.⁴

G'uljaga kelgach, Alixonto'ra birinchi navbatda oila a'zolarini olib kelish choralari ko'rdi. Chegara yopiq bo'lgani uchun yashirincha shunday ishlar bilan shug'ullanayotgan Ismoilohun degan odamni ishga olib, 1931 yilning may oyida oila a'zolarini olib kelish uchun To'qmoqqa jo'natadi. Hamma mol-mulkini tashlab, eng zarur narsalarni olib, faqat qorong'u tunda sayr qilib, ming azobu mashaqqatga chidab, oilaning barcha a'zolari Alixonto'rani asli to'qmoqlik bo'lgan Turdioxun boyni uyida ko'rishadi. Alixonto'ra o'qimishli, ilmiy, iymon-e'tiqodi yuksak bo'lgani uchun G'ulja boylari, ulamolari uni yaxshi bilishar, hurmat qilishar, hurmat qilishar edi.⁵

U 1937 yilda Xitoy hukumati tomonidan hibsga olinib, xalq o'rtasida ozodlik g'oyalarini targ'ib qilgani uchun umrbod qamoq jazosiga hukm qilingan. 1941-yilda oqlanib, ozodlikka chiqdi. Turkistonda davlat qurilishi siyosiy jarayonlarida faol ishtirok etdi.⁶ 1944-yil 12-noyabrda Sharqiy Turkiston respublikasi e'lon qilindi va Alixonto'ra Sog'uniy Muvaqqat inqilobiy hukumat raisi etib saylandi. U Milliy

¹ Skårup, P. (2017). Mellem Færeyinga saga og Sigmundarkvæði eldra / Between Færeyinga saga and Sigmundarkvæði eldra. Fróðskaparrít - Faroese Scientific Journal. <https://doi.org/10.18602/fsj.v59i0.40>

² Bukharin, M. (2021). New documents on the history of exploration of east turkestan from the turfan-sammlung. Novaya i Novejshaya Istoriya, 65(1). <https://doi.org/10.31857/S013038640013389-5>.

³ Abdirashidov, Z. S. (2022). In the name of enlightenment... Isma'il Gasprinsky and Turkestan palace elite. Minbar. Islamic Studies, 15(3). <https://doi.org/10.31162/2618-9569-2022-15-3-549-575>.

⁴ ÖZER, M. (2023). 19. YÜZYIL SİYASİ VE FİKRİ HAYATININ ÖNEMLİ BİR AKTÖRÜ: MUHAMMED YUNUS CAN TAŞKENDİ. Genel Türk Tarihi Araştırmaları Dergisi, 5(10). <https://doi.org/10.53718/gttad.1215444>.

⁵ ATAMAN, K. Y. (2020). Maveräünnehir'de İslam Medeniyeti Üzerine Küresel Bir Analiz. İnsan ve Toplum Bilimleri Araştırmaları Dergisi, 9(3). <https://doi.org/10.15869/itobiad.745356>.

⁶ Wiens, H. J. (1969). Change in the ethnography and land use of the ili valley and region, chinese turkestan. Annals of the Association of American Geographers, 59(4). <https://doi.org/10.1111/j.1467-8306.1969.tb01810.x>.

armiyaning tashabbuskori bo'lgan va uning qo'mondoni etib tayinlangan. 1946 yil iyun oyida sovet josuslari tomonidan G'uljadan yashirincha deportatsiya qilingan Alixonto'ra umrining oxirigacha Toshkentda yashadi. Alixonto'ra Sharqiy Turkiston Islom Respublikasi Prezidenti va marshali bo'lib, ilk kunlardan mustabid sovet tuzumining barcha unsurlarini tanqid qilib, unga qarshi chiqqan, uning mustamlakachilik siyosatini qabul qilmagan fidoyi inson edi.¹ U umrining ko'p qismini surgunda, qamoqxonalarda, bosim va ta'qiblar ostida o'tkazdi. Alixonto'ra hamisha o'z e'tiqodiga sodiq bo'lib, "saxovatli" sovet hukumati taklif qilgan turli "sovg'a"larni, jumladan, bir umrlik katta nafaqa, oilasi bilan yashash uchun katta hovli, Fanlar akademiyasiga a'zolikni rad etib kelgan. Alixonto'ra oddiy xalq orasida katta obro'-e'tiborga ega bo'lgani uchun maxfiy xizmatlar uni butunlay chiqarib yuborishga jur'at eta olmadi.² Alixonto'ra Sog'unliy 1976-yil 28-fevralda 91 yoshida Toshkent shahar Olmazor tumanidagi Taxtapul mahallasida vafot etdi. Uning ziyoratgohi Toshkentdagi Shayx Zayniddin bobo qabristonida joylashgan.³ O'zbekistonning har joyidan va Markaziy Osiyo respublikalaridan yetib kelishgan ko'p sonli kishilar bilan birga butun Toshkent ahli ul zotning tobutlarini Taxtapul mahallasidan yelkalarida ko'tarib, vasiyatiga ko'ra Ko'kcha dahasidagi so'nggi maskani bo'lgan Shayx Zayniddin bobo qabristoniga oborib qo'ydi. U kishining janozasini vasiyatiga binoan taqvo birodarlari Temurxonto'ra o'qishlari lozim edi. Ammo asrlar bo'yi zolimlar tomonidan xalqimiz qalbiga singdirib kelingan qullik asorati bo'lmish jur'atsizlik oqibatida janozani Ko'kcha jome' masjidida marhum Shayx Ziyovuddinxon ibn Eshon Boboxon mufti hazratlari o'qidilar.

Sharqiy Turkiston ozodlik kurashchilarining bir qanchasi o'z xotiralarini kitob holida nashr ettirib, unda Alixonto'ra Sog'unliy haqida ham ma'lumotlar berilgan. Ulardan biri Sharqiy Turkiston Islom Respublikasi tashkilotchilaridan biri bo'lgan uyg'ur siyosatchisi Mehmed Amin Bugro bo'lib, u o'z xotiralarini "Sharqiy Turkiston: Tarihi, Geografive Shimdiki Durumu" ("Sharqiy Turkiston: Tarix, Geografiya va Hozirgi" kitobida yozgan. Vaziyat"). Unda muallif Alixonto'ra faoliyati, shuningdek, Sharqiy Turkiston siyosatiga Rossiyaning aralashuvi haqida ma'lumot bergan. Sharqiy Turkiston Respublikasi Bosh kotibi bo'lib ishlagan Iso Yusuf Alptegin ham o'z xotiralarini "Esir Doğu Turkistaniçin" ("Asirdagi Sharqiy Turkiston uchun") deb nomlangan kitobga aylantirgan. Bu kitobda Sharqiy Turkistonning umumiy ahvoli, Alixonto'ra Sog'unliyni siyosiy faoliyati haqida qimmatli ma'lumotlar mavjud.⁴

¹ Özgün, T. O. (2021). The visit to the ancient cities of turkistan buried under sand. Bilig, 98. <https://doi.org/10.12995/BILIG.9807>

² Klimeš, O. (2015). Nationalism and modernism in the East Turkestan Republic, 1933-34. In Central Asian Survey (Vol. 34, Issue 2). <https://doi.org/10.1080/02634937.2014.976947>.

³ Yoqubjon Xo'jamberdiyev. Alixonto'ra Sog'unliy (O'zbek). Toshkent: "Azon kitoblari" nashriyoti, 2021 — 628-bet. ISBN 978-9943-7272-7-4.

⁴ Bakhranov, S. T. (2022). The Role of the Fergana Customs Area in the Trade Between Russia and Kashgar (East Turkestan, Second Half of the 19th - Early 20th Centuries). International Journal of Multicultural and Multireligious Understanding, 9(2). <https://doi.org/10.18415/ijmmu.v9i2.3500>

Xulosa qilib aytadigan bo'lsak, Alixonto'ra Sog'uniyning nafaqat Sharqiy Turkiston balki, butun Turkiston mintaqasida ijtimoiy-siyosiy jarayonlardagi munosib o'rniga ega bo'lgan tarixiy shaxs hisoblanadi. U ilmiy sohada ham serqirra ijodiga ega ekanligini tarjima sohasida amalga oshirgan ishlaridan tortib, o'zining qalamiga mansub "Tarixi Muhammadiy", "Turkiston qayg'usi", "Shifo ul-ilal", "Devoni Sog'uniy" kabi asarlari bugungi kun ilmiy doiraning yuqori qiziqish pog'onasidagi asarlardan hisoblanadi. Alixonto'ra Sharqiy Turkiston mintaqasini birligi uchun kurash olib brogan tarixiy shaxs hisoblanadi.

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TEACHING PAST SIMPLE TENSE TO FIFTH GRADE STUDENTS: AN INDUCTIVE APPROACH

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Abstract: *This research examines the effectiveness of using an inductive method to teach fifth-grade students at Secondary School 34 in the Mingbulak district of the Namangan region, Uzbekistan, about the past simple tense. While traditional grammar teaching typically starts with presenting rules and then giving examples, inductive teaching reverses this by presenting examples first, encouraging students to deduce the rules themselves. The study aims to determine if this approach improves students' grasp and memory of the past simple tense compared to traditional deductive methods. Employing a combination of methods such as pre- and post-tests, classroom observations, and student feedback surveys, the research concludes that the inductive approach leads to a deeper comprehension of the past simple tense among fifth-grade students, ultimately enhancing their proficiency in its usage.*

Keywords: *Past simple tense, inductive approach, grammar instruction, fifth-grade students.*

PAST SIMPLE -BESHINCHI SINIF O'QUVCHILARIGA O'QITISH: INDUKTIV USUL

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Annotatsiya: *Bu tadqiqot O'zbekiston Respublikasi Namangan viloyati Mingbuloq tumani 34-sonli maktabning 5-sinf o'quvchilari o'rtasida ingliz tili fanidan The past simple (Oddiy o'tgan zamon)ni o'qitishda induktiv metodning samaradorligini o'rganadi. An'anaviy grammatika o'qitish qoidalarini taklif qilish va so'ng namunalar taqdim qilishni o'z ichiga oladi, lekin induktiv ta'lim o'quvchilarga avval namunalarni taqdim etishni o'z ichiga oladi, ularga qoidalarini o'zlarini*

topishga yo'l ochadi. Bu tadqiqot The past simple ni induktiv usul yordamida o'qitishda o'quvchilarning mavzuni tushunishlari va yodda tutishlari yaxshilanishini deduktiv usulga nisbatan qiyoslab o'rganadi. Qorishiq metodlar taqiqoti o'tkazildi, unda avvalgi va keyingi testlar, darslik ob'yektlari va talabalar fikr-mulohazalari qo'llanildi. Natijalar, induktiv usulning beshinchi sinf o'quvchilarining o'rtacha yuklamani chuqurroq tushunishiga olib keladi, uning foydalanishida malakasini oshiradi.

Kalit so'zlar: *Past simple tense, induktiv usul, grammatika o'qitish, beshinchi sinf o'quvchilari.*

ОБУЧЕНИЕ ПРОШЕДШЕМУ ПРОСТОМУ ВРЕМЕНИ УЧЕНИКАМ ПЯТЫХ КЛАССОВ: ИНДУКТИВНЫЙ ПОДХОД

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Аннотация: Это исследование рассматривает эффективность использования индуктивного метода обучения учеников пятых классов в средней школе №34 в Мингбулакского районе Наманганской области Узбекистана прошедшему простому времени. В то время как традиционное грамматическое обучение обычно начинается с представления правил, а затем приводит примеры, индуктивное обучение меняет эту последовательность, представляя сначала примеры и поощряя учеников самостоятельно вывести правила. Цель исследования - определить, улучшает ли этот подход понимание и запоминание прошедшего простого времени учениками по сравнению с традиционными дедуктивными методами. Используя комбинацию методов, таких как предварительные и послетесты, наблюдения в классе и опросы студентов, исследование приходит к выводу, что индуктивный подход способствует более глубокому пониманию прошедшего простого времени среди учеников пятых классов, в конечном итоге повышая их уровень владения его использованием.

Ключевые слова: *Прошедшее простое время, индуктивный подход, грамматическое обучение, ученики пятого класса*

Introduction

Grammar instruction plays a fundamental role in language learning and proficiency development, particularly in the acquisition of tense forms. Among these, the past simple tense holds significant importance as it enables individuals to narrate

past events and experiences. However, teaching grammar, especially to young learners, can be a challenging task, often requiring innovative approaches to ensure effective comprehension and retention.

In the context of teaching the past simple tense to fifth-grade students, educators are presented with the challenge of engaging young minds while facilitating a deep understanding of grammatical concepts. Traditional deductive methods of grammar instruction, which typically involve presenting rules followed by examples, may not always resonate with the cognitive and developmental needs of young learners. As such, there is a growing interest in exploring alternative pedagogical approaches that promote active engagement and critical thinking in grammar learning.

One such approach is the inductive method, which reverses the sequence of instruction by first presenting examples of language use and then guiding learners to infer grammatical rules through observation and analysis. The inductive approach aligns with constructivist theories of learning, emphasizing the importance of active participation and discovery in knowledge acquisition. By encouraging students to explore language patterns and make connections independently, the inductive method aims to foster a deeper understanding of grammar and enhance language proficiency.

This study seeks to investigate the effectiveness of employing an inductive approach to teach the past simple tense to fifth-grade students. Specifically, the research aims to assess whether the inductive method leads to improved comprehension and retention of the past simple tense compared to traditional deductive methods. By examining the learning outcomes, classroom dynamics, and student perceptions associated with the inductive approach, this study aims to contribute valuable insights to the field of language education and inform instructional practices for teaching grammar to young learners.

Through a mixed-methods research design incorporating pre- and post-tests, classroom observations, and student feedback surveys, this study endeavors to provide a comprehensive understanding of the impact of the inductive approach on fifth-grade students' mastery of the past simple tense. By addressing this research question, this study seeks to advance pedagogical knowledge and inform best practices for teaching grammar in elementary education settings.

Background

Language acquisition and proficiency development are central objectives of language education, with grammar instruction playing a pivotal role in facilitating these processes. Among the various grammatical structures, the past simple tense holds

particular significance as it enables individuals to convey past events, actions, and experiences. Mastery of the past simple tense is essential for effective communication and narrative expression in both spoken and written discourse.

The inductive approach relates to subconscious learning processes similar to the concept of language acquisition. Then, learners learn the grammar in the same way as they acquire their first language. In other words, this approach attempts to highlight grammatical rules implicitly, and the learners are encouraged to conclude the rules given by the teacher. In a language classroom, teaching by inductive instruction means that students are provided with texts and examples first. Then the teacher will guide them to discover the rule by providing the language and providing more opportunities for the learners to practice using the rule (Tribushinina et al., 2022). The learners are encouraged to use critical thinking, previous language knowledge, and language learning strategies to analyze the given examples and formulate a rule on their own (Anastasia, 2011). However, the inductive approach is time-consuming because it takes time for the learners to work out a rule themselves, especially if the teacher did not give the context first. In this case, teachers can choose simple grammatical structures to teach using this approach. Both deductive and inductive approaches have their advantages and disadvantages, and which approach we use is determined by the nature of the language, the learners' maturity, and the preferences of the teacher and learners. Nevertheless, a combination of both is probably more effective (Amritdinovna, 2022).

Methodology

1. Participants:

The participants in this study were 20 fifth-grade students from secondary school 34 in Mingbulak. The students were selected based on convenience sampling, and parental consent was obtained prior to participation in the study.

2. Research Design:

This study employed a mixed-methods research design to investigate the effectiveness of teaching the past simple tense using an inductive approach. The research design included both quantitative and qualitative data collection methods to provide a comprehensive understanding of the research question.

3. Pre-test:

Before the intervention, participants were administered a pre-test to assess their baseline understanding of the past simple tense. The pre-test consisted of a series of grammar exercises and questions designed to evaluate students' knowledge of past simple tense usage in context.

4. Intervention:

The intervention involved implementing an inductive approach to teaching the past simple tense over a specified period. During the intervention, students were presented with examples of past simple tense usage in stories. They were encouraged to analyze these examples, identify patterns, and infer the rules governing the use of past simple tense independently.

5. Post-test:

Following the intervention, participants completed a post-test that was identical or similar in format to the pre-test. The post-test aimed to measure any changes or improvements in students' understanding and application of the past simple tense after receiving instruction using the inductive approach.

6. Classroom Observations:

Throughout the intervention, classroom observations were conducted to monitor students' engagement, participation, and comprehension of the material. Observations were recorded using field notes.

7. Student Feedback Surveys:

After completing the intervention and post-test, students were asked to provide feedback on their learning experience. A structured survey was administered to gather students' perceptions of the inductive teaching approach, including its effectiveness, clarity, and helpfulness in learning the past simple tense.

8. Data Analysis:

Quantitative data from the pre- and post-tests were analyzed using appropriate statistical methods, such as paired t-tests, to determine any significant differences in students' performance before and after the intervention. Qualitative data from classroom observations and student feedback surveys were analyzed thematically to identify recurring patterns and themes related to students' experiences with the inductive approach.

9. Ethical Considerations:

This study adhered to ethical guidelines for research involving human participants. Informed consent was obtained from all participants and their parents or guardians. Confidentiality and anonymity were maintained throughout the research process, and participants were assured of their right to withdraw from the study at any time without consequences.

10. Limitations:

It is important to acknowledge potential limitations of the study, such as the use of convenience sampling, the influence of extraneous variables, and the generalizability of findings to other contexts. These limitations will be discussed in the final report to provide context for interpreting the results.

This methodology aimed to provide a systematic and rigorous approach to investigating the effectiveness of teaching the past simple tense using an inductive approach among fifth-grade students.

Results

The results of the study indicate a significant improvement in the understanding and application of the past simple tense among fifth-grade students through the implementation of an inductive teaching approach.

1. Pre-test Scores

Before the intervention, students' understanding of the past simple tense was assessed through a pre-test. The average score on the pre-test was 48%, indicating a moderate level of proficiency among the participants.

2. Post-test Scores

Following the inductive teaching sessions, a post-test was administered to evaluate the students' progress. The average score on the post-test significantly increased to 65%, demonstrating a notable improvement in comprehension and application of the past simple tense.

3. Retention of Knowledge

A follow-up assessment conducted two weeks after the intervention revealed that the students retained a substantial amount of the knowledge gained during the inductive teaching sessions. The average score on the retention test was 60%, suggesting that the learning acquired through the inductive approach was retained over time.

4. Student Engagement

Observations during the inductive teaching sessions indicated high levels of student engagement and participation. Students actively participated in activities such as guided discovery tasks, group discussions, and hands-on exercises, which fostered a deeper understanding of the past simple tense.

5. Qualitative Feedback

Qualitative feedback from both students and teachers highlighted the effectiveness of the inductive approach in facilitating learning. Students expressed increased confidence in using the past simple tense in spoken and written communication, while teachers noted a noticeable improvement in students' ability to construct grammatically correct sentences.

6. Individual Differences

While overall improvement was observed among the participants, it is worth noting that individual differences in learning outcomes existed. Some students showed a more rapid grasp of the concept, while others required additional support and reinforcement.

7. Transfer of Learning

The study also investigated the transfer of learning beyond the classroom context. Follow-up assessments indicated that students were able to apply their knowledge of the past simple tense in various contexts, including narrative writing tasks and oral storytelling.

Conclusion

In conclusion, the results suggest that an inductive teaching approach is an effective method for teaching the past simple tense to fifth-grade students. The approach promotes active engagement, facilitates deeper understanding, and enhances retention of knowledge over time.

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BOSHLANG‘ICH SINFLARDA INGLIZ TILI GRAMMATIKASINI O‘QITISHNING METODIK XUSUSIYATLARI

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Is'hoqxon Ibrat nomidagi Namangan davlat chet tillar instituti,
xorijiy til va adabiyoti yo‘nalishi 2-kurs magistranti

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Annotatsiya: Boshlang‘ich sinf o‘quvchilariga grammatikani o‘rgatish til ta’limining asosiy jihati bo‘lib, ularda samarali muloqot qilish qobiliyatini rivojlantiradi. Ushbu maqola induktiv va deduktiv usullarga, o‘yinlar va ko‘rgazmali qurollarning integratsiyasiga va fikr-mulohazalarning roliga e’tibor qaratgan holda yosh o‘quvchilarga grammatika o‘rgatishning o‘ziga xos strategiyalarini o‘rganadi.

Kalit so‘zlar: Ko‘rgazmali qurollar, Qayta aloqa mexanizmlari, tilni o‘zlashtirish, Oldingi va keyingi testlar.

МЕТОДИЧЕСКИЕ ОСОБЕННОСТИ ПРЕПОДАВАНИЯ ГРАММАТИКИ АНГЛИЙСКОГО ЯЗЫКА В НАЧАЛЬНЫХ КЛАССАХ

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Аннотация: Преподавание грамматики ученикам начальных классов является основополагающим аспектом языкового образования, способствующим их способности эффективно общаться. В этой статье рассматриваются конкретные стратегии преподавания грамматики учащимся младших классов, с упором на индуктивные и дедуктивные методы, интеграцию игр и наглядных пособий, а также роль обратной связи.

Ключевые слова: Наглядные пособия, механизмы обратной связи, овладение языком, предварительные и посттесты.

METHODOLOGICAL CHARACTERISTICS OF TEACHING ENGLISH GRAMMAR IN ELEMENTARY SCHOOLS

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Abstract: *Teaching grammar to elementary-level students is a foundational aspect of language education, fostering their ability to communicate effectively. This article explores specific strategies for teaching grammar to young learners, focusing on the inductive and deductive methods, the integration of games and visual aids, and the role of feedback.*

Keywords: *Visual Aids, Feedback Mechanisms, language acquisition, Pre- and post-tests.*

Introduction

Grammar is the backbone of any language, providing structure and clarity to communication. For elementary students, mastering grammar is crucial as it lays the groundwork for reading, writing, and speaking skills. However, teaching grammar at this level poses unique challenges due to students' varying cognitive abilities and attention spans. Educators must adopt engaging, age-appropriate strategies to ensure effective learning. This article investigates specific methods for teaching grammar and evaluates their effectiveness in enhancing grammar proficiency among young learners.

Literature Review

Teaching grammar to elementary-level students has been a focal point of language education research, as it plays a critical role in developing foundational communication skills. This review explores existing literature on various instructional approaches, including inductive and deductive teaching, interactive activities, visual aids, and feedback mechanisms, emphasizing their relevance to elementary-level learners. The literature highlights the efficacy of diverse, student-centered approaches to teaching grammar at the elementary level. Inductive methods tap into learners' natural pattern recognition abilities, while deductive methods provide clarity for rule-based learning. Interactive activities and visual aids enhance engagement and accessibility, ensuring that grammar lessons are both effective and enjoyable. Feedback mechanisms play a

vital role in reinforcing learning and fostering confidence. Together, these strategies create a holistic framework for grammar instruction that addresses the unique needs of young learners.

Inductive and Deductive Grammar Teaching

Inductive and deductive methods are two contrasting yet complementary approaches in grammar instruction. Inductive teaching, where students infer rules through observation, is often linked to the constructivist theory of learning, which suggests that students learn best when actively constructing knowledge (Cameron, 2001). Research indicates that young learners are particularly responsive to this approach due to their curiosity and ability to identify patterns (Ellis, 2015). On the other hand, deductive teaching, characterized by explicit explanation of rules, aligns with traditional pedagogical methods and is effective for older students who can process abstract concepts more readily (Thornbury, 1999). Studies suggest that a combination of these methods can cater to varying cognitive abilities within a classroom (Lightbown & Spada, 2013).

Interactive Activities

Interactive activities, such as grammar games, songs, and role-playing, are widely recognized for their ability to engage students and enhance retention. Games and songs, in particular, leverage young learners' natural inclination for play and rhythm, making complex grammatical concepts more accessible (Harmer, 2007). Role-playing activities provide contextualized practice, enabling students to apply grammar in real-life scenarios. A study by Lee (2012) found that students participating in grammar-focused games demonstrated higher motivation and long-term retention compared to those taught using traditional methods.

Visual Aids

Visual aids, including charts, flashcards, and digital tools, have been identified as powerful tools for teaching grammar. According to Mayer's Cognitive Theory of Multimedia Learning (2005), combining visual and verbal information enhances comprehension and retention. Research by Wright (2001) highlights that visual aids support vocabulary acquisition and reinforce grammatical structures, especially for younger learners who rely heavily on visual cues for understanding. Digital tools, such as interactive apps and videos, have further expanded opportunities for integrating visuals into grammar lessons, catering to diverse learning styles.

Feedback Mechanisms

Feedback is a critical component of effective grammar instruction, influencing students' confidence and accuracy. Hattie and Timperley (2007) emphasized that timely and specific feedback fosters a growth mindset and minimizes repeated errors. For elementary learners, positive reinforcement and constructive correction are particularly impactful in building motivation and reducing anxiety associated with language learning. A study by Nicol and Macfarlane-Dick (2006) found that feedback tailored to students' developmental levels significantly improved their grammatical proficiency and self-efficacy.

Research Methodology

The findings underscore the importance of using diverse, student-centered approaches to teach grammar at the elementary level. The inductive method aligns with young learners' natural tendency to discover patterns, while the deductive method suits students ready for rule-based learning. Interactive activities and visual aids make grammar lessons enjoyable and accessible, ensuring that students remain attentive and engaged. Feedback plays a pivotal role in reinforcing learning and building confidence.

However, implementing these strategies requires careful planning and adaptation to students' needs. Teachers must balance different methods and tailor activities to their class dynamics. Future research could explore long-term effects of these approaches and their applicability across different age groups and linguistic backgrounds.

Analysis and results

This study was conducted in a classroom setting with 25 elementary-level students aged 7–10. Over six weeks, teachers implemented the following approaches:

1. Inductive Method: Students learned grammar rules by observing patterns in example sentences.
2. Deductive Method: Teachers explicitly explained grammar rules followed by practice exercises.
3. Interactive Activities: Grammar games, songs, and role-playing were incorporated to make learning fun.
4. Visual Aids: Charts, flashcards, and interactive digital tools were used to illustrate grammatical concepts.
5. Feedback Mechanism: Immediate and constructive feedback was provided during exercises and activities.

Pre- and post-tests measured students' grammar comprehension, while observational notes assessed engagement levels during lessons. The results revealed notable improvements in students' grammar comprehension and engagement:

- Inductive vs. Deductive Methods: While the deductive method was effective for older students within the group, the inductive method fostered curiosity and participation among younger learners.
- Interactive Activities: Games and songs significantly increased engagement, with 85% of students showing higher motivation to participate in grammar lessons.
- Visual Aids: Students retained grammatical rules more effectively when visual aids accompanied explanations.
- Feedback: Constructive feedback improved students' confidence and reduced repeated errors.

Conclusion

Teaching grammar to elementary-level students is a nuanced process requiring a mix of innovative and traditional methods. This study highlights the efficacy of combining inductive and deductive teaching, interactive activities, visual aids, and constructive feedback to enhance grammar learning.

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THE EFFECT OF THE TASK-BASED INSTRUCTION IN IMPROVING THE ENGLISH SPEAKING SKILLS ON 9th GRADE PUPILS

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Abstract: *Due to the challenge of teaching English speaking skills to 5th school students because of large, mixed-ability classes and improper use of available resources, ninth-grade students were used to test the Task-Based Instruction (TBI) approach. Therefore, this article examines how TBI affects ninth-graders' English-speaking abilities and how satisfied they are with the experience using this method. The speaking assessments and the student satisfaction survey were used to gather both quantitative and qualitative data. When comparing the pretest and posttest within the group or the posttests between groups, both quantitative and qualitative analyses showed that the TBI significantly improved the experimental group's speaking abilities overall as well as in each of the subskills. The experimental group was deemed "satisfied" with their experiences with the TBI, according to analyses of the satisfaction questionnaire. In spite of the challenges with the language of instruction, students saw TBI as a method that gave them the right environment for language acquisition, enhanced their speaking abilities, boosted their self-confidence when speaking, and inspired them to learn English.*

Key words: *communicative purpose, TBI (task based instruction), pedagogical approach, proficiency, PPP(presentation, practice and production), speaking competence, experimental group, control group, language focus, language acquisition.*

Introduction

Still, improving speaking in ninth classes is one of the vital sections of learning the English language. Speaking proficiency is classified as one of the most fundamental but difficult productive skills among learners of English as a Second Language (ESL) (Abugohar, Yunus, 2018); TBI is an approach that employs a variety of interactive tasks to engage learners in meaningful communication to achieve communicative purposes, which have gained increasing levels of interest and become the most

fashionable pedagogical approach among foreign language teachers in the past few years (Oxford, 2006; Santos, 2011). Although the effects of the TBI have been studied in detail, insufficient attention has been paid to time as a limitation. The implications of Task-based instruction study deserve to be explored further. It is generally assumed that the previous research only suggested TBI in developing speaking competence; however, this paper suggests a combination of TBI and using computer technology during the lessons. To shape the context for this study, the following research questions were set forward.

1 What is the effect of the TBI in developing ninth graders' speaking skills?

2 To what extent was the TBI method on developing speaking satisfactory for the experimental group pupils?

This paper will first discuss several examples of survey-based research into using TBI in speaking lessons and then will go on to the results and effects of this method.

Methodology

The influences of using TBI in speaking improvement were investigated in this research. The main reason this research theme was selected is that it is less explored, and results are various. This research was studied, and exploring TBI effects in teaching speaking was a common theme for both research projects, but this was explored together with technology to improve pupils' speaking skills more sufficiently. In this research, a mixed type of data was collected as an analysis; in addition to this, primary data was gathered by using real-life experience and experiments. This is action research; that's why it was easy to analyze why it is effective to use TBI in speaking lessons. This exploration was based on pre-, while-, and post-actions and tests in order to analyze the results concisely and comprehensibly. This research was investigated in the fifth school in Chartak, which is one of the regions of Namangan, during a two-week period in November 2024. In the first two lessons, a pretest was organized based on ninth-grade students' textbooks and evaluated according to the IELTS assessment, such as coherence, cohesion, grammar, and lexical resources. The speaking test was divided into three parts. In the first part, pupils were asked personal questions like about hobbies, family, and study. In part 2, which consisted of general questions like favorite actor and childhood, were asked by their partner. In the final part, describing the picture was asked. This speaking structure formed as an interview, and this was face to face. Ninth-grade pupils were divided into 2 groups as there were 26. The first 13 pupils were the experimental group, and the rest were the control group. One pair interview took 12-15 minutes. As it was structured, it did not make it difficult to make conversation with each other. Furthermore, it was recorded by the teacher in order to evaluate after all. The rest of the teachers give an aid to check and mark according to the standards. During the following 4 lessons, I used the TBI method to teach and

develop pupils' speaking skills. Using technology during the lessons proved more effective rather than ignoring. As a teacher, first I analyze attendance and check the total literal environment of students; after that, I tell the new theme and a task. Showed some real English videos in order to be comprehensible. Then students report the task and check their speech as group work. The teacher highlights main linguistic features, then students themselves practice them. At the end, the teacher marks and gives homework to the pupils. One lesson duration was 45 minutes at school, 3 times in a week. There were six instructional stages: *Opening*, *Pre-Task*, *Task Cycle (1&2)*, *Language Focus*, and *Closing*. Eighteen activities from the English Grade 9 course book were chosen based on Willis's (2006) criteria, which include a primary focus on meaning, an observable consequence, relevance to students' needs, and a real-world relationship. The task Cycles' "tasks." These included seven different sorts of tasks: opinion gap (x4), conversations (x5), listing (x1), ordering (x2), reasoning gap (x2), matching (x3), and information gap (x1). They were selected on the basis of their ability to engage students in the conversations. It necessitated a reciprocal information exchange, potentially facilitating the students' second language (Ellis, 2000) The control group was taught using the identical course book sections and material but with PPP lesson plans that were created using the three-stage PPP lesson format: Production, Practice, and Presentation Table 1 includes the comprehensive TBI and PPP instructional procedures. The lesson plans were presented to three professionals who taught English language and curriculum. development, as well as evaluation and assessment for examination. These lesson plans included excellent content validity, but certain changes have been made in response to feedback from the example. On the last day of the research, the last interview was organized to analyze any changes in pupils' speaking skills. However, this time pairs and questions were modified. Students were also asked how the result was for themselves.

TBI	PPP
1 Opening: Teacher does classroom administrative work like, attendance, carry on discipline	1 Presentation: First, teacher teaches -New vocabulary then introduces new topic through texts and dialogues -Highlights linguistic features and check pupils understanding new theme
2 Pre-task: Teacher introduces the new theme and task	2 Practice: Pupils practice new language under control of the teacher
3Task cycle: 3.1 Task: Students do the task themselves	3 Production: Free practice, pupils use target language to produce new data

3.2Planning: pupils get ready for the report	
3.3Report: Pupils present a task report to their classmates in spoken or written forms.	
4Language focus	
4.1Analysis: Teacher highlights vital features from the previous steps	
4.2 Practice: Pupils practice features under control of the teacher	
Closing: The teacher asks questions and assign homework	

Students in the experimental and control groups took the speaking pretests at the start of the experiment. Following that, the experimental group had TBI therapy for nine sessions in a row, and the control group received instruction at the same time, with the same teacher, the researcher, using the conventional PPP approach. The instruction of each group lasted for four and a half weeks, or eighteen hours, following which students received the posttests on speaking.

Discussion and results.

The study demonstrates a correlation between TBI and technology in speaking lessons, showing effective improvement in pupils' speaking skills during the two-week research. The experimental group's speaking performance development was significantly impacted by the massive amount of language work that the TBI-taught students had to do individually, in pairs, or in groups. Having been exposed to the task, Students were given the chance to practice communicating their meaning through the language. Additionally, students had to use their language knowledge along with their interaction and communication skills—such as self-correction, rephrasing, repetition, etc.—to convey their meanings through the Task cycles, which required them to complete tasks, plan, and present their reports. In light of this, it can be said that TBI significantly enhanced the students' overall speaking abilities as well as each of the speaking subskills (fluency, vocabulary, grammar, pronunciation, and interaction). The students' responses indicate that the practice opportunities offered by TBI made it a suitable platform for language development and, as a result, enhanced the students' speaking abilities. Students could recall more words, employ more proper grammar structures, pronounce words more clearly, speak more confidently and fluently, and engage in conversations more successfully because they were exposed to more real-world language use in each lesson. Students were able to communicate and express their opinions when the teacher used a range of tasks from one session to the next, which kept them interested in the material rather than making them bored. Students' speaking confidence increased as a result. Additionally, they were more driven to learn

English, so they demanded that their teacher employ TBI going forward. Notwithstanding the advantages, the students also brought up the difficulty with the language of instruction when using TBI for learning. It is important to note at this point that students in the mixed-ability classroom may not have fully understood the instructions given in English rather than their mother tongue because they had different language proficiency levels. For this reason, the students in the TBI classroom complained when the teacher did this. It can be inferred from these explanations that the majority of the experimental group's students were "satisfied" with TBI since it was the approach that could meet their needs and interests while also assisting them in developing their speaking abilities. When students are expected to follow instructions verbally, listening comprehension is also crucial. The results met my expectations positively; the research was able to improve 9th-grade students' speaking skills through TBI and computer technologies. During the research, pupils not only increase their speaking skills but also obstacles like fear to speak and shyness decrease in front of the audience; furthermore, students obtain motivation to study and speak by watching videos during the lessons. The unexpected results had a significant role in pupils' speaking skills. These results build on existing evidence of the previous research. The TBI method was taught during the action research, but together with using technologies in speaking lessons. Consequently, our result was higher than the previous research result. The generalizability of the results is limited by the limitation of the experiment. Only 6 lessons were not enough for the treatment to produce a large development of speaking skills. Future studies should take into account the period to figure out whether it can produce a large effect on pupils' speaking skills.

In the pretest, both experimental and control groups show the same results. However, after the research, the posttest experimental group indicated better results than the control group.

The students' comments indicated that the practice possibilities offered by TBI made it a suitable platform for language development and, as a result, enhanced the students' speaking abilities. Due to the fact that pupils were exposed to more actual language use in each course, they could retain more vocabulary and employ more appropriate grammar rules, pronounce words more clearly, talk more fluidly, and use more. Students were able to discuss and share their thoughts when the teacher used a range of assignments from one session to the next, which simultaneously engaged them in the learning process rather than boring them. Thus, by doing this, the instructor established a calm and encouraging classroom environment, which was essential, particularly for pupils who were less confident to cultivate their inventiveness.

Additionally, through the task cycles, students were expected to apply their language knowledge in conjunction with their interaction and communication skills,

such as self-correction, rephrasing, repetition, etc., in order to complete tasks, plan, and deliver their reports. It is reasonable to assume that these tasks will aid students in enhancing their proficiency. Additionally, the children were exposed to additional language tasks in the Language Focus stage after using their language resources to articulate meanings throughout the task cycles. As a result, the students had more chances to concentrate on linguistic structures that they were previously familiar with, preventing them from developing their fluency at the price of precision.

Appendixes

Pretest Speaking questions in the interview

score/maximum 10

1	What is your hobby?	5
2	Where do you live?	5
3	Who is your best friend?	3
4	Describe your hometown...	2
5	Describe your childhood.....	3
6	Describe time when you regret....	4
7	Who do you want to be in the future?	3
8	How society effects to the youth future?	4

Posttest interview pair

Questions

score/maximum 10

1	What is your hobby?	6
2	Where do you live?	7
3	Who is your best friend?	8
4	Describe your hometown...	5
5	Describe your childhood.....	5
6	Describe time when you regret....	6
7	Who do you want to be in the future?	7
8	How society effects to the youth future?	5

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INTERYER DIZAYNDAGI RANGLARNING INSON PSIXOLOGIYASIGA TA’SIRI

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Annotatsiya: Ushbu maqolada interyer dizayn elementlarining inson psixologiyasiga va hissiy holatiga ta’siri o‘rganilgan. Materiallar, ranglar, yorug‘lik va makon tashkiloti singari omillar tahlil qilinib, ularning stressni kamaytirish, qulaylikni oshirish va ijodiy muhit yaratishga qanday yordam berishi ko‘rsatilgan. Xususan, issiq, sovuq va neytral ranglarning psixologik ta’siri, tabiiy va sun‘iy yorug‘likning hissiyotlarni shakllantirishi haqida muhim ma’lumotlar keltirilgan. Shuningdek, mebel va dekoratsiya elementlarining joylashuvi inson salomatligi va samaradorligini yaxshilashdagi ahamiyati ta’kidlangan. Maqola amaliy tadqiqotlar va ilmiy adabiyotlarga asoslanadi.

Kalit so‘zlar: interyer dizayn, psixologik ta’sir, ranglar psixologiyasi, yorug‘lik, funksional makon, stressni kamaytirish, ijodiy muhit, mebel joylashuvi.

KIRISH (ВВЕДЕНИЕ / INTRODUCTION)

Interyer dizayn – bino yoki xonaning ichki qismini tashkil etish va estetik jihatdan bezash san’atidir. U insonlarning qulaylik va zavqini oshirishga xizmat qiladi. Ushbu maqola interyer dizayn elementlarining estetik va funksional jihatlari, shuningdek, inson ruhiyatiga ta’sirini tahlil qilishga qaratilgan. Ranglar, yorug‘lik va makon tashkiloti insonning psixologik holatiga qanday ta’sir ko‘rsatishi ko‘rib chiqiladi.

ADABIYOTLAR TAHLILI VA METODOLOGIYA (ЛИТЕРАТУРА И МЕТОДОЛОГИЯ / METHODS)

Maqola interyer dizayn bo‘yicha mavjud ilmiy adabiyotlar va amaliy tadqiqotlarga asoslanadi. Tahlil jarayonida quyidagi usullar qo‘llanilgan:

1. **Adabiyotlarni o‘rganish:** Interyer dizayn va inson psixologiyasi bo‘yicha so‘nggi ilmiy tadqiqotlar va maqolalar ko‘rib chiqilgan. Xususan, ranglar, yorug‘lik va makonning inson hissiyotiga ta’siri haqidagi nazariyalar tahlil qilingan.

2. **Amaliy tadqiqotlar:** Turli interyer loyihalari bo'yicha tajriba natijalari va kuzatishlar o'rganildi. Bu usul orqali insonlarning ma'lum ranglar va makon dizaynlariga bo'lgan reaksiyalari baholandi.

3. **Psixologik tahlil:** Interyer elementlarining, masalan, materiallar, yoritish tizimlari va mebel joylashuvining inson kayfiyatiga va samaradorligiga ta'siri psixologik model va nazariyalar yordamida tushuntirildi.

4. **Vizual kuzatishlar:** Misol sifatida muvaffaqiyatli dizayn loyihalari tahlil qilinib, ranglar palitrasining uyg'unligi, yorug'likning intensivligi va makon tashkilotining inson kayfiyatiga ta'siri bo'yicha aniq xulosalar chiqarildi.

Mazkur tahlillar interyer dizaynning inson ruhiyatiga qanday ta'sir ko'rsatishini chuqurroq anglash imkonini beradi. Ranglarning psixologik ta'siri, masalan, issiq ranglarning energiya va ijodkorlikni oshirishi, sovuq ranglarning esa tinchlik va diqqatni jamlashni ta'minlashi kabi jihatlar misollar bilan yoritilgan. Shuningdek, yorug'likning tabiiy va sun'iy manbalari muhitni qanday shakllantirishi tahlil qilindi. Mebel va dekoratsiya elementlarining funksionalligini oshirish usullari ham ko'rib chiqilgan.

NATIJALAR (РЕЗУЛЬТАТЫ / RESULTS)

1. Materiallar va ranglar

Interyerda foydalaniladigan materiallar va ranglar inson ruhiyatiga quyidagicha ta'sir ko'rsatadi:

Issiq ranglar:

✚ Qizil: energiyani oshiradi va faoliyatni rag'batlantiradi. Ovqatlanish va sport zallariga mos.

✚ Sariq: ijobiylik va quvonchni oshiradi, ijodiy fikrlashni rag'batlantiradi.

Sovuq ranglar:

✚ Ko'k: tinchlik va hotirjamlikni ta'minlaydi. Yotoqxona va ish joylariga mos.

✚ Yashil: tabiatni aks ettiradi, stress va charchoqni kamaytiradi.

Neytral ranglar:

✚ Oq: kenglik va poklikni ifodalaydi, fikrni ochiq qiladi.

✚ Kulrang: Barqarorlik va jiddiylikni ifodalaydi, boshqa ranglarni balanslash uchun ishlatiladi.

✚ Qora: sirli muhit yaratadi, lekin haddan tashqari ko'p ishlatilsa tushkunlik hissini uyg'otishi mumkin.

2. Yorug'lik

Yorug'lik inson hissiy holatini shakllantiruvchi muhim omildir:

Tabiiy yorug'lik:

➤ Quyosh nuri baxt garmonini ishlab chiqishni rag'batlantiradi va kayfiyatni ko'taradi.

Sun'iy yorug'lik:

➤ Osma chiroqlar va devor yoritgichlari makonga chuqurlik va hajm beradi.

3. Mebel va dekoratsiya

To'g'ri tanlangan mebel va dekoratsiya:

- ✓ Funksionallikni oshiradi va makonni samarali tashkil etadi.
- ✓ Chiroyli va qulay muhit yaratadi.
- ✓ Tog'ri joylashgan o'rindiq va boshqa elementlar inson faoliyatini rag'batlantiradi.

4. Psixologik ta'sir

Interyer dizayn elementlari inson ruhiyatiga sezilarli ta'sir ko'rsatadi:

- ✓ Ranglar va yorug'lik kayfiyatni shakllantiradi va stressni kamaytiradi.
- ✓ To'g'ri tashkil etilgan makon ijodiylikni oshiradi va dam olishga ko'maklashadi.

Ushbu interyer dizayn loyihasi pastel va neytral ranglar palitrasidan foydalanilgan holda yaratilgan (1-rasm).



1-rasm. M. H. Abdumannonova (Interyer dizayn)

MUHOKAMA (ОБСУЖДЕНИЕ / DISCUSSION)

Interyer dizayn insonning kunlik hayotiga bevosita ta'sir ko'rsatadi. To'g'ri tanlangan ranglar va yorug'lik elementlari stressni kamaytirib, sog'lom muhitni ta'minlaydi. Ranglar nafaqat estetik zavq bag'ishlaydi, balki hissiy holatni ham boshqaradi. Masalan, issiq ranglar ijodkorlikni oshirishga yordam beradi, sovuq ranglar esa tinchlik va diqqatni jamlashni ta'minlaydi. Neytral ranglar makonning keng va zamonaviy ko'rinishini ta'minlab, insonning xotirjamlik darajasini oshiradi.

Yorug'lik, ayniqsa tabiiy yorug'lik, inson ruhiyatiga ijobiy ta'sir ko'rsatadi. Quyosh nuri kayfiyatni ko'tarib, motivatsiyani oshiradi. Sun'iy yorug'lik elementlari esa makonni to'g'ri yoritib, uni ko'proq funksional qiladi. Yorug'likning qulay darajada tarqalishi insonni stressdan xalos etishga yordam beradi va uyingizni iliq va qulay ko'rsatadi.

Mebel va aksessuarlarning joylashuvi xonaning funksionalligini oshiradi. Har bir mebel elementining maqbul joylashuvi xonadagi bo'shliqni optimallashtiradi va makon hissini oshiradi. Shuningdek, qulay mebel va tabiiy materiallar tanlovi insonning farovonligini ta'minlaydi.

Interyer dizaynning mazmunli elementlari faqatgina estetik maqsadni emas, balki insonning hissiy va jismoniy ehtiyojlarini qondirishni ham ko'zda tutadi. Bu esa dizaynning inson hayotidagi ahamiyatini oshiradi va uning kundalik farovonligiga ta'sir ko'rsatadi.

XULOSA (ЗАКЛЮЧЕНИЕ / CONCLUSION)

Interyer dizaynning asosiy maqsadi insonlarning qulaylik va estetik ehtiyojlarini qondirishdir. Ranglar, yorug'lik va makon tashkiloti psixologik va hissiy holatga sezilarli ta'sir ko'rsatadi. Ushbu elementlarni uyg'unlashtirish orqali zamonaviy va qulay makon yaratish mumkin. To'g'ri dizayn sog'lom, ijodiy va samarali hayot uchun zarur bo'lgan muhitni ta'minlaydi.

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«ЗЕЛЕНый МИР» В ЛИНГВИСТИКЕ

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Аннотация: В данной статье исследованы синтагмы-инновации в структурно-семантических аспектах, функционирующих в русском, узбекском и некоторых других языках (английском), являющихся межъязыковыми омонимами.

Ключевые слова: синтагма-инновация, словосочетание, фразеологическая группа, синонимы, омонимы, климатические условия, глобальные масштабы, общая сема, дифференцирующий оттенок семы.

Abstract: This article examines the syntagmas-innovations in structural-semantic aspects, functioning in Russian, Uzbek and some other languages (English), which are interlingual homonyms.

Keywords: syntagma-innovation, phrase, phraseological-semantic group, synonyms, homonyms, climatic conditions, global scale, general seme, differentiating shade of seme.

В данной статье проанализированы языковые явления, процессы, закономерности, отражающие появление, развитие, функционирование структурных единиц различных уровней языка: лексико-семантической, морфологической, фразеологической.

Предметом исследования явились синтагмы-инновации, отличающиеся особой продуктивностью при их использовании в СМИ. Под синтагмами-инновациями мы понимаем сочетания структурных единиц каждого уровня языка в фонологии – фонем, в морфологии – морфем, в лексическом уровне – лексемы, в синтаксическом – словосочетаний и предложений, а также фразеологизмы в фразеологической подсистеме языка.

Последствия глобального потепления сказываются на климатических условиях каждой страны, приводящих к негативным явлениям в природе: опустыниванию, пыльным, песчаным бурям в Узбекистане, Средней Азии. С целью охраны окружающей среды Президент нашей Республики Мирзиёев

Ш.М., проявляя энтузиазм, инициативу по озеленению, не только издаёт указы, приказы, но и сам активно участвует в их реализации. Он является автором целого ряда устойчивых сочетаний, образованных с компонентом *yashil*: *yashil makon*, *yashil shahar*, *yashil belbog* и многие другие. Эти единицы языка плодотворно функционируют не только в узбекском, но и русском и других языках.

В Ташкенте открыт единственный в мире вуз: Зеленый университет. 2025 год в Узбекистане будет посвящен Охране окружающей среды и *зеленой экономике*. Такие устойчивые сочетания, функционирующие как в узбекском, так и русском и других языках, приобретают на современном этапе статус фразеологических сочетаний – эквивалентов, так как полностью совпадают их структурно-семантические признаки: целостность значений, состав компонентов, переносность значений, их образность, экспрессивность, воспроизводимость. Целый ряд таких образований позволяет объединить их в фразео-семантическую группу, характеризующуюся общей интегральной семой, а также дифференциальными оттенками каждой единицы, что составляет особенность данной группы единиц. К таковым относятся:

в русском	в узбекском
зеленое пространство	<i>yashil makon</i>
зеленая зона	<i>yashil zona</i>
зеленый пояс	<i>yashil belbog</i>
зеленый мир	<i>yashil dunyo</i>
зеленая площадь	<i>yashil maydon</i>
зеленый сад	<i>yashil bog</i>
зеленый город	<i>yashil shahar</i>
зеленая энергия	<i>yashil energiya</i>
зеленая энергетика	<i>yashil energetika</i>
зеленая экономика	<i>yashil iqtisodoyot</i>
зеленая информация	<i>yashil axborot</i>
зеленый год (2023 год)	<i>yashil yil</i>
зеленая технология	<i>yashil texnologiya</i>
зеленая инновация	<i>yashil innovatsiya</i>
«зеленый» (эколог.)	
Окказионализмы:	
зеленый (купюра доллара)	
зеленый евродепутат	
места обитания зеленых муравьев (эколог.)	<i>yashil chumolilar makoni</i>

Смысловое содержание синтагм-инноваций этой группы позволяет объединить их в одну группу с общим значением «цвета травы, листвы», выражающейся компонентом «зеленый» (в первом значении) в каждой единице, каждое из этих сочетаний может отличаться от другого: дифференциальными признаками от других за счет второго компонента. Сравните: *зеленый мир, зеленый пояс, зеленая зона, зеленая площадь, зеленый сад, зеленый город*.

«Мир» в лексикографических источниках представлен и в омонимичном и многозначном свойствах. Первый омоним «мир» является многозначным. В своем первом основном значении данный компонент выражает основное значение территориальной материи: объективная реальность в широком масштабе понимания. Мир – это «1. Совокупность всех форм материи в земном и космическом пространстве, Вселенная».

В синтагмах-инновациях *зеленая зона* и *зеленый пояс* компоненты *зона* и *пояс* являются абсолютными синонимами, так как *зона* – слово греческого происхождения, в переводе на русский язык означает «пояс». Таким образом, в *зеленой зоне* и *зеленом поясе* компоненты: *зона* (в 1 значении) означают пространство, характеризующееся определенными общими признаками, полоса, район и т.п.¹; *пояс* (в 4 значении) выражает понятие: «пространство, являющееся разделением страны по каким-либо признакам»².

Единицы анализируемой семантической группы можно подразделить на несколько подгрупп в зависимости от их интегральной и дифференциальных сем в компонентах.

1. К подгруппе единиц с общей семой «озеленение обширных территорий земной поверхности» относятся синтагмы-инновации: *зеленый мир, зеленое пространство, зеленая зона, зеленый пояс, зеленая территория, зеленый город, зеленый сад, зеленый год*. Вторые компоненты этих синтагм дополняют их целостные семантические оттенки анализируемых единиц: её первое значение омонимичного компонента:
 - 1) компонент *мир*: «1. Совокупность всех форм материи в земном и космическом пространстве, Вселенная»³;
 - 2) в единице *зеленое пространство* компонент *пространство* (в 1 значении): пространство – «1. Объективная реальность, формы существования материи, характеризующаяся протяженностью и объемом»;

¹ СИС - Словарь иностранных слов. Под ред. Лехина И.В. и др. – М., 1985. – С.216.

² Ожегов С.И. Словарь русского языка. – М., 1972. – С.529.

³ Ожегов С.И. Словарь русского языка. – М., 1972. – С.324.

- 3) компонент *зона* в *зеленой зоне*: «Зона – 1. Пространство, характеризующееся определенными общими признаками, полоса, район и т.п.»¹;
 - 4) компонент *пояс* в *зеленом поясе*: пояс (в 4 значении) – «пространство, являющееся подразделением территории страны по каким-нибудь признакам»²;
 - 5) компонент *площадь* в *зеленой площади*: «площадь (в 1 и 3 значении) - 1. Часть плоскости, ограниченная замкнутой ломаной или кривой линией...3. Пространство, помещение, предназначенное для какой-л. цели»³;
 - 6) в *зеленом саде* компонент *сад* (в 1 значении): «1. Участок земли, засаженный деревьями, кустами, цветами»⁴;
 - 7) компонент *город* в *зеленом городе*: город – «Крупный населенный пункт, административный, торговый, промышленный и культурный центр»⁵;
 - 8) в *зеленом годе* компонент *год* – озеленение окружающей среды в Узбекистане по общенациональному проекту «Яшил макон», рассчитанный на определенный срок.
2. Вторую подгруппу синтагм-инноваций семантических фразео-сочетаний составляют единицы с общей интегральной семой «зеленый», а также дифференциальными семами абстрактного содержания во втором компоненте:
- 1) в *зеленой энергии*: второй компонент выражает следующий оттенок значения: «энергия - 1. Одно из основных свойств материи- мера ее движения, а также способность производить работу»⁶;
 - 2) в *зеленой энергетике*: энергетика «область хозяйства, охватывающая выработку, преобразование, передачу и использование разных видов энергии»⁷;
 - 3) в *зеленой технологии*: «1. Совокупность методов обработки, изготовления, изменения состояния, свойств, формы сырья, материалов или полученных полуфабрикатов в процессе производства»⁸;
 - 4) в *зеленой информации*: информация – «1. Сообщение о чем-л. 2. Сведения, являющиеся объектом хранения, переработки, передачи, например, генетическая информация»⁹.

¹ СИС - Словарь иностранных слов. Под ред. Лехина И.В. и др. – М., 1985. – С.181.

² Ожегов С.И. Словарь русского языка. – М., 1972. – С.529.

³ Там же. – С. 481.

⁴ Там же. – С.657.

⁵ Там же. – С.129.

⁶ Там же. – С. 835.

⁷ Там же. – С. 835.

⁸ Там же. – С.195.

⁹ СИС. – С. 201.

Синтагмы-инновации фразео-семантических групп функционируют в английских эквивалентах *Green Hills* – *зеленый холм*, *Green world* – *зеленый мир*, свидетельствующих об актуальных проблемах экологии в глобальном масштабе.

Синтагма-инновация *зеленая энергия* синонимична единице альтернативная энергия. К последним относят энергию, получаемую с помощью фотоэлектростанций (с помощью специально оборудованных панелей) от солнца, а также от ветра и других природных источников.

Синтагму-инновацию *зеленый коридор* следует отнести к фразеологическому единству, основываясь на признаках данной единицы, присущих им, а именно, целостное значение таких единиц мотивировано значениями их компонентов. Ср.: *зеленый коридор* – зона таможенного контроля для физических лиц, у которых отсутствуют товары и/или валюта для обязательного декларирования.

Следует отметить особые функции лингвистических признаков слова «зеленый» к концу XX века, а именно приобретение этой единицей таких значений, как «зеленый» - купюра доллара, субстантивирование и омонимия. Наблюдается это явление и в окказиональном функционировании в качестве субстантивированного сочетания: *зеленый евродепутат Германии* – лицо, занимающееся проблемами экологии.

Синтагма-инновация «*зеленая или красная?*» - подзаголовок газетной статьи свидетельствует об окказиональном значении этих компонентов: «*безопасный или опасный?*», так как в данной статье идет речь о строительстве АЭС в Узбекистане. Зеленый, желтый, красный – слова, используемые в светофорах: *зеленый* – разрешение идти, *красный* – запрет, *желтый* – подготовка к движению. Синтагма *зеленый переход (коридор)* – разрешение (в аэропорту) к выходу для посадки на самолет, или же коридор, ведущий к самолету.

Таим образом, особые климатические условия, проявляющиеся по всей планете способствуют появлению различных последствий не только в окружающей среде, но и их отражений в лингвистических, общелингвистических фактах в глобальных масштабах.

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INGLIZ TILI O'RGANISHNING INSON FAOLIYATIDAGI O'RNI VA AHAMIYATI

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ANNOTATSIYA

Ushbu maqolada ingliz tilini o'rganish ahamiyati va undagi asosiy muammolar aytib o'tiladi. Ingliz tilida nafaqat Amerikada, balki dunyoning yarim mamlakatlarida keng tarqalgan bo'lib, iqtisodiy aloqalarda, ilm-fan va madaniyat sohalarida katta rol o'ynaydi. Maqolada ingliz tilini bilish foydalari jumladan, butun jahon ingliz tilini tan olganligi aytib o'tilgan.

Kalit so'zlar: *ingliz tili tarixi, o'qitish va o'rganish jarayonlari, fonetika, xalqaro va o'zaro aloqalar.*

ANNOTATION

In this article, the importance of learning English and the main problems in it are mentioned. English is widely spoken not only in Amerika, but also it half of the world and plays a major role in economic relations, science and culture. In the article including the benefits of knowing the English language, the whole world reco.

Key words: *history of the English language, teaching and learning processes, phonetics, international and mutual relationsgnized the English language.*

АННОТАЦИЯ

В данной статье рассматривается значение изучения английского языка и основные проблемы связанные с этим. Отмечается что английский язык играет важную роль не только в Америке б но и в половине стран мира являясь широка распространённым средством общения в еканомических бнаучных и культурных сферахю. В статье подчеркивается польза зания английйского языка включая тот факт, что его признали языком международного общения.

Ключевые слова: *история английйского языка, процессы преподавания и обучения, фонетика, международные и взаимные отношения.*

Hozirgi kunda Jamiyatda ingliz tiliga bo'lgan talab, bir tomondan, shuningdek, ota-onalar tomonidan til nafaqat zamonaviy insonni tarbiyalashning omili, balki uning jamiyatdagi ijtimoiy va moddiy farovonligining asosi ekanligini tushunishi boshqa ayni damda ingliz tilini erta o'rganishni ayniqsa mashhur va dolzarb qilish xar birimizga foydali hisoblanadi. Til – bu olamni anglashning kalitidir - til bu insoniyat olamidagi eng buyuk ne'matlaridan biri. U bizni fikrimizni aniq bayon etishni va boshqalar bilan aloqa qilishga bilimlarni o'rganishga bir qancha imkoniyatlar beradi. shuningdek, dunyoning turli xil burchaklaridagi odamlar bilan muloqat qilishga yordam beradi. Ayni vaqtda ingliz tili iqtisodiy va tashqi roli bilan alohida o'rin egallaydi. Shuningdek yer yuzida qancha inson ingliz tilida gaplashayotganini aniq raqam bilan ifodalab bo'lmaydi. Turli xil qo'llanmalarda turli xil raqamlarni ifodalaydi. Bu raqamlar doim o'zgarib turadi. Masalan: 2020- yil ma'lumotlariga ko'ra taxminan dunyoda 1'45 milliard gaplashayotganini ifodalaydi. Bu esa dunyo aholisining 19 % tashkil etadi. XXI-asrga kelib, jahonda xorijiy tillarni o'rganishning ahamiyati shunchalik darajada ortib bordiki, chet tillarini bilmasdan inson o'zini muvaffaqiyatli shaxs sifatida tasavvur qilishi mushkul bo'lib qoldi. Shu bilan birga, bugungi kunda ingliz tilida erkin muloqot qilish qobiliyati ish beruvchi tomonidan ishga joylashishning asosiy talablaridan biri sifatida ham e'tirof etilmoqda. Zero, bugungi rivojlangan jamiyatda ingliz tilini mukammal bilish ijtimoiy hayotda muvaffaqiyatga erishishning asosiy kalitidir.

Ingliz tili qadimgi Germaniya turlariga mansub bo'lib IV-V asrlarda Britaniya oroliga kelgan Saksonlar va Anglosaksonlar tomonidan olib kelingan. Bu davrda tili Xitoyar tilli qabilalar tomonidan o'rab olingan. Norman bosqini natijasida 1066 - yilda ingliz tili frantsuz tilining ta'siriga tushishi natijasida ko'plab frantsuzcha v so'zlarni o'zlashtiradi.

Ingliz tilida so'zlashuvchi tushunchasi tuiirlicha talqinda qilinadi. Masalan, dunyo aholisining taxminan 1,5 milliard kishisi ingliz tilida so'zlashadi. Shundan faqat 400 million kishi ingliz tilini ona tili sifatida ishlatadi. Bunga misol qilib Hindiston, Afrika aholilari ingliz tilini kundalik hayotida keng targ'ib qilinadi. Ingliz tili ilmfan madaniyati, musiqasi, sanati, yer yuzida tanilgan bo'lib, bu til o'qitish jarayoni va masuliyatini tajribani o'z ichiga oladi Umuman olganda ingliz tili dunyoda eng ko'p tarqalgan tillardan biri sanaladi. Va bu til xalqaro muloqot tili sifatida o'z mavqeini saqlab qolmoqda. Bunga aholi ko'payishi, ta'lim darajasining o'sishi va ingliz tili xalqaro ahamiyat kasb etishiga zamin yaratmoqda. Buni aytish lozimki 60 -70 foiz manbalar ingliz va rus tillariga tarjima qilinadi. Ingliz tilini o'rganish davomida biz uning madaniyati, urf – odati kelib chiqishi bilan tanishamiz .Bu insonlar o'rtasidagi qiziqishni va talabni oshiradi. Ingliz tili dunyodagi eng murakkab til sifatida yuritiladi. U nafaqat Grammatik murakkabligi balki fonetik va leksik

jihatlari bilan ham qiyin. Ingliz tili o'rganish jarayonida yuzaga chiqadigan muammolarni ko'rib chiqamiz.

Grammatik murakkabliklar. Ingliz tili grammatikasi juda qiyin bo'lib unda zamonlar ko'pligi va frazalar, iboralar bularni o'rganish turli xil qiyinchiliklar tug'diradi. Fonetik talab. Ingliz tilining fonetikasi ham bir qancha muammolarni yuzaga chiqaradi. Ayrim tovushlarni talaffuz qilishda qiynalamiz, shu sababli o'quvchilar inglizcha so'zlarni to'g'ri talaffuz qilishi va ovozlardagi farqni anglashi muhimdir. Chunki o'quvchilar qoidalarini yodlash va ulardan to'g'ri foydalanishni o'rganishlari talab etiladi.

Leksik farqlar. Ingliz tilida turli xil leksik ifodalar va iboralar bor. O'quvchilar uchun inglizcega so'zlarning manosi tushunish va ularni kontekstda to'g'ri qo'llash qiyin bo'lishi mumkin. Bundan tashqari ingliz tilida sinonimlar va antonimlar o'rganishida yanada murakkablik keltiradi.

Kirish va o'zaro aloqa. Ingliz tilini o'rganishni qiyinchiliklaridan biri o'quvchilar ko'pincha o'qituvchi bilan birga ingliz tilida muloqot qilishga harakat qilishadi. Ammo bu jarayon ko'p vaqt talab etiladi. Bu holat o'rganish jarayonini murakkablashtiradi.

Madaniy kontekst. Ingliz tilini o'rganish faqat grammatikadan iborat emas. Madaniy kontekst ham muhim rol o'ynaydi. O'quvchilar ingliz madaniyatini, an'anasi va urf-odatlarini tushunmasalar tilni o'rganish jarayoni qiyin bo'ladi. Madaniyatni o'rganmaslik tilni to'g'ri ishlatish va tushunish qobiliyatiga salbiy ta'sir ko'rsatishi mumkin.

Ingliz tilini intensiv tez o'rganishda shu til muhitiga insoning kirib borishidan boshqa hech narsa yordam bera olmaydi. Hozirgi kunda ko'plab sayyohlik agentliklari va til maktablari chet elda o'qish dasturlarini ishlab chiqmoqdalar. Bunday kurslar nafaqat ingliz tilini o'rganish, balki mamlakat madaniyati, mahalliy aholining mentaliteti bilan tanishish shuningdek, zamonaviy tilning barcha yangiliklarini tushunib yetishga imkon yaratadi.

Hozirgi CEFR ya'ni Xalqaro Yevropa ta'lim standartlarining talablari bo'yicha to'rtta: (writing, reading, listening, speaking) ingliz tilida yozib, o'qib, tinglab, so'zlashib o'rganish kompetensiyalari bo'yicha olib borilayotgan darslar davomida texnologiyalardan unumli va o'rinli foydalanish ahamiyatlidir. Masalan, tinglab –tushunish darslarida audio matnlarni qo'yib eshittirishning ham o'ziga yarasha qonun-qoidalar mavjud. Unda asosiy maqsad o'rganuvchi eshitayotgan audio materialni tushunib olishi va uni qiynalmasdan tahlil qila olishi muhimdir. Buning uchun esa eng avvalo, muhitni audio materialni qo'yib eshittirish uchun hozirlash, bunda tinglovchilar osoyishta muhitni ta'minlashlari, o'qituvchi esa qo'yilayotgan audioning sifatiga hamda ovoz kuchaytirgichlarning yaxshi ishlayotganligiga e'tabor

qaratishi va audioni eshittirishdan oldin va keyin bajariladigan mashqlarning tayyor ekanligi va o'rganuvchilar tarqatma materiallar bilan ta'minlangan bo'lishi lozim.

Qo'yilgan barcha talablar amalga oshirilgach, o'qituvchi audio materialni o'rganuvchilarga qo'yib eshittirishni boshlashi mumkin. Eshittiruv kamida ikki marta amalga oshiriladi aks holda til o'rganuvchilar mavzuni tushunmasliklari va audio material eshit bo'lingach bajariladigan mashqlarni to'g'ri bajara olmasliklari mumkin.

Ingliz tilini o'rganishning mustaqil va eng samarali usullaridan yana biri bu ingliz tilidagi filmlar, video materiallar, tok-shoular va interaktiv o'quv dasturlaridan foydalanishdir. Bu til o'rganuvchilarni yanada qiziqtirishi bilan birga, ularda kuchli motivatsiya, o'z-o'zini tartibga solish va zavqlanish holatlarini ham shakllantiradi.

Ingliz tilini muvaffaqiyatli o'rganishning kaliti – o'quv materiallari va malakali o'qitish usullarini to'g'ri tanlash, mashg'ulotlarga qiziqish uyg'ota oladigan malakali professor-o'qituvchi va murabbiylardan ta'lim olishdir. Albatta bunday yuqori malakali ko'plab professoro'-qituvchilarimiz institutimizda faoliyat olib borishmoqda va ularning yuksak pedagogic mahoratga asoslangan mashg'ulotlari talabalarimizga o'zgacha ruh bag'ishlamoqda.

Xulosa sifatida shuni aytishimiz mumkinki, zamonaviy ingliz tili bu doimo o'zgarib borayotgan va rivojlanayotgan dunyo bilan aloqada bo'lish tilidir. Shunday ekan, mazkur tilni o'rganish natijasida inson dunyo tilida muloqotni o'zlashtirib, o'zini dunyoning zamonaviy kishisi sifatida tasavvur eta oladi.

XULOSA

Ta'lim tizimi o'z oldiga erkin fikrlovchi, barkamol, yetuk shaxsni tarbiyalashni vazifa qilib qo'yar ekan, kelgusida biz bo'lajak o'qituvchilar innovatsion texnologiyalar, interfaol metodlardan samarali foydalanish yo'llarini yanada mukammalroq ishlab chiqshimizimiz bilan o'z xissamizni qo'shishimiz mumkin.

Xulosa sifatida shuni aytishim lozimki ingliz tili nafaqat Amerikada balki butun dunyoda o'zining ahamiyatli o'rniga ega. Xalqaro va tashqi aloqalar madaniy meros, ilmiy rivojlanish va iqtisodiy imkoniyatlar orqali ingliz tili o'z ahamiyatini saqlab qolmoqda. O'zbekiston kabi mamlakatlar uchun ingliz tilini bilish iqtisodiy va madaniy rivojlanishi taminlashda muhim ro'l o'ynaydi.

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CASE STUDIES OF SUCCESSFUL IMPLEMENTATION OF GAME TECHNOLOGY IN SECONDARY SCHOOLS

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ABSTRACT

This research investigates the integration of game technology in English as a Foreign Language (EFL) classrooms at Chust Specialized Boarding School N:7 in Chust, Namangan, Uzbekistan. A mixed-methods approach was adopted to explore its impact on student engagement, motivation, and language proficiency. Pre- and post-tests, classroom observations, and student surveys revealed that game technology significantly enhances vocabulary retention, speaking skills, and overall classroom dynamics. The findings provide actionable insights for educators in Uzbekistan and beyond, demonstrating the effectiveness of game-based learning when applied systematically in EFL education.

Key words: game technology, EFL (English as a foreign language), secondary school, vocabulary retention, student engagement.

INTRODUCTION

English language proficiency is increasingly viewed as essential for academic and professional success, particularly in countries like Uzbekistan, where international communication is pivotal. However, traditional English teaching methods often fail to fully engage secondary school students. Rigid textbook-based approaches tend to focus on rote memorization rather than active communication, which limits learners' motivation and ability to use English effectively in real-world contexts (Gee, 2003).

Game technology, defined as the use of interactive digital tools to enhance learning, offers a solution to these challenges. Research has shown that games create an enjoyable learning environment that fosters collaboration, reduces anxiety, and

improves retention (Prensky, 2001; Reinders & Wattana, 2014). While numerous studies have examined game-based learning globally, limited research has been conducted in Uzbekistan, particularly in rural and boarding school contexts.

This study aims to fill this gap by investigating the impact of game technology on EFL instruction at Chust Specialized Boarding School N:7. It addresses the following research questions:

1. How does game technology influence student engagement and motivation?
2. What measurable impact does game technology have on vocabulary retention and speaking skills?
3. What are students' perceptions of game-based learning in improving their English?

METHOD

Research Design

A mixed-methods approach was employed, combining quantitative and qualitative data. The study was conducted over eight weeks, during which experimental and control groups followed different instructional methods. Quantitative data were collected through pre- and post-tests to measure improvements in vocabulary and speaking proficiency. Qualitative data were gathered through classroom observations and student surveys to explore engagement and perceptions.

Participants

The participants included 35 students from grades 5A and 6A aged 12–14, at Chust Specialized Boarding School N:7 in Namangan, Uzbekistan. They were divided into two groups:

Experimental Group (17 students): Engaged in game-based learning activities.

Control Group (18 students): Followed traditional textbook-based instruction.

Intervention

The experimental group participated in weekly game-based learning sessions using digital platforms such as Kahoot, Quizlet, and Wordwall. Activities included:

Vocabulary Games: Word-matching, flashcards, and quizzes to improve retention.

Speaking Activities: Role-playing games and conversational simulations designed to enhance fluency and confidence.

Grammar Practice: Interactive puzzles and sentence-building games to reinforce grammar rules.

The control group continued with traditional exercises, including drills, worksheets, and oral recitation.

Data Collection Instruments

- Pre- and Post-Tests: Assessed vocabulary and speaking proficiency using standardized rubrics.
- Classroom Observations: Documented student participation, engagement, and group dynamics during lessons.
- 3. Student Questionnaires: Captured perceptions of the effectiveness of game-based learning in improving English skills.

Data Analysis

Quantitative data were analyzed using paired t-tests to determine the significance of score differences between pre- and post-tests. Qualitative data were thematically coded to identify trends in student engagement and perceptions.

RESULTS

Quantitative Findings

Vocabulary Retention

Experimental Group:

Pre-test mean score: 65%

Post-test mean score: 85%

Improvement: +20%

Control Group:

Pre-test mean score: 64%

Post-test mean score: 72%

Improvement: +8%

Speaking Proficiency

Experimental Group: Achieved a 30% improvement in fluency, pronunciation, and grammatical accuracy, as measured by rubrics.

Control Group: Demonstrated a marginal improvement of 5%, primarily in pronunciation.

Qualitative Findings

Engagement and Motivation

75% of students in the experimental group reported higher motivation during game-based lessons. 50% of students felt that games reduced anxiety, especially during speaking tasks. Observations indicated more active participation in the experimental group, with students showing enthusiasm and collaboration.

Challenges in Implementation

Technical Issues: 10% of students faced challenges with accessing digital tools due to limited devices. Instructional Clarity: 15% initially struggled to understand the rules of new games, though this improved over time.

DISCUSSION

The findings underscore the significant advantages of integrating game technology into EFL classrooms, particularly in contexts like Chust Specialized Boarding School N:7.

Enhanced Vocabulary Retention

The experimental group's 20% improvement in vocabulary retention highlights the effectiveness of interactive learning tools such as Quizlet. These tools reinforce memory through repetition and gamification, aligning with cognitive theories of active learning.

Improved Speaking Proficiency

Game-based role-playing activities provided students with opportunities to practice authentic communication. The 30% improvement in speaking proficiency within the experimental group supports existing literature on the efficacy of low-stress, immersive environments in language learning (Peterson, 2010).

Increased Engagement and Motivation

The overwhelming positive response to game-based activities demonstrates their potential to transform classroom dynamics. Games foster collaboration, competition, and enjoyment, making lessons more engaging for students who might otherwise find traditional methods monotonous.

Challenges and Recommendations

The study revealed areas for improvement, including technical limitations and the need for clear instructions. Teachers must ensure access to digital tools and provide detailed guidance to optimize the learning experience. Additionally, integrating game-based learning with traditional methods can cater to diverse student preferences and learning styles.

Broader Implications

The success of this intervention suggests that game technology can be effectively scaled to other secondary schools in Uzbekistan. It also highlights the need for teacher training programs to equip educators with the skills to implement game-based learning strategies.

CONCLUSION

This study demonstrates the transformative potential of game technology in EFL education, particularly in rural and specialized contexts. By enhancing vocabulary retention, speaking proficiency, and classroom engagement, game-based learning provides a powerful tool for addressing challenges in traditional EFL instruction.

Future research should explore long-term impacts, the integration of advanced digital tools, and the scalability of such interventions in different educational settings.

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THE ROLE OF INTERNATIONAL TRADE IN UZBEKISTAN'S AUTOMOTIVE MANUFACTURING: ECONOMIC IMPACTS AND ENGINEERING INSIGHTS

Mahmasiddikov Nodirbek

Overview

Today, international trade has been a major driving force for change in the manufacturing sectors of many countries, especially for industries such as automotive production. As markets around the world have become more integrated, countries have acquired the capability to access goods, technologies, and components that would otherwise be unavailable or too costly to produce domestically. This has been particularly important in industries such as car manufacturing, where dependence on many types of specialized parts from around the world is crucial to assembling quality vehicles. Such countries import parts like engines, transmission, and electronic systems for assembling cars meeting global standards of performance, safety, and innovation at more affordable costs, backed by international suppliers' efficiency.

It has also enabled the established manufacturing countries, which include Japan, Germany, and the United States to outsource unadvanced processes like more research and development, marketing, and value-added assembling. For such countries, the local automotive industries grew in a setting with various imports, both of raw materials and of technology to facilitate the supplementation of local production. In emerging economies, like Uzbekistan, which are striving to develop an automotive industry, international trade is crucial not only for the importation of parts but also for infusing technological and capital investment that will be required to build a competitive manufacturing sector.

The role of trade in the automotive industry extends well beyond the importation and exportation of basic components. Global trade agreements, the reduction of tariffs, and the creation of trade blocs have all facilitated complex global supply chains in car manufacturing, sourcing parts and materials from almost all corners of the world. In fact, these liberalization efforts in trade have been one of the reasons why countries have managed to integrate themselves into the international automotive market. This, in turn, has enabled them to further diversify their production and enhance the quality of vehicles produced. Interdependence does indeed bring challenges, particularly for countries that have to balance the inflow of imported components with their own need

to develop local capabilities and long-term self-sufficiency in strategic industries such as automotive manufacturing.

In the case of Uzbekistan, the auto manufacturing sector has been developing rapidly over recent years but remains heavily dependent on imports to assemble its national car brands. The government has taken serious initiatives towards establishing local production, but vital components such as engines, chassis, and electrical parts rely heavily on imports to support the continued growth and competitiveness of the industry. One can understand from studying the role of such imports how trade shapes not only the economic profile of a country but also its technological capabilities and industrial strength.

Objective

This research paper discusses how international trade affects the manufacturing powers of countries, taking the case of the automotive sector in Uzbekistan. The challenge remains open for finding a balance between the need for imported parts and building a self-sustaining competitive manufacturing base as Uzbekistan continues to develop its domestic car industry. This paper sets out to determine and establish how trade, particularly importation of car parts, configures the manufacturing capacity in the country and eventually creates national brand vehicles.

Research Focus

The paper examines how imported car parts provide support for the assembly process that takes place in the republic, considering the imports based on the type, that is, engines, gear, electronic systems, among others, which are usually quite critical in car assembly. It will analyze the economic and mechanical engineering aspects of how these parts are integrated into the local manufacturing process and assess the impact they have on both the cost and quality of locally produced cars. It also seeks to analyze the interdependence of trade in manufacturing and technology transfer to gain insight into how the automotive sector in Uzbekistan has been developing and how international trade influences its current and future development. It will also analyze how continued reliance on imported parts shapes the country's position within the global automotive market and its ability to compete both regionally and internationally.

Economics of International Trade in Manufacturing

International trade has long been the backbone of economic development, particularly in manufacturing. With the evolution of the global economy, the patterns of trade have shifted, becoming more complex and interlinked. The automotive sector, being one of the most vital manufacturing industries globally, shows how trade influences production processes. Most automobile manufacturers depend on global supply chains for a number of car parts and components, ranging from basic materials like steel to highly specialized components such as engines, transmissions, and

electronic systems. These are produced in various countries and assembled at various locations, thus giving rise to a network that fuels the growth and technological advancements of the automotive industry.

The fragmentation of production has become one of the biggest trends in international trade: whereas before, when producing a car, one was relying on fully domestic manufacturing, countries increasingly build their cars with imported parts. In fact, a country not capable of making each part by itself imports such components to build up its automobile. A very good example is the global automotive supply chain, wherein the manufacturers are mostly based in developed economies that design and assemble the cars, while the parts come from lower-cost regions or specialized manufacturers in other countries. For example, countries such as Japan, South Korea, and Germany have established themselves as centers of automotive innovation and design, while depending on imports for specific parts such as engines and sensors.

This international interdependence, in turn, allows countries to manufacture vehicles more inexpensively and of higher quality than they could with complete reliance on domestic resources alone. On the other hand, reliance on imports has also its own challenges, especially for emerging economies such as Uzbekistan, needing to establish trade relationships, deal with tariffs, and engage in international logistics to find components for their automotive industries.

Role of Imports in Domestic Manufacturing

For countries like Uzbekistan, imports are important for addressing the needs of the domestic manufacturing industry. The automobile sector of Uzbekistan is developing fast but still relies on the importation of basic units of cars, engines, chassis, and their electronic components. This will not just be a convenience but an economic necessity that will enable Uzbekistan to join the competitive world market while still cultivating its local production.

Some of the positive impacts of imported car parts hitting the domestic manufacturing landscape are that they allow local manufacturers to focus on the final assembly of vehicles while sourcing specialized components from international suppliers. This process keeps production costs lower than if Uzbekistan were to produce every part domestically, thus allowing local manufacturers to offer competitively priced vehicles both in domestic and export markets. It also opens up the opportunity for technology transfer, since local manufacturers will have the advantage of high-quality components with innovative designs developed by international companies.

Importing car parts can stimulate job creation in the local economy, considering that the assembling process of these imported parts is manpower-intensive. Moreover, the industries that support the automotive industry, like logistics, warehousing, and

distribution, also gain from the inflow of car parts, adding to the employment rate. The automotive sector itself can be a strong driver of economic growth. It is reported that the automotive industry in Uzbekistan contributes much to the country's GDP through both local car production and exports of domestically assembled vehicles. In addition, the growth of the sector is reflected in the development of complementary industries, such as steel production, electronics, and plastics, as local suppliers start to provide more sophisticated parts.

Although the imports give them immediate economic benefits, the challenge of relying on foreign imports cannot be totally discarded. The balance between using foreign imports and building the capability within the country needs to be properly maintained. As the country is unable to produce all the auto parts, over-reliance on foreign suppliers would leave them in the cold when some disturbance hits the world's trade—anything from a supply chain disruption to an imposition of tariffs.

Case Study: Uzbekistan

In recent years, the automobile sector of Uzbekistan has undergone significant transformation due to greater foreign investment and trade liberalization. The biggest car manufacturer in the country, UzAuto, has expanded its production capacity while also depending on the imports of vital car parts. UzAuto imports vital car parts such as engines and chassis from countries like South Korea, China, and Russia. Local assembly of these components produces models from different brands, such as the Chevrolet Spark and Ravon Nexia. As a result of the government's policy, there has been substantial growth in domestic production capacity, although the country still imports considerable amounts to meet demand for vehicles within Uzbekistan and beyond its borders.

The impacts of international trade on the Uzbek automotive industry are two-faced: On one hand, by the aid of trade, Uzbekistan could establish an entire competitive automotive industry in very short years by means of high-quality parts and good technology. Due to all these developments, Uzbekistan became the regional player, having occupied an important share of regional markets, with export flows going to neighboring Kazakhstan, Kyrgyzstan, and Turkmenistan. The expansion of the car industry has driven infrastructure development and increased job creation in manufacturing and related sectors.

On the other hand, heavy reliance on imports presents certain vulnerabilities. Since the automotive sector depends on foreign parts, disruptions in global trade or fluctuations in the price of imported components can directly impact production schedules and costs. In addition, it has yet to overcome the obstacles in the way of having a fully self-reliant automobile-manufacturing industry. While Uzbekistan has invested in local parts suppliers and manufacturers, it still has to overcome weaknesses

in domestic production to cut reliance on imports in specialized areas such as sophisticated electronic and engine components.

Nevertheless, international trade has been of paramount importance in supplementing the manufacturing capability of Uzbekistan. Trade has assisted the development of Uzbekistan's automotive industry, making it a rather competitive player in the regional market, due to access to state-of-the-art technologies and parts provided by world contractors. It might lead to further strengthening the domestic industry in Uzbekistan over time, with the condition that the country will invest in building its production capability and reduce dependence on foreign imports.

International trade has therefore played an important role in the development of Uzbekistan's automotive sector by helping the country develop a competitive sector through the import of its value-added components. The only thing that this concept does is facilitate the creation of jobs, GDP, and putting Uzbekistan on the radar in the regional car manufacturing market. However, dependence on the import of key components speaks volumes about continuous investment needs in local manufacturing for long-term sustainability and reduced exposure to global trade disruptions.

Mechanical Engineering Aspects of Car Manufacturing in Uzbekistan

The assembling of cars in Uzbekistan represents a complex integration of imported car parts into a localized manufacturing system. As the country continues to grow its automotive industry, a wide variety of components are sourced from global suppliers to ensure that the final vehicles meet international standards for performance, safety, and quality. The paper will explore the type of car parts imported for assembly in Uzbekistan, its integration into the local production line, and how the technology and innovation embedded in these parts influence the final product.

Types of Car Parts Imported for Assembly

The automotive sector of Uzbekistan relies heavily on the importation of critical car parts that are essentially used for vehicle assembly. Some of the most commonly imported components include:

Engines: Being one of the most important components in car manufacturing, engines are often imported from international suppliers due to their complexity and high-tech nature. Imported engines, which vary by model and car brand, are usually the heart of the vehicle, dictating its performance, fuel efficiency, and overall reliability. These engines generally come from China, South Korea, and Russia, with different models to suit various types of vehicles, from compact cars to big SUVs.

Transmissions: Transmissions are crucial in conducting power from the engine to the wheels. Like engines, most of these are imported since the engineering involved is rather complex. Whether manual or automatic, the transmission system is so specialized with many critical components such as gears, clutches, and hydraulic

systems. Uzbekistan imports transmission units from a variety of countries, which enables vehicles assembled to have the latest technological development in performance, fuel economy, and driving ease.

Electrical Systems: These are attributed to supplying power to different vital activities like lighting, the infotainment system, and safety of the vehicle. In modern cars, electronic control units have also become very crucial to maintaining performance, emissions, and other vital functions of an automobile. Wiring harnesses, sensors, ECUs, and batteries are some of the complex electrical components imported by Uzbekistan. These are the very parts that will keep modern vehicles at their advanced state and maintain global standards for safety and innovation.

They consist mostly of completely knocked-down units of chassis, doors, hoods, bumpers, and fenders, which are imported for local assembling. Such a body part is produced by using various types of lightweight and tough materials: steel and aluminum. Very often, quality parts cannot be produced domestically, meeting market demand. Therefore, the Uzbek producers source them from countries having appropriate know-how in the stamping and assembly of these parts.

Interior Components: Interior components include parts like seats, dashboards, airbags, and upholstery, which are in great need for comfort and safety of the vehicle. These are often imported because of the complexity in design and manufacture. For example, seats are designed ergonomically in comfort and safety, while modern electronic user interfaces are integrated into the design of dashboards. All these parts are sourced out from various suppliers around the world so that the finished product not only looks good but functions well too.

Manufacturing Process and Integration of Imported Parts

The vehicle assembly in Uzbekistan normally includes well-defined stages of the process, where imported parts are integrated into the local production line. These parts are delivered from international suppliers to specialized assembly plants like UzAuto, where local engineers, technicians, and assembly workers handle the integration.

Initial Assembly: These are imported parts such as the engine and transmission that are delivered onto the assembly line for careful placement into the vehicle's chassis. Early in the sequence of assembly, the drivetrain, which consists of the engine, transmission, and suspension system, is usually installed. These are attached to the vehicle's frame in a manner that ensures the parts are functionally and safely secured. Knowledge in mechanical engineering is very fundamental in this stage, as small mismatched fittings result in malfunctioning.

Electrical and Wiring Integration: Installation of electrical systems like wiring harnesses, sensors, and ECUs takes place after mounting the engine and transmission. Wiring routes through the vehicle body to connect electric components with power

systems and controllers. This is the most technical part of the assembly process, where engineers have to make sure that the electrical systems are properly connected to avoid any sort of short-circuiting or malfunctioning. Modern cars depend on sophisticated electrical systems, which are used right from their engine control to driver assistance systems.

Body Assembly: Once the drivetrain and electrical systems have been installed, body parts are attached to the assembly line. Other imported body parts, such as doors, bumpers, and hoods, are integrated into the building of the outer shell or skin of the car from the chassis. The integration involves mechanical assembly and welding techniques. Precise engineering is key to ensuring that all the body components fit well, hence coming up with a vehicle that is functional as well as good to look at.

Interior Installation: This is the last stage of the process, where the interior of the car is fitted out with seating, dashboards, and upholstery. Sometimes this will involve manual work for complicated systems such as airbags and user interfaces. In this stage, the ability to pay close attention to detail is highly needed because it should comply with both ergonomic and safety standards.

Impact of Technology and Innovation

The quality and technological level of imported parts significantly mark the final product's design, performance, and cost. For example, modern engines and transmissions from global suppliers are often equipped with the latest technology, which offers much better fuel efficiency, less emission, and improvement in driving. These developments become imperative for vehicles manufactured in Uzbekistan to pass international safety and environmental standards.

Besides, the addition of new electrical systems, including sensor technology and infotainment systems, increases the value of locally assembled vehicles. For instance, sensors used in advanced driver-assistance systems-ADAS-find their place in most cars. Such systems use data from many sensors to help with parking, lane-keeping, and collision avoidance-features which are integral to the modern car.

The high-tech nature of these imported components can also impact the cost of the final product. Advanced components such as sensors, ECUs, and high-performance engines increase production costs. However, the benefit is that these innovations enhance the quality of the car, making it more competitive in both local and international markets. For Uzbekistan, this means that the local automotive sector can offer vehicles with high value, appealing to consumers who seek both quality and affordability.

In short, car manufacturing in Uzbekistan strongly relies on imported parts: engines, transmissions, electrical systems, body parts, and interior. Further, these components have to be assembled through an extremely technical multi-stage process

with great attention to every detail and precision. The technological innovation embodied in such imported components will impact not only the design and performance of the final vehicle but also cost and, therefore, its competitiveness in the market. In so far as an automotive sector is being pursued, development will find an advanced role played by imported components in ensuring that the locally assembled vehicle meets global standards of quality and innovation.

International trade has deeply affected the car manufacturing sector in Uzbekistan, especially regarding imported car parts that are integral to the production of domestic vehicles. Import statistics show an increasing dependence on foreign components such as engines, transmissions, and electronic systems that are integral to assembling cars locally. Data shows that imports of car parts have grown over the years to meet the increasing demand for high-quality components that improve local production, especially by UzAuto, which manufactures national brand cars.

This has helped the national car brands like UzAuto and GM Uzbekistan in so far as market share is concerned, since these imports have allowed them to exploit advanced technologies and designs which may not be available locally. This also assists them in competing in both their domestic and international markets. Such automobiles became more appealing for end-consumers, and were prepared for export to the neighbor countries, due to the possibility of their inclusion of sophisticated electronic systems and energy-efficient engines.

It has been, at the same time, a weakness since import tariffs—for instance, high car import tariffs such as 20%—along with the inability in foreign currency exchange, make some of these foreign-made automobiles too costly to be seriously considered within the Uzbek market by customers, therefore placing greater feasibility on domestically manufactured automobiles. Moreover, not long from now, problems arise for Uzbekistan on account of increasing export pressure concerning providing spare parts and technological packages.

They are, therefore, strategically positioned in that they balance local and imported parts to be at a competitive edge. Being adaptive to the market, it has focused on keeping cost down in its automobile assembly while ensuring the produced vehicles can meet international standards, resulting in the gradual modernization of Uzbekistan's manufacturing industry of cars that have been supported by its increasing international trade.

Conclusion

The present research underlines the importance of international trade in determining the current features of the car manufacturing industry in Uzbekistan. The country has developed a successful domestic automotive industry, driven by national brands like UzAuto Motors, based on the importation of vital car parts like engines,

transmissions, and electronic systems. Such imports allow local producers to adopt modern technologies and stay competitive in production, thus improving the quality and marketability of locally assembled cars. The interdependence of trade and manufacturing would not only signify economic integration but also point to the globalization of the automobile supply chain.

This suggests that one important implication is that Uzbekistan's dependency on foreign components, most notably from countries like China and South Korea, enabled it to concentrate on active production rather than assembly. This, in turn, has promoted employment, contributed to higher GDP growth, and enabled local brands to compete regionally and even internationally. This dependence shows vulnerabilities, too, from exposure to disruptions in the global supply chain to running the risk of technological stagnation without significant investment in local innovation and capacity-building.

All the above challenges can, at some time, be overcome only when Uzbekistan implements serious programs for strengthening its own industrial production base. Policies fostering a local supply of fundamental structural and electronic systems, subcontracts for engine manufacturing, the transfer of technology via partnering programs involving foreigners, and special reeducation classes for engineers and technical cadre will make the homebred labor force more knowledgeable in their skills.

More importantly, though, diversification of trading partners from the current major suppliers like China and South Korea will contribute to Uzbekistan's resilience against the market's volatility. Thus, creating trade arrangements with emerging markets or states with a developed car industry may provide access to new technologies and decrease risks in value chains.

Further research is needed on the feasibility of these recommendations, with special attention to economic and technical feasibility related to localized production of high-tech components. Consumer preference studies may also be informative, as well as export opportunities, in strategically guiding national brands in their decisions to expand. By investing in human capital and physical infrastructure, there is a good chance that Uzbekistan will evolve from an assembly-based automotive industry to a more independent and innovative manufacturing hub.

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THE COST OF IMPROVING THE QUALITY OF CONTINUOUS EDUCATION AND PROVIDING SCIENTIFIC PRODUCTIVITY IN THE TEACHING OF NATURAL SCIENCES

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Annotation: In this article, preparatory work that should be done in order to prepare for the next research of Uzbekistan, the importance of teaching natural sciences, the achievements and shortcomings of the field were considered, and the solution of the problems related to this field was discussed.

Key words: Innovation, integration, globalization, international studies, Steam, Testing platform, continuity, textbook, multimedia, critical thinking.

СТОИМОСТЬ ПОВЫШЕНИЯ КАЧЕСТВА НЕПРЕРЫВНОГО ОБРАЗОВАНИЯ И ОБЕСПЕЧЕНИЯ НАУЧНОЙ ПРОИЗВОДИТЕЛЬНОСТИ В ПРЕПОДАВАНИИ ЕСТЕСТВЕННЫХ НАУК

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Аннотация: В данной статье рассмотрена подготовительная работа, которую следует провести для подготовки к следующим исследованиям Узбекистана, важность преподавания естественных наук, достижения и недостатки области, а также решение проблем, связанных с этой областью. обсуждалось.

Ключевые слова: инновации, интеграция, глобализация, международные исследования, Steam, платформа тестирования, преемственность, учебник, мультимедиа, критическое мышление.

Introduction. In the conditions of globalization, the reforms implemented in the science and education system in our country, as well as in all fields, are giving their important and priority results in our daily life. In this year's Address of the President of the Republic of Uzbekistan to the Supreme Assembly, special attention is paid to this field, further increasing the role of science in the socio-economic, cultural, industrial and production spheres of our country, wide introduction of innovations, including the fields of mathematics, chemistry, biology and geology. special attention was paid to further development.

At the moment, a number of presidential decrees and decisions aimed at the development of these fields of science, as well as other normative documents on this basis, have been adopted. As a proof of our opinion, in order to develop the sciences of chemistry and biology in our country, to increase the quality of education and the effectiveness of science in these areas, another important legal document - the Decree of the President of the Republic of Uzbekistan on August 12, 2020 "Continuous in the fields of chemistry and biology" Decision No. PQ-4805 "On measures to increase the quality of education and the effectiveness of science" was adopted. This decision found a comprehensive solution to the problems that have accumulated over the years in the field, from the teaching of sciences to the place in the development of economic sectors, as well as the stages, scope and mechanisms of the tasks to be performed were clearly indicated [1]. -2-3].

Analysis of literature on the topic. Research work was carried out by several scientists on the problem of continuous education development in natural science classes, which was greatly influenced by proximal development based on L. S. Vygotsky's zone rules, as well as by D. B. Elkonin and V. V. Davydov; sh. The teachings of A. Amonashvili and V. A. Sukhomlinsky about the ideas of developmental education, cognitive activity, the ability to deny the teacher, argumentation, and the individual aspects of the formation of critical thinking in students by defending your thoughts were studied. In the works of I. Veksler, A. S. Bayramov, A. I. Lipkina, V. M. Sinelnikov, they studied the issue of Research Methodology. Until now, scientific and educational institutions training personnel in certain fields of science, including major specialists in chemistry and biology, as well as industrial and manufacturing enterprises, were not formed as a unified system based on a single goal. Now this disunity has been eliminated, cooperation mechanisms have been created from general secondary education to higher education and scientific research institutions, large enterprises and organizations that are interested, and a solid ground has been prepared for their mutual integration.

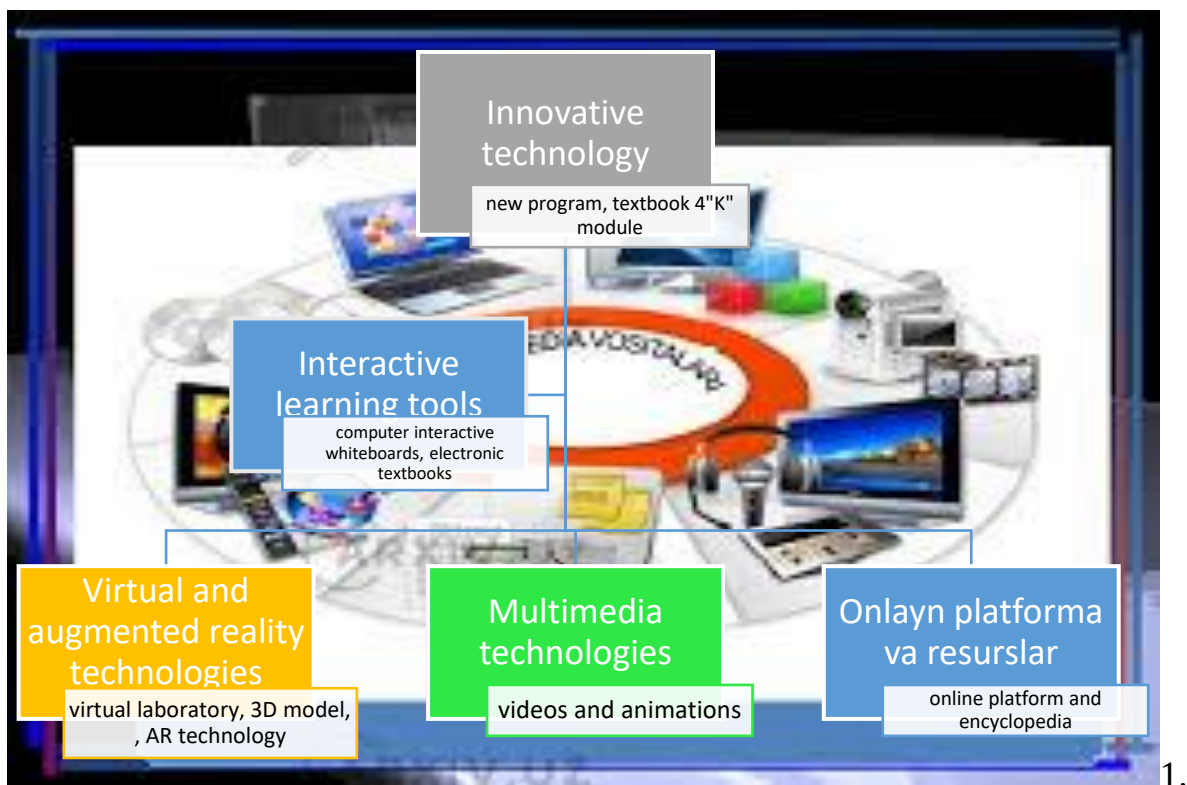
The establishment of special funds for additional financing of the activities of specialized schools for chemistry and biology, their equipment, additional payment to teachers and financing of other activities related to the teaching of chemistry and biology, within the terms of the specified tasks. and it will undoubtedly serve its quality implementation. Also, the social support of chemistry and biology teachers and leaders admitted to specialized schools is evaluated as an example of care for representatives of this field and a factor that raises their status in society it is the result of daily hard work of the teacher from lesson to lesson, year to year. It is not possible to single out a specific algorithm for forming students' critical thinking in the 4K module during the course of the natural science lesson. The actions of the teacher can be seen in the students as follows:

- it is possible to distinguish certain conditions that can be created to motivate and encourage students to think critically;
- set aside a certain time to familiarize yourself with the problem;
- existing views, their discussion, drawing conclusions;
- allowing thinking, recording assumptions;
- correctness or incorrectness of definitions;
- creating an atmosphere of waiting for a large number of different opinions;
- involving students in the discussion, forming their feelings;
- responsibility for the decision made;
- the ability to respect and appreciate the opinions of others [5].

It is dedicated to the relevance of improving the quality of continuous education and ensuring the effectiveness of science in the teaching of natural sciences. The role of science in modern society is increasing, and knowledge of natural sciences is gaining importance in every sphere of human life. At the same time, existing problems in the process of teaching natural sciences reduce the quality of education and have a negative effect on the effectiveness of science.

In the modern education system, the importance of using innovative technologies in teaching natural sciences is increasing. These technologies help to make the teaching process more interesting and effective, to develop the knowledge and skills of students.

The main types of innovative technologies and their application in natural science classes



1.

Interactive learning tools:

- Computers and interactive whiteboards: The learning process can be further illustrated and made more understandable through visual materials, animations, videos, and simulations. Interactive whiteboards ensure the active participation of students.
- Electronic textbooks and study guides: Electronic textbooks contain more information, images, and interactive elements, which enriches the learning process.
- Online platform and resources: Online tests and simulations can be used to assess students' knowledge and determine their level of mastery.

2. Virtual and augmented reality technologies:

- Virtual laboratories: Virtual laboratories allow students to conduct experiments in a safe and comfortable environment that are impossible or dangerous to conduct in real laboratories.
- Augmented Reality (AR) technologies: With the help of AR technologies, students can see additional information, 3D models, and animations in addition to the pictures in the textbook. This makes the educational materials more lively and interesting.

3. Multimedia technologies:

- Videos and animations: Videos and animations showing natural phenomena, biological processes, and physical experiments facilitate students' understanding.
- Audio materials: Audio materials can be used to convey the sounds of living nature, scientific lectures, and other audio information to students.

4. Online platforms and resources:

- Online learning platforms: Through online learning platforms, students can obtain additional information on natural sciences, take online tests, and evaluate themselves.
- Online encyclopedias and databases: Students can use online encyclopedias and databases to obtain more information on natural sciences.

To increase the effectiveness of the use of innovative technologies:

- Teachers need to improve their skills in the use of innovative technologies.
- Technologies should be used in a purposeful and logical manner in the learning process.
- It is necessary to pay attention to the development of students' skills in working with technology.
- Along with the use of technology, it is advisable to use traditional teaching methods.

The use of innovative technologies in natural science lessons makes the teaching process more effective and interesting, helps to develop students' knowledge and skills. However, it is important to use technologies purposefully and appropriately, improve the qualifications of teachers, and develop students' skills in working with technology. Innovative technologies play a significant role in forming scientific awareness and a scientific worldview in students.

Analysis and results. The use of a universal strategy and interdisciplinary communication in the development of natural science teaching is effective, and such education allows for the following results:

- the ability of students to think freely based on updated textbooks;
- the organization of integrated lessons using visual exhibitions;
- the ability to work in different fields of knowledge, as the ability to express oneself;
- the ability to express thoughts, both verbally and in writing, clearly and correctly in relation to others;
- form a personal point of view based on understanding different points of view;

-experience, ideas and problem solving;

-practice independently;

-with their own learning, it is explained by the fact that it leads to the formation of the ability to cooperate and work in a group.

That is why the vital need for critical thinking leads to thinking specifically for the local education system.

Conclusion and recommendations. In conclusion, in order to increase Uzbekistan's prestige among world countries, to raise a generation that can compete with developed countries and meet world standards, we must actively participate in international research, thoroughly prepare young people for international research, in short, to educate the youth of the future.

After all, our current efforts are the foundation of our future. When developing methods for teaching natural sciences to schoolchildren, it is necessary, first of all, to introduce the younger generation to a natural and practical approach.

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TIMES FOR CARRYING OUT AGROTECHNICAL MEASURES TO INCREASE THE YIELD OF ATROPA BELLADONNA L.

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Abstract. Currently, the concept of integrating modern medicine and traditional medicine is being popularized in a number of countries, and it is believed that integrative medicine may be the medicine of the future. To solve such an urgent problem, measures are being taken to effectively use the vast undeveloped lands in our country. It is especially necessary to properly implement agrotechnical measures in the cultivation and increase of the wild medicinal plant *Atropa belladonna* L.

Keywords: *Atropa belladonna* L, Renal, Hyoscyamine, Alkaloid, stratification, combing, vegetative.

СРОКИ ПРОВЕДЕНИЯ АГРОТЕХНИЧЕСКИХ МЕРОПРИЯТИЙ ПО ПОВЫШЕНИЮ УРОЖАЙНОСТИ АТРОПА BELLADONNA L.

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Аннотация. В настоящее время в ряде стран набирает популярность концепция интеграции современной медицины и народной медицины, и предполагается, что интегративная медицина может стать медициной

будущего. Для решения столь актуальной проблемы принимаются меры по эффективному использованию крупных неосвоенных земель в нашей стране. Лекарственная белладонна, произрастающая особенно в диком виде, Atropa belladonna L. Необходимо правильно проводить агротехнические мероприятия при выращивании растений и повышать их продуктивность.

Ключевые слова: *Atropa belladonna L, Почечный, Хьюциамин, Алкалоид, крахмала образование, шунтирующий, вегетативный.*

INTRODUCTION

It is known that more than 50% of the medicines produced by pharmaceutical enterprises worldwide are made from medicinal plant raw materials. The rapid development of the pharmaceutical industry in most countries, including the Republic of Uzbekistan, has led to a sharp increase in the demand for medicinal plant raw materials by such enterprises. It should be noted that due to the limited reserves of naturally growing medicinal plants, the demand for medicinal plant raw materials by pharmaceutical enterprises can be met mainly only by growing medicinal plants.

In order to organize the cultural cultivation and processing of medicinal plants, support the establishment of plantations of medicinal plants, as well as the widespread use of medicinal plants in the prevention and treatment of diseases, 1 Resolution No. PQ-251 of the President of the Republic of Uzbekistan Sh. Mirziyoyev was adopted on May 20, 2022. Over the years, the republic has been implementing consistent reforms in the field of medicinal plant protection, rational use of natural resources, and the establishment of plantations where medicinal plants are grown and their processing. Therefore, providing the pharmaceutical industry with high-quality, abundant, affordable and ecologically clean raw materials remains a major challenge. This situation, of course, requires providing farms engaged in the cultivation of medicinal plant raw materials with specialists who are well versed in the technologies of growing medicinal plants.

MAIN PART

Common (medicinal) belladonna - *Atropa belladonna* L. Caucasian belladonna *Atropa caucasica* Kreyer; relatives - belongs to the Solanaceae family. Belladonna preparations are used as antispasmodics in various spasmodic cases (intestinal and urinary tract spasms) and as painkillers in gastric and duodenal ulcers, cholecystitis, gallstone disease, renal colic, as well as in the treatment of bronchial asthma and to reduce the fluid secreted by the salivary and mucous glands. In addition, it is also used to dilate the pupils in eye diseases. A root preparation is given to treat Parkinson's disease. Atropine and scopolamine are used in medicine from the belladonna plant, while hyoscyamine is not used because it is more toxic.

The land where belladonna is planted should be thoroughly studied. It is a perennial herb that can reach 2 meters in height. The plant is mainly grown in the Krasnodar Territory, Poltava and Voronezh regions. Currently, it is also being planted in Uzbekistan. It is advisable to plow the land taking into account the mechanical composition of the soil, the level of salinity and fertility. If the land is plowed properly, it will be possible for the plant's roots to develop well. Before planting belladonna, in the fall, 20-30 tons of organic fertilizer and superphosphate fertilizer are applied at a rate of 70% of the annual rate, and in areas with deep water, 20 kg of nitrogen fertilizer is applied and plowed to a depth of 25-30 cm. Belladonna can be planted in the fall or early spring.

It is a thermophilic plant with a long growing season. In early spring, the land is leveled, weeds are removed and the soil temperature is 20-22°C. Since the seeds of the plant are hard, they are stratified for 2 months before planting. 8 kg of seeds are used per hectare. The seeds are sown at a depth of 1.5-2 cm, and the row spacing is 60 cm.

Since the seeds of the plant are hard, they germinate in 15-17 days. Belladonna is considered resistant to weeds, pests and heat. During the growth and development period, belladonna must be protected from weeds and pests 2-3 times. Caring for the plant during the growing season is no different from that of arable crops. Feeding belladonna should begin with 30 kg of nitrogen and 25 kg of potassium fertilizer per hectare before the budding phase. Its development is much faster. When the plant reaches the flowering phase, it is fed a second time with 40 kg of nitrogen and the remaining phosphorus fertilizer per hectare.

Since belladonna is a heat-resistant and cool-loving plant, it is necessary to water after fertilization. If watering is not carried out on time, its leaves may become small and of poor quality. Because its leaves, grass and roots are used in medicine. It is recommended to water the plant 8-9 times during the season.

In the first year, 125-130 days pass from the moment the plant sprouts to the moment the seeds ripen. In the first year, the leaves of belladonna are harvested by hand twice. Starting from the second year, its harvest can be harvested 4-5 times. The vegetation period lasts until the cold weather sets in. In the second year, the leaves are harvested first, then the grass is harvested. The third time, the leaves are harvested, and in the fall, the grass is harvested. When using this method, it is possible to harvest more of it. Its leaves should always be harvested before flowering. The collected leaves are dried quickly. Since the dried leaves are hygroscopic, they are carefully stacked and stored in dry bags without absorbing moisture.

If agrotechnical measures are carried out at a high level, and weeds and pests are combated in a timely manner, 15-18 centners of dry leaves can be produced per hectare of belladonna planting area.

CONCLUSION

In conclusion, before planting *Atropa belladonna* L., in the fall, 20-30 tons of organic fertilizer and superphosphate fertilizer are applied at a rate of 70% of the annual norm, and in areas with deep water, 20 kg of nitrogen fertilizer is applied and plowed to a depth of 25-30 cm. Belladonna can be planted in the fall or early spring. It is a thermophilic plant with a long growing season. In early spring, the land is leveled, weeds are dug up, and the soil temperature is 20-22 ° C. Since the seeds of the plant are hard, they are stratified for 2 months before planting. 8 kg of seeds are used per hectare. When the seed depth is 1.5-2 cm and the row spacing is 60 cm, its fertility and medicinal properties are preserved very well. If agrotechnical measures for *Atropa belladonna* L. are carried out in this order, 15-18 centners of dry leaves can be produced per hectare of planted area.

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O‘ZBEKISTON RESPUBLIKASIDA FUQAROLIK JAMIYATI INSTITUTLARINI RIVOJLANTIRISHDA JAMOATCHILIK NAZORATINING ROLINI KUCHAYTIRISH

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Milliy g‘oya, ma‘naviyat asoslari va huquq ta‘limi yo‘nalishi talabasi.

Annotatsiya. *O‘zbekiston Respublikasida fuqarolik jamiyati institutlarini rivojlantirishda jamoatchilik nazoratining rolini oshirish dolzarb ahamiyatga egadir. Boisi fuqarolik jamiyatining hamda davlatning asosini tashkil etuvchi inson va fuqaro huquq va erkinliklarini ta‘minlash, xalq manfaatlariga muvofiq ishlash talab etiladi. Shuningdek, maqolada fuqarolik jamiyati institutlarini rivojlantirish tuzilmalarining jamiyat hayotidagi o‘rni va ahamiyati haqida fikr yuritiladi. Shu bilan birga, jamiyat, fuqarolik jamiyati hamda uning institutlari kabi atmalarning tushunchasi atroflicha yoritiladi. Bundan tashqari O‘zbekistonda fuqarolik jamiyati institutlarini rivojlantirishda inson va fuqarolar uyushmalarining, shuningdek, keng jamoatchilik tomonidan amalga oshiriladigan nazorat institutlarining ro‘li tahlil qilinadi.*

Kalit so‘zlar: Davlat, jamiyat, tashkilotlar, fuqarolar, jamoatchilik nazorati, fuqarolik jamiyati institutlari, Nodavlat notijorat tashkilotlari, nazorat institutlari.

УКРЕПЛЕНИЕ РОЛИ ОБЩЕСТВЕННОГО КОНТРОЛЯ В РАЗВИТИИ ИНСТИТУТОВ ГРАЖДАНСКОГО ОБЩЕСТВА В РЕСПУБЛИКЕ УЗБЕКИСТАН

Аннотация. *Повышение роли общественного контроля в развитии институтов гражданского общества в Республике Узбекистан имеет актуальное значение. Поэтому необходимо обеспечивать права и свободы человека и гражданина, составляющие основу гражданского общества и*

государства, и работать в соответствии с интересами народа. Также в статье размышляет о роли и значении структур развития институтов гражданского общества в жизни общества. При этом будут подробно раскрыты понятия общества, гражданского общества и его институтов. Кроме того, анализируется роль человеческих и гражданских объединений, а также институтов контроля со стороны широкой общественности в развитии институтов гражданского общества в Узбекистане.

Ключевые слова: Государство, общество, организации, граждане, общественный контроль, институты гражданского общества, негосударственные некоммерческие организации, институты контроля.

STRENGTHENING THE ROLE OF PUBLIC OVERSIGHT IN THE DEVELOPMENT OF CIVIL SOCIETY INSTITUTIONS IN THE REPUBLIC OF UZBEKISTAN

Abstract. Increasing the role of public control in the development of civil society institutions in the Republic of Uzbekistan is of urgent importance. Therefore, it is necessary to ensure the rights and freedoms of man and citizen, which form the basis of civil society and the state, and to work in accordance with the interests of the people. The article also discusses the role and significance of structures for the development of civil society institutions in the life of society. At the same time, the concept of such terms as society, civil society and its institutions is thoroughly explained. In addition, the role of human and citizen associations, as well as control institutions carried out by the general public, in the development of civil society institutions in Uzbekistan is analyzed.

Keywords: State, society, organizations, citizens, public control, civil society institutions, Non-governmental non-profit organizations, control institutions.

Kirish

O'zbekistonda fuqarolik jamiyati institutlarini rivojlantirishda, mamlakatda demokratik jarayonlarni mustahkamlashda keng jamoatchilikni hamda inson va fuqarolar uyushmalarining o'zni muhim ahamiyatga ega. "Fuqarolik jamiyati" atamasi turli xorijiy adabiyotlarda alohida mazmun kasb etgan tushuncha bo'lib, u hozirgi davr talqinda jamiyatning muayyan shaklini, uning ijtimoiy-iqtisodiy, siyosiy va huquqiy tabiatini, rivojlanish darajasini ifodalaydi. Fuqarolik jamiyatini shakllantirish masalalari doimo davlatni takomillashtirish, huquq va qonunning rolini yuksaltirish muammolarini hal etish bilan chambarchas tarzda o'zaro bog'likdir. Fuqarolik jamiyati institutlari esa - bu davlat va jamiyat o'rtasidagi munosabatlarni tartibga soluvchi

muhim institutlardir. Ushbu institutlar orqali fuqarolar davlat boshqaruvida, qonun ijodkorligi jarayonlarida ishtirok etishlari, o'z huquq va qonuniy manfaatlarini himoya qilishlari mumkin. Jamoatchilik nazorati esa bu institutlarning samaradorligini ta'minlashda asosiy vosita hisoblanadi. O'zbekiston Respublikasining 2023-yil 30-aprelda bo'lib o'tgan umumxalq referendumida qabul qilingan yangi tahrirdagi Konstitutsiyasining XIII bobi "Fuqarolik jamiyati institutlari" deb nomlanib, uning 69-moddasida "Fuqarolik jamiyati institutlari, shu jumladan, jamoat birlashmalari va boshqa NNTlar, fuqarolarning o'zini o'zi boshqarish organlari, OAVlar fuqarolik jamiyatining asosini tashkil etadi", deb mustahkamlandi [12].

Adabiyotlar tahlili va metodologiya

Fuqarolik jamiyati institutlarini rivojlantirish hamda ushbu tuzilmalarning jamiyat hayotidagi ro'lini oshirish haqida fikr yuritishdan avval fuqarolik jamiyati tushunchasiga to'xtalib o'tsak. Fuqarolik jamiyati bugun yoki yaqindagina paydo bo'lgani yo'q. Bu fenomen qadim tarixga borib taqaladi. Qadimgi yunon faylasufi Aristotel: -"Davlat nima ekanligini aniqlashdan oldin fuqaro tushunchasini aniqlab olish kerak, chunki davlat fuqarolar yig'indisi, fuqarolik jamiyatidan boshqa narsa emas" [5], - degan edi. Sharl Monteskyening fikriga ko'ra, fuqarolik jamiyati odamlarning bir-biriga nisbatan adovati mavjud bo'lgan jamiyat bo'lib, bunga barham berish uchun u davlatga aylanadi [4].

Ehtimol, bu talqin qaysidir ma'noda demokratik tamoyillar rivojlanib kelayotgan, fuqaro, chet el fuqarosi va fuqaroligi bo'lmagan shaxslar hamda to'la huquqli va huquqsiz insonlar toifalari ajralayotgan Qadimgi Yunonistonda mavjud bo'lgandir. Tarixiy taraqqiyot natijasida dunyoda hayot kechirayotgan barcha insonlar bir xil huquq va erkinliklarga ega shaxs deb e'lon qilindi.

Xususan Inson huquqlari umumjahon deklaratsiyasining 1-moddasida "Hamma odamlar o'z qadr-qimmatini hamda huquqlarida erkin va teng bo'lib tug'iladilar" [2]. Demak, erkin shaxs sifatida jamiyatda faoliyat yuritadilar hamda o'zlarining shaxsiy huquq va qonuniy manfaatlarini amalga oshiradilar. Anashu huquq va erkinliklardan foydalanayotgan vaqtda jamoatchilik nazorati institutlarining subekti sifatida faoliyat yuritishlari mumkin.

O'zbekiston Respublikasi fuqarolari, fuqarolarning o'zini o'zi boshqarish organlari, shuningdek qonunchilikda belgilangan tartibda ro'yxatga olingan nodavlat notijorat tashkilotlari, ommaviy axborot vositalari jamoatchilik nazorati ssubyektlaridir [3].

So'nggi yillarda O'zbekistonda fuqarolik jamiyati institutlarining soni oshib bormoqda bunga NNTlar jamoatchilik kengashlari, davlat organlari va boshqa tashkilotlari jamoatchilik nazorati jarayonida faol ishtirok etmoqda, hamda shu bilan birga ularning davlat organlari ustidan nazorat qilish darajasi ham oshib bormoqda.

Jamoatchilik nazorati O'zbekistonda fuqarolik jamiyatining rivojlanishida hal qiluvchi rol o'ynashi mumkin. Fuqarolar va NNTlar orqali amalga oshiriladigan jamoatchilik nazorati mexanizmlari davlat organlari faoliyatining ochiqqligini ta'minlash, shaffoflikni oshirish va davlat boshqaruvida samaradorlikni ta'minlash imkonini beradi. Biroq, mavjud huquqiy asoslarga qaramay, amaliyotda jamoatchilik nazoratining samaradorligi hamisha yetarli darajada emas. Bu holat bir qator omillar, jumladan, fuqarolarning huquqiy ong va madaniyat darajasining pastligi, davlat organlari bilan hamkorlik qilishda qiyinchiliklar, va nazorat natijalariga nisbatan javobgarlikning kamligi bilan bog'liq.

Jamoatchilik nazoratining ahamiyatini oshirish uchun, birinchi navbatda, fuqarolarni huquqiy jihatdan bilimdon qilish, davlat organlari bilan jamoatchilik kengashlari o'rtasidagi hamkorlikni mustahkamlash va nazorat natijalariga davlat organlari tomonidan e'tibor qaratishni ta'minlash lozim. Bundan tashqari, NNTlar faoliyatini qo'llab-quvvatlash va ularni davlat boshqaruvi jarayonlarida faol ishtirok etishga jalb qilish zarur.

Xulosa (Conclusion)

O'zbekiston Respublikasida fuqarolik jamiyati institutlarini rivojlantirishda jamoatchilik nazoratining o'rni muhim hisoblanib, mamlakatimizda erkin va kuchli fuqarolik jamiyatini shakillantirish, uning institutlarini davlat va jamiyat boshqaruvidagi o'rni va ahamiyatini tubdan yuksaltirish sohasidagi tashkiliy huquqiy asoslar va davlat tomonidan qo'llab quvvatlash mexanizmlari takomillashtirilmoqda. So'nggi yillarda bu sohada amalga oshirilgan huquqiy islohotlar va NNTlar faoliyati O'zbekistonda demokratik jarayonlarni mustahkamlashga xizmat qilmoqda. Ammo jamoatchilik nazoratining samaradorligini oshirish va fuqarolik jamiyatini yanada rivojlantirish uchun davlat va fuqarolar o'rtasidagi hamkorlikni yanada kuchaytirish, nazorat natijalariga nisbatan javobgarlikni oshirish va fuqarolarning huquqiy ongini yuksaltirish lozim. Jamoatchilik nazorati O'zbekistonda fuqarolik jamiyatining rivojlanishi va davlat boshqaruvida shaffoflikni ta'minlashda muhim ahamiyat kasb etuvchi vosita sifatida xizmat qilishi kerak. Bu esa, o'z navbatida, O'zbekistonning demokratik rivojlanishida muhim rol o'ynaydi. Xulosa o'rnida yana shuni aytib o'tish lozimki, Yangi O'zbekistonda fuqarolik jamiyati institutlarini rivojlantirish yo'lida izchillik bilan amalga oshirilayotgan islohotlar davomiyligi uzviyligi va mantiqiyligi tamoyillarini saqlagan holda ularni orqaga qaytmasligini yana bir bor tasdiqlaydi.

Foydalanilgan adabiyotlar ro'yxati.

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OKS SIVILIZATSIYASI XUSUSIDA NEMIS OLIMLARINING TADQIQOTLARI TARIXSHUNOSLIGI

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ANNOTATSIYA

Ushbu maqolada Oks sivilizatsiyasining o'rganilishiga katta hissa qo'shgan Germaniya arxeologiya instituti xodimlarining ilmiy tadqiqotlariga asoslanib mazkur sivilizatsiyaning tarixshunosligi ochib berilgan.

Tayanch so'zlar: *Germaniya arxeologiya instituti, D.Xuff, Kay Kaniut, M.Toyfer, S.Vinkelmann, S.Kraus, N.Borofka, E.Luna, Jarqo 'ton, Sopollitepa, Bronza davri.*

ABSTRACT

This article reveals the historiography of the Oxus civilization based on the research of the German Institute of Archeology, which made a significant contribution to the study of this civilization.

Key words: *German Institute of Archeology, D.Huff, Kai Kaniuth, M.Teuffer, S.Winkelmann, S.Kraus, N.Borofka, E.Luneau, Jarkutan, Sopollitepa, Bronze Age.*

KIRISH. Markaziy Osiyo bronza davri madaniyatlarining qo'shnilari bilan o'zaro aloqalari masalasi bu hududda yuqori darajada rivojlangan sivilizatsiyaning ilk kurtaklari paydo bo'lganidan buyon doimiy ravishda tarixchilar diqqat-e'tiborida bo'lib kelgan. Yillar davomida Kopettog' va Amudaryo bo'yidagi viloyatlar umumiy arxitekturasi, aholining turmush tarzi, iqtisodiy aloqalari va migratsiyasi jihatidan qadimgi Yaqin Sharq bilan uzviy bog'liq holda rivoj topa borgan. Amudaryo ya'ni Oks bo'yida shakllangan sivilizatsiya Yevropa tarixchilarini yangidan-yangi g'oyalar yaratishga undamoqda. Ushbu tadqiqotda Oks sivilizatsiyasining tarixshunosligiga alohida e'tibor berilgan bo'lib, Germaniya arxeologiya instituti vakillarining mazkur mavzuga oid asarlari ilmiy tahlil qilinadi.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Oks sivilizatsiyasini nemis olimlari tomonidan tadqiq etilishi bevosita Germaniya arxeologiya instituti ilmiy xodimlari D.Xaff, Kay Kaniut, M.Toyfer, S.Vinkelmann,

S.Kraus, N.Borofka nomlari bilan bevosita bog‘liq. 1994 yilda Germaniya arxeologiya instituti va O‘zbekiston arxeologiya instituti qo‘shma ekspeditsiyasi tashkil qilinib, Dietrix Xaff boshchiligidagi ekspeditsiya Jarqo‘ton yodgorligida dala tadqiqotlarini boshlaydi. Ekspeditsiyaning shimoliy Baqtriya metall buyumlari analizi bilan Ernst Pernitska va Yoahim Lutz shug‘ullanadi. D. Xaff o‘zining “Jondavlattepa va Jarqo‘ton[1]”, “Janubiy O‘zbekistondagi Jondavlattepa va Jarqo‘ton. O‘zbek-german qo‘shma ekspeditsiyasi[2]”, “Jarqo‘ton[3]”, “Ibodatxona yoki saroy? Jarqo‘ton – Baqtriyaning bronza davri arxeologik bino va turar-joyi[4]”, “Jarqo‘ton.Arxeologik lokalizatsiya[5]”, “Jarqo‘ton. 6-tepalikda arxeologik tadqiqotlar[6]”, “Markaziy Osiyoning bronza davri yodgorliklari arxitekturasini[7]”, “Surxondaryo viloyatida O‘zbek-German arxeologik tadqiqotlari[8]” nomli ilmiy tadqiqotlari bilan shimoliy Baqtriyadagi ilk shahar-davlat Jarqo‘tonni o‘rganishga ulkan hissasini qo‘shgan olim sifatida tarixda qoldi.

Arxeolog D.Xaffning izdoshi va shogirdi Kay Kaniutdir. Kay Kaniut o‘z izlanishlarini Shimoliy Baqtriyaning bronza davri metall buyumlariga bag‘ishladi va tadqiqotlarini ayni shu nom ostida o‘z dissertatsiyasida bayon qildi[9]. So‘ngra M.Toyfer bilan birgalikda janubi-g‘arbiy Tojikistondagi Bronza davri yodgorligi hisoblangan Rannij-Tulxar qabristonining xronologiyasini Baqtriyaning Sopolli madaniyati bilan solishtirgan risolasi chop etildi[10]. Rannij-Tulxar qabristoni haqidagi dastlabki tadqiqot 1968 yilda A.Mendelshtam tomonidan e‘lon qilingan[11]. So‘nggi yillarda yosh tadqiqotchilar ham bu mavzuga yana qaytishmoqda[12]. Kay Kaniut 2006 yilda Baqtriyadagi Sopolli madaniyatining o‘rganilishiga bag‘ishlangan monografiyasini e‘lon qildi[13]. Monografiyada Sopolli madaniyati geografik joylashuvi, xronologiyasi, terminologiyasi, kartografiyasi, iqlimi, O‘lanbuloqsoy vohasi, Bo‘stonsoy vohasi, Urgulsoy vohasi, Chakalakzorsoy vohasi, Sangardaksoy vohasi, madaniyatning evolutsion bosqichlari hisoblangan Sopolli, Jarqo‘ton, Bo‘ston, Mo‘llalitepa davrlari, A.Asqarov, F.Kol, H.P.Frankfor, F.Xibert, M.Toyfer izlanishlari natijalari, Sopolli madaniyatining xronologiyasini aniqlashda shimoliy va janubiy Baqtriya, Marg‘iyona, Zarafshon vohasi, shimoli-sharqiy Eron, Kopettog, janubi-g‘arbiy Turkamaniston, sharqiy Baqtriya, Kermon, Seiston, Balujiston yodgorliklari o‘xshashliklari xususida o‘z fikr va qarashlarini bayon qilgan. Uning 2007 yilda e‘lon qilgan maqolasi Sopolli madaniyatining so‘nggi bronza davri metallurgiyasi va qalay muammosiga bag‘ishlangan[14]. Bu muammoga e‘tibor qaratishining sababi Yaqin Sharq arxeologiyasidagi “Qalay muammosi” sabab bo‘lgan va bu xususida ko‘plab izlanishlar amalga oshirilganligi uning e‘tiborini tortgan[15]. Ma‘lumki, qalay dastlab Mesopotamiya metallurgiyasida miloddan avvalgi 3-2 mingyilliklarda muntazam ravishda ishlatilgan, ammo, qalay Mesopotamiyaga qaysi yo‘l bilan qayerdan olib kelinganligi noma‘lum. Tarixchilar miloddan avvalgi 2 mingyillikdagi savdo

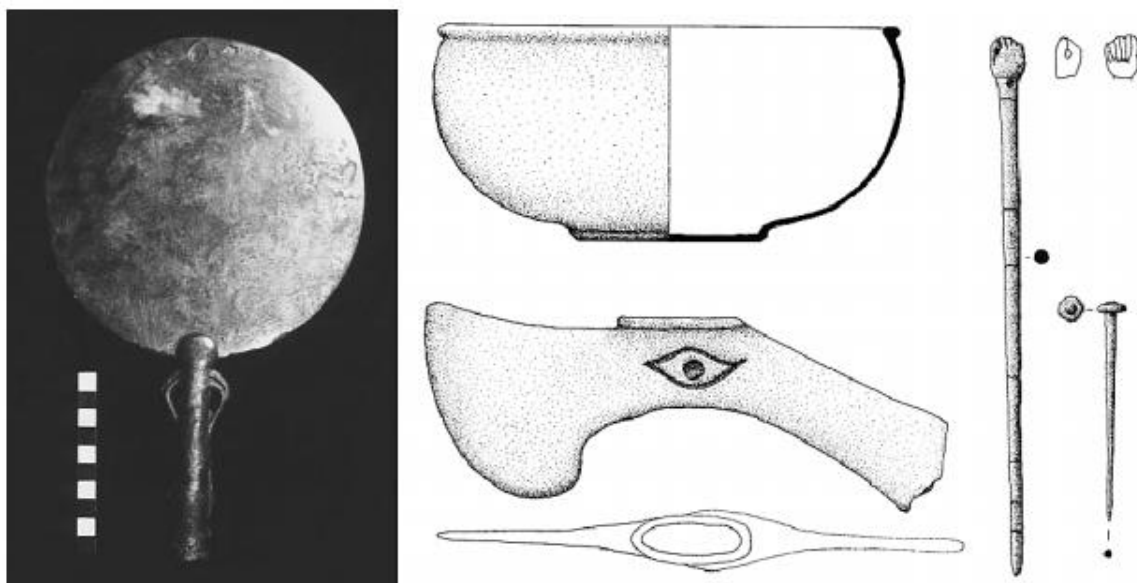
munosabatlari haqida gapirishganda aniq dalillar borligi uchun qalay muammosiga albatta to'xtalishgan[16]. Muallif ham ushbu muammoga e'tibor qaratib, Sopolli madaniyati metallurgiyasini mufassal tasvirlagan. Quyidagi jadvalda Sopolli va Jarqo'tondan topilgan metall turlari va soni keltirilgan:

Xomashyo turi	Qalay bronza	Mishyak bronza	Qo'rg'oshin bronza	Qalay tarkibli kumush	Mishyak tarkibli kumush	Kumush	Umumiy
Sopollitepa	31	29	16	4	13	2	95
Jarqo'ton	6	12	3	1	27	6	55
Umumiy soni	37 (25%)	41 (27%)	19 (13)	5 (3%)	40 (27%)	8 (5%)	150 (100%)

Yodgorliklardan topilgan artifaktlar tarkibi ham alohida o'rganilgan va jadvalda aks etgan:

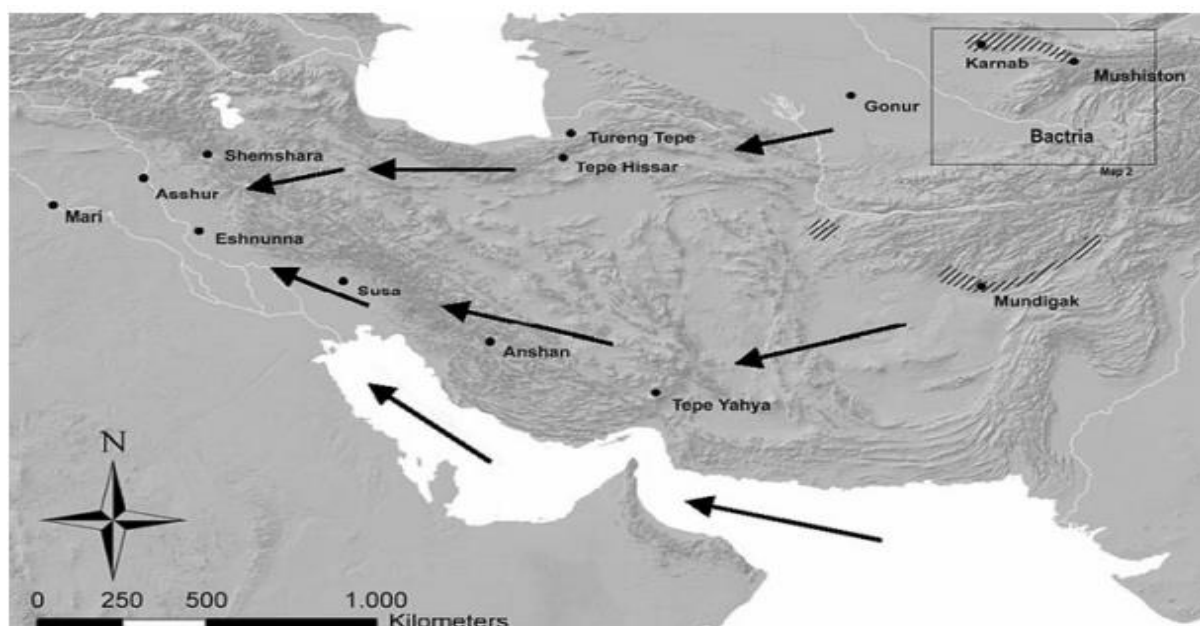
Xomashyo	Qalay bronza	Mishyak bronza	Qo'rg'oshin bronza	Qalay tarkibli kumush	Mishyak tarkibli kumush	Kumush	Umumiy
Ko'zgular	4	3			3		10
Ko'zgu tutqichlari			2				2
Muhrilar			4				4
Idishlar	7	2	1	1	1	1	13
Shisha idishlar			9				9
Qurol va aslahalar	7	4	2		14	2	29
To'qnog'ichlar	6	7	1	1	11	1	27
To'qmoqlar	3	5	1	1	9	1	20
Bilakuzuklar	6	10	3		3		22
Ziraklar	4	1		1	2	2	10
Munchoqlar	2						2
Diademlar		1				1	2
Umumiy	39	33	23	4	43	8	150

Sopolli madaniyatiga tegishli ikkita artifakt turi qalayli bronzadan yasalgan:



1-rasm. Sopolli madaniyati metall buyumlari. Biri quyma qo'rg'oshingga boy dastali ko'zgu. Boshqasi qalayli bronzadan yasalgan buyumlar.

Kay Kaniut Mesopotamiyada ishlatilgan qalay va Sopolli madaniyati qalay buyumlarini solishtirib, ulardagi o'xshashlikni topolmagan. Sopolli madaniyati qalay buyumlari konini janubiy va g'arbiy Afg'onistondan izlash kerakligi xususida taxminlarini bayon qilgan[17]. Shuningdek, miloddan avvalgi 3-2 mingyilliklarda ya'ni bronza davrida qalay foydalanilgan hududlar va uning tarqalish geografiyasi haqida ham boy ma'lumotlar keltirilgan(2-rasm).

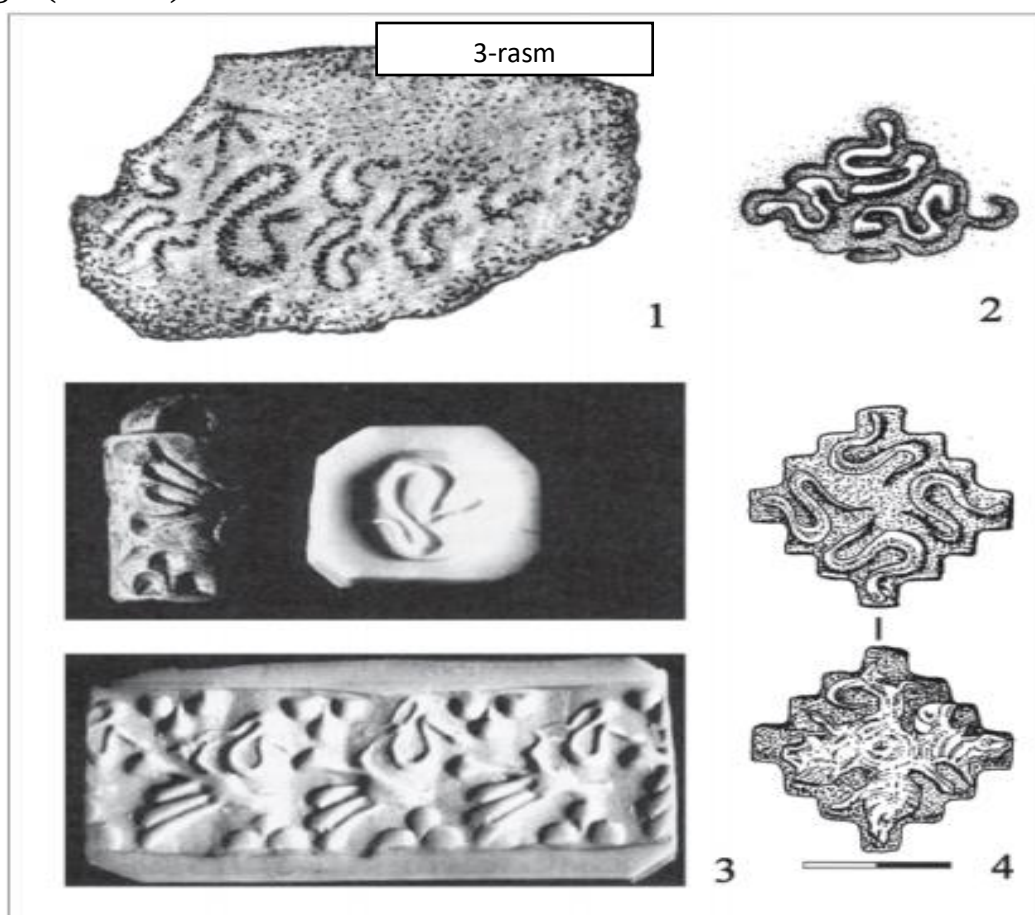


2-rasm. Qadimgi qalaydan foydalanilgan hududlar.

NATIJALAR

Kay Kaniut keying yillarda Surhon vohasida arxeologik izlanishlarini davom ettirdi va tadqiqotlarini “Tilla buloq 2007. Dastlabki kampaniya”[18], “Tilla buloq 2008. Ikkinchi kampaniya uchun dastlabki hisobot[19]”, “Tilla buloq 2009. Uchinchi kampaniya uchun dastlabki hisobot[20]” nomli dokladlarini e’lon qildi.

Muallif 2010 yilda yana bir mukammal tadqiqotini “Janubiy Markaziy Osiyoning bronza davrida shaharlararo import: so’nggi topilmalar va ularning xronologiya va savdoga ta’siri” nomli maqolasini e’lon qildi. Tadqiqotda Markaziy Osiyo va Hind vodiysi o’zaro ta’siri, muhrlar, fil suyagi buyumlari, karneliy marjon-munchoqlar, Hind sivilizatsiyasidan Markaziy Osiyo importi, Mesopotamiya va Markaziy Osiyo, Ko’rfaz bilan savdo aloqalari, metall segmentli g’ildiraklar, gliptika san’ati ka’bi masalalar mukammal tarzda bayon qilingan. Ushbu tadqiqotning kata yutuqlaridan biri Markaziy Osiyo gliptika san’ati uning qo’shnilari bilan taqqoslangan(3-rasm.).



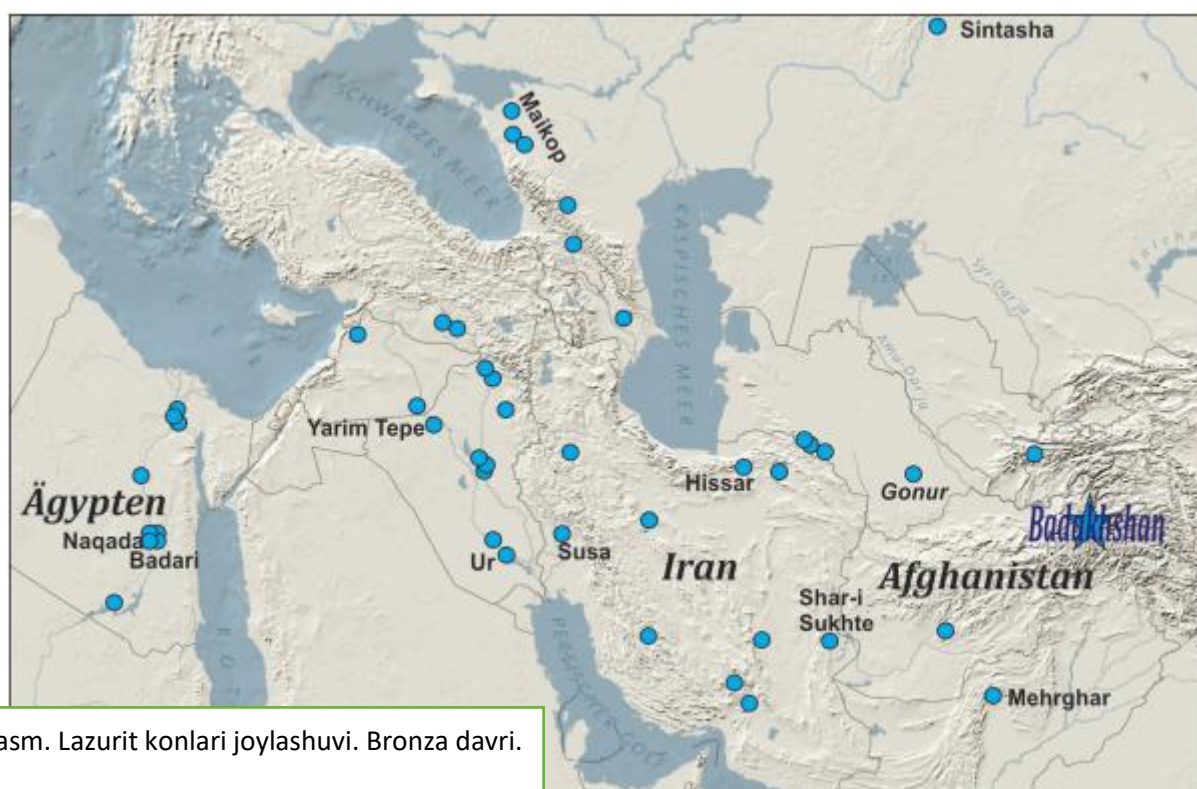
3,1-rasmda tasvirlangan muhr Professor Sh.Shaydullayev rahbarligidagi ekspeditsiya tomonidan Jarqo‘ton 6 tepaligidan topilgan. Muhr silndrsimon bo‘lib, uni bezatishda qadimgi Sharqda mashhur hisoblangan ilon motifidan foydalanilgan[21]. Ilon motifidan gliptikada foydalanish mavzusini yurtimizda ilk bor A.Shaydullayev o‘z

tadqiqotlarida ko‘tarib chiqqan[22]. 3,2-rasmda janubiy Osiyo gliptika san‘ati va Baqtriya muhrlari o‘zaro taqqoslangan[23]. 3,3-rasmda esa Hindistondan Akradan topilgan muhr va 3,4-rasmda Janubiy Osiyo bilan Baqtriya muhrlari o‘xshashliklari Sopolli muhrlari asosida tadqiq etilgan[24].

Muallif 2013 yilda o‘zining “Janubiy O‘zbekistonda so‘nggi bronza davri yangi yodgorligi” nomli izlanishlarida Tillabuloq yodgorligidagi arxeologik tadqiqotlarini sarhisob qildi[25]. Tillabuloq yodgorligi 2006 yilda Tohariston ekspeditsiyasi a‘zosi Sergey Bolelov tomonidan topilgan va so‘nggi bronza davri bilan davrlashtirish taklif etilgan. Ilk ekspeditsiyalar 2007 yil aprelda J.Ilyasov, M.Toyfer, E.Robberger, A.Kurbangaliyev, Sh.Shaydullayev, A.Shaydullayevlar tomonidan olib borilgan. Tadqiqotchi Tillabuloq sopol buyumlarini Sopolli madaniyatidan qadimiyroq deya davrlashtiradi va buning ildizini Marg‘iona yoki Shimoliy Afg‘onistondan izlash kerak deya uqtiradi. Vanihoyat 2016 yilda “Tillabuloq – so‘nggi bronza davri yodgorligi. To‘rt yillik izlanishlar sarhisobi” nomli tadqiqotida Tillabuloq yodgorligiga oid dala tadqiqoti xulosalarini umumlashtiradi.

Markaziy Osiyo bronza davri metall buyumlarini o‘rganishga ulkan hissa qo‘shgan Germaniya arxeologiya instituti ilmiy xodimi Steffen Kraus 2015 yilda “Afg‘onistonning qadimgi davr metall va qazilma mahsulotlari. Tadqiqotning birinchi yili[26]” maqolasini e‘lon qildi. Tadqiqotda Afg‘onistonning lapis lazurit, kumush, qalay, oltin kabi qazilma boyliklarga qadimdan ega ekanligi ilmiy yozma manbalar asosida yoritib beriladi. 2013 yilda Germaniya arxeologiya instituti Yevroosiyo bo‘limi olimlari Afg‘onistonda metall buyumlar bo‘yicha tadqiqotlar o‘tkazishgan. Tadqiqotda lazurit konlari taxminiy xaritasi tuzib chiqilgan(4-rasm). Lazurit toshining qadimgi makoni sifatida Afg‘oniston viloyati hisoblangan Badaxshon hududi tarixiy manbalarda o‘z aksini topgan[27]. Bu tadqiqotni Afg‘onistonning qadimgi davr metallurgiyasi mukammal holatda tasvirlangan tadqiqot desak mubolag‘a bo‘lmaydi. 2016 yilda muallif “Turmaniston, Gonurtepada metallurgiyaga oid tadqiqotlar[28]” nomli izlanishlarini e‘lon qiladi.

Yana bir Germaniya arxeologiya institute xodimi Mayk Toyfer ham Oks sivilizatsiyasini o‘rganishda alohida o‘rin egallaydi. Muallif 1999 yilda Sopolli madaniyatining Jarqo‘ton yodgorligidan topilgan sopol buyumlardagi tasvirlarga asoslanib, Andronovo madaniyati yodgorliklaridan topilgan sopol buyumlar bilan o‘zaro taqqoslaydi[29].



4-rasm. Lazurit konlari joylashuvi. Bronza davri.

Shuningdek, 2003 yilda “Bronza davrida So‘g‘d va Baqtriyaning madaniy aloqalari[30]”, 2005 yilda “Janubiy O‘zbekistonning so‘nggi bronza davri xronologiyasi[31]”, 2006 yilda “Janubi-g‘arbiy Tojikistonning bronza davri yangi yodgorliklari[32]”, 2007 yilda “Bronza davri O‘rta Osiyo va Eron dagi lolalar tasviri[33]”, 2008 yilda “Karimberdi yodgorligi tadqiqotlari hisoboti[34]”, 2009 yilda L. Pyankova va boshqalar bilan birgalikda “Tojikiston, Makonimor – bronza davri qabristonlari[35]”, 2012 yilda “Arava – indo-eroniyalar ixtirosimi? Tilishunoslik va arxeologiya o‘rtasidagi bog‘lik muammosi haqida[36]”, ayni shu yili “2009 yilda Gelot, Uchqun va Quduqda arxeologik tadqiqotlar[37]”, 2013 yilda “Karim Berdi (Janubiy Tojikiston). Arxeologik tadqiqotlar va Magnitometr o‘lchovlari 2008–2009[38]”, 2014 yilda “Janubiy Tojikistondagi Karim Berdi va Sarijar 2 yodgorliklaridagi qazishma ishlari natijalari[39]”, ayni shu yili “Gelot va Darnaychi nekropollaridagi bronza davri qabrlarini davrlashtirish muammosi[40]” kabi tadqiqotlarini Janubiy O‘zbekiston va Tojikistonning bronza davri yodgorliklarini o‘rganishga bag‘ishlagan.

Silviya Vinkelmann Baqtriya tarixini o‘rganishda alohida iz qoldirgan olim sifatida eslanadi. U ko‘p yillik izlanishlari natijasida 2013 yilda “Yaqin Sharq hayvon motiflarining bronza davri Murg‘ob-Baqtriya san‘atida o‘zgartirilishi[41]” nomli tadqiqotini e‘lon qildi. Olima Miloddan avvalgi 4 - 3 mingyillik boshlarida o‘ziga xos hayvonlarni o‘z ichiga olgan motiflarning qat’iy shakli ya’ni, motiflari Eron va Mesopotamiyada rivojlanganligini eslatib o‘tadi[42]. Bu motiflar eneolit davri

so'nggida Eron san'atining muhrlar va sopol buyumlar sohasida paydo bo'ladi. Bu motiflar "burgut va ilon", "ilonning tuyoqli hayvonga hujumi", "insonning ilon yoki sher tomonidan o'ldirilishi", "yirtqich hayvon tomonidan o'ralgan ayol", "qush odam yoki qush bilan o'tirgan holatdagi odam" va shu kabilardir. Ushbu motiflar bronza davriga kelib Turkmaniston va Afg'onistondagi yodgorliklarda paydo bo'ladi. S.Vinkelmannning tadqiqotida esa motiflarning sharqqa ko'chishi natijasida qanchalik o'zgarganligi muammosiga e'tibor qaratilgan. U 2014 yilda "Baqtriya bronza davridan temir davrigacha "dinlar savdosi"[43]" nomli tadqiqotida Bronza davrida O'rta Osiyo va Eron o'rtasidagi dinlar o'zgarishi ya'ni ijtimoiy-iqtisodiy hayot vositalariga asoslanib xulosalar chiqarilgan. Natalya Vinogradova bilan birgalikda janubiy Tojikistondagi Gelot qabristonini tadqiq etish natijasida 2016 yilda "Gelot (Janubiy Tojikiston) qabristonidagi boy qabr" maqolasi Vena shaxridagi "Janubiy va Markaziy Osiyoning moddiy madaniyati" nomli konferensiyada ma'ruza qilingan. Gelot qabristonidagi qabr №2 qabridan boy topilmalar topilgan, antropologik jihatidan qabr ayol kishiga tegishli bo'lib, yoshi taxminan 40 yosh atrofida bo'lgan. Tadqiqotchilar qabrdagi skeletning bosh qismidan uchta lazurit munchoq va bitta oltin munchoq, skeletning chap qo'li yonidan bir dona oyna, oyna yonidan tosh muhr parchasi, chap oyoqning tovon qismida odamning tosh haykalchasi, o'n bitta yog'ochdan yasalgan g'ildiraklar, shimoli-g'arbiy qismida boshi ilgakka o'xshash bronza to'qnog'ich va boshqa bir qator buyumlar topilgan. Bu topilmalarni shakl jihatidan janubiy O'zbekistondagi Sopollitepa[44], Jarqo'ton[45], shimoliy Afg'onistondagi Dashli 1,3[46], janubiy Turkmanistondagi Gonur[47] va Namozgoh V davriga tegishli Oltintepa[48] yodgorliklari qabrlaridan topilgan idishlar bilan taqqoslash mumkin. Tadqiqotchining fikriga ko'ra, Bronza davrida qadimgi Baqtriya, Marg'iyona, Markaziy Eron (Shahdad) va Balujiston (Mergar VIII) hududlarida eron va mahalliy urf-odatlarini birlashtirgan sharqona sivilizatsiyalar yuzaga keladi.

Bronza davridagi Margiana va Baqtriya muhrlari ko'plab afsonaviy mavjudotlarni namoyish qilgan. Ularning ba'zilar o'zida Eron ikonografiyasini aks ettirgan bo'lsa, ba'zilar boshqa hududda uchramaydigan uslubda namoyon bo'lgan. Bu motiflar orasida yovvoyi soch-soqolli inson yuzi tasviri tez-tez uchrab turadi. Ammo hanuzgacha bu motiflarning semantik ma'nolari aniq emas. S.Vinkelmannning tadqiqotining cho'qqisi deya e'tirof etiladigan 2016 yilda e'lon qilgan "BMAK muhrlaridagi yovvoyi sochli ilon-odam haqida ayrim mulohazalar[49]" nomli tadqiqoti ayni shu mavzuga bag'ishlangan. Insonning yuzi to'la va bo'rtiq, to'g'ri burun va aylana burun teshiklari, dumaloq va yarim aylana quloqlar, ajoyib yovvoyi soch va soqolli ko'rinishda tasvirlangan. Ba'zida esa yuz qismi ilonlar bilan qorishiq holda umumlashtirib tasvirlangan. Bu kabi inson yuz tasvirlari V.I.Sarianidi tomonidan Gonurtepaning № 1235 va 2790 qabrlaridan topilgan tosh muhr tamg'alarida

uchraydi[50]. Bu topilma qadimgi Sharq olamida tez-tez uchraydi va bu kabi tadqiqotlar Eronning Kermon viloyatiga tegishli bo'lgan Jalolobod yodgorligidagi silindr muhrlarda o'z aksini topgan[51].

XULOSA

Germaniya arxeologiya instituti ilmiy xodimi Elis Luna shimoliy Baqtriyadagi bronza davri yodgorliklarini tadqiq etishda faol qatnashgan arxeologlardan biri. U 2013 yilda Jarqo'ton yodgorligidagi qazishmalardan so'ng fransuz Bendezu Sarmiento bilan hamkorlikda "Jarkutan 3 nekropoli (O'zbekiston)dan Bronza davri sopollarini o'rganish: yangi tipo-xronologik yondashuv[52]" nomli tadqiqotini e'lon qildi. Unda Sopolli madaniyatining davrlashtirilishi haqida so'z borib, bir guruhlar arxeologlar tomonidan e'lon qilingan[53] quyidagi xronologiya hali hamon aniq emasligi tanqid qilinadi:

- Sopolli davri
- Jarqo'ton davri
- Ko'zali
- Mo'lali
- Bo'ston.

Bu xronologiya keyinchalik M.Toyfer tomonidan yanada to'ldirilgan[54]:

- So'nggi bronza Ia (Sopolli);
- So'nggi bronza Ib (Jarqo'ton);
- So'nggi bronza IIa (Mo'lali-Bo'ston);
- So'nggi bronza IIb (Ko'zali); shu tariqa Ko'zali bosqichini oxiriga

qo'yadi.

Bu oxirgi davrlashtirish boshqa arxeologlar tomonidan rad etilgan bo'lib, ular oldingi ketma - ketlikning haqiqiyligini talab qilishadi[55]. Tadqiqotda bu bosqichlarning har birining davomiyligi qancha? Biz har bir davr oralig'ini aniq ajrata olamizmi? Bu xronologik ketma-ketlik to'g'rimi? - kabi savollarga javob izlangan. Elis Lena keyin ham bir qator tadqiqotlarini e'lon qildi. Bular: "Jarqo'ton sopollari va xronologiyasi: Sopolli madaniyati davrlashtirilishini qayta ko'rib chiqish (O'zbekiston, mil.avv 2100-1500 yillar)[56]", "Oks sivilizatsiyasining xotimasini yangicha baholash: jamiyatdagi o'zgarishlarni ko'rib chiqish (Markaziy Osiyoning janubi, mil.avv 1750-1500/1400)[57]", "Miloddan avvalgi II mingyillikning birinchi yarmi mobaynida Oks sivilizatsiyasining nihoyaga yetishi va qo'shni jamiyatlar bilan o'zaro aloqalardagi roli[58]" kabilardir.

Tadqiqotdan shunday xulosaga kelish mumkinki, Oks sivilizatsiyasi bronza davrida Marg'iyona va shimoliy Baqtriyada gullab-yashnagan. Uning bu davrdagi o'z qo'shnilari bilan aloqalari xususida nemis arxeologlari S.Vinkelmann va Stefen Kraus

muhrlar va metall buyumlar tahlili asosida yetarli xulosalarni berishgan. D.Xaff va uning shogirdi Kay Kaniut, Elis Lenalarning tadqiqotlari esa shimoliy Baqtriya bronza davrida Oks sivilizatsiyasining ajralmas tarkibiy qismi sifatida o'zining moddiy madaniyati bilan qadimgi davr tarixini o'rganishda alohida iz qoldirgan.

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1945-1990-YILLARDA O‘ZBEKISTONDA SUG‘ORISH TIZIMI

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Annotatsiya: Ushbu maqolada 1945-1990-yillar oralig‘ida O‘zbekistonda sug‘orish tizimining rivojlanishi, asosiy inshootlar qurilishi va paxta monokulturasini siyosati tahlil qilinadi. Sug‘orish tizimining kengayishi agrar sohaning o‘shiga va iqtisodiy yuksalishga sabab bo‘lgan bo‘lsa-da, ekologik muammolar, xususan, Orol dengizining qurishi va tuproq sho‘rlanishi kabi jiddiy oqibatlarni keltirib chiqargan. Maqola sug‘orish siyosatining ijobiy va salbiy jihatlarini o‘rganib, kelajakda suv resurslarini samarali boshqarish uchun saboqlarni ko‘rsatadi.

Kalit so‘zlar: sug‘orish tizimi, irrigatsion inshootlar, Orol dengizi, nasoslar va gidrotexnik inshootlar.

ИРРИГАЦИОННАЯ СИСТЕМА В УЗБЕКИСТАНЕ В 1945-1990 ГГ.

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Аннотация: В данной статье анализируется развитие ирригационной системы, строительство основных сооружений и политика монокультуры хлопка в Узбекистане в период с 1945 по 1990 годы. Хотя расширение ирригационной системы привело к росту аграрного сектора и экономическому росту, экологические проблемы, в частности, высыхание Аральского моря и засоление почв, повлекли за собой серьезные последствия. В статье рассматриваются положительные и отрицательные стороны ирригационной политики и отмечаются уроки эффективного управления водными ресурсами в будущем.

Ключевые слова: ирригационная система, ирригационные сооружения, Аральское море, насосы и гидротехнические сооружения.

IRRIGATION SYSTEM IN UZBEKISTAN IN 1945-1990S

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Abstract: *This article analyzes the development of the irrigation system, the construction of major facilities, and the cotton monoculture policy in Uzbekistan in the period from 1945 to 1990. Although the expansion of the irrigation system led to the growth of the agricultural sector and economic growth, it also led to serious environmental problems, in particular, the drying up of the Aral Sea and soil salinization. The article examines the positive and negative aspects of irrigation policy and draws lessons for the effective management of water resources in the future.*

Keywords: *irrigation system, irrigation facilities, Aral Sea, pumps and hydraulic structures.*

KIRISH

1945-1990-yillarda O'zbekiston sug'orish tizimida muhim o'zgarishlar davri bo'ldi. Bu yillar mamlakat qishloq xo'jaligi rivojlanishi uchun hal qiluvchi ahamiyat kasb etdi, chunki dehqonchilikning asosiy qismi sug'orishga bog'liq edi. Qishloq xo'jaligida, ayniqsa, paxta yetishtirishni ko'paytirish maqsadida suv resurslaridan keng foydalanish yo'lga qo'yildi. Sovet Ittifoqi tarkibida bo'lgan O'zbekiston hududida yirik sug'orish inshootlari qurilishi va suv resurslarini boshqarish tizimining joriy qilinishi bu sohadagi eng muhim bosqichlardan biri bo'lib, agrar iqtisodiyotga katta ta'sir ko'rsatdi. Ushbu davrda yirik irrigatsiya loyihalari amalga oshirilib, suv resurslari boshqaruvi yangi darajaga ko'tarildi. Biroq, bu rivojlanish ekologik muammolarni, masalan, Orol dengizining qurishi va tuproq sho'rlashishini keltirib chiqardi.

MATERIALLAR VA USLUBLAR

Tadqiqot uchun asosiy manba sifatida tarixiy hujjatlar, Sovet Ittifoqi davrida chop etilgan hisobotlar va ilmiy maqolalar foydalanildi. Ma'lumotlar yig'ishda arxiv hujjatlarini tahlil qilish, statistik ma'lumotlarni qayta ishlash va tahliliy yondashuv qo'llanildi. Sug'orish inshootlarining qurilish hajmi, suv iste'moli ko'rsatkichlari va qishloq xo'jaligi ishlab chiqarish dinamikasi asosiy o'rganish obyekti sifatida belgilandi.

1945-1990 yillarda O'zbekistonda sug'orish tizimini rivojlantirishda quyidagi metodlar va uslublar qo'llanilgan:

1. Meliorativ tadbirlar:

- Sug'oriladigan yerlarni o'zlashtirish va sho'rlangan yerlarni yuvish.
- Drenaj tizimlarini qurish orqali yer osti suvlarini tartibga solish.

2. Irigatsion inshootlar barpo etish:

- Yirik kanallar (Qarshi magistral kanali, Amu-Buxoro mashina kanali, Janubiy Farg'ona kanali) va nasos stansiyalari qurilishi.
- Daryo suvlarini yo'naltirish uchun magistral va o'rta darajadagi kanallar qurilishi.

3. Mexanizatsiyalash va modernizatsiya:

- Sug'orish jarayonlarini mexanizatsiyalash, nasoslar va gidrotexnik inshootlardan foydalanish.
- Sovet Ittifoqining markazlashtirilgan irrigatsiya siyosati doirasida yirik loyihalarni davlat tomonidan boshqarish.

4. Paxta monokulturasini uchun maxsus tizimlar:

- Paxta dalalarini uzluksiz sug'orish va hosildorlikni oshirish uchun maxsus sug'orish texnikalarini qo'llash.
- Suv ta'minotini optimallashtirish uchun navbatma-navbat sug'orish usullari.

5. Ekologik nazorat va melioratsiya:

- Sho'rlanish va yerlarning degradatsiyasini oldini olish uchun sho'r yuvish ishlari olib borildi.
- Lekin, ekologik muvozanatni saqlash yetarli darajada e'tiborga olinmagan.

Bu metodlar qishloq xo'jaligi ishlab chiqarishini oshirishga xizmat qilgan bo'lsa-da, uzoq muddatli ekologik muammolarga, jumladan, Orol dengizining qurishi va yerlarning sho'rlanishiga sabab bo'lgan.

NATIJALAR VA MUHOKAMALAR

1945-1990 yillarda O'zbekistonda sug'orish tizimining rivojlanishi qishloq xo'jaligida sezilarli o'zgarishlarga olib keldi. Paxta yetishtirish hajmi sezilarli darajada oshdi, bu Sovet Ittifoqining paxta ishlab chiqarish markazlaridan biriga aylanishiga sabab bo'ldi. Sug'oriladigan yer maydonlari kengayib, qishloq xo'jaligi hosildorligi oshdi. Quyidagi natijalarga erishildi:

1. Sug'orish tizimining kengayishi

1945-yildan keyin sug'oriladigan yer maydoni sezilarli darajada oshdi. Amudaryo va Sirdaryo kabi yirik suv manbalaridan foydalanish bo'yicha yirik loyihalar amalga oshirildi. Masalan, 1956-yilda Qoraqolpog'istonda Taxtakopir suv ombori ishga tushirildi, 1970-yillarda esa Amu-Buxoro magistral kanali qurildi.

2. Sug'orish inshootlarining ijtimoiy va ekologik ta'siri

Sug'orish inshootlari aholining daromadlarini oshirish va yashash sharoitlarini yaxshilashga yordam berdi. Biroq bu jarayon ekologik muammolarni ham keltirib

chiqardi, xususan, Orol dengizining qurishi va tuproq shoʻrlanishining kuchayishi kuzatildi.

3. Texnologik taraqqiyot

Sugʻorish jarayonlarida ilgʻor texnologiyalar joriy etildi. Nasos stansiyalari va gidrotexnik inshootlar yordamida yer maydonlarining unumdorligini oshirishga erishildi. Shu bilan birga, suv resurslarini boshqarishdagi samaradorlik masalasi dolzarbligicha qoldi.

Sugʻorish tizimining kengayishi Oʻzbekiston agrar iqtisodiyotining oʻsishiga xizmat qilgan boʻlsa-da, suv resurslaridan notoʻgʻri foydalanish ekologik izlarni qoldirdi. Sugʻorish texnologiyalari modernizatsiyasi va qishloq xoʻjaligi ishlab chiqarishining koʻpayishi aholi turmush darajasini yaxshilashga olib keldi. Shu bilan birga, tuproq eroziyasi va shoʻrlanish masalalari keyingi yillarda katta eʼtiborni talab qildi.

XULOSA

1945-1990-yillar Oʻzbekiston sugʻorish tizimi rivoji boʻyicha muhim davr boʻldi. Yirik sugʻorish inshootlari qurilishi va agrar sektorda yangi texnologiyalarning joriy qilinishi natijasida qishloq xoʻjaligi rivojlandi. Ammo, suv resurslarini boshqarishda davomiy strategik yondashuvning yoʻqligi ekologik muammolarni kuchaytirdi. Ushbu tajriba bugungi kunda suv resurslarini samarali boshqarish uchun muhim saboq boʻlib xizmat qiladi.

FOYDALANILGAN ADABIYOTLAR ROʻYXATI:

1. Oʻzbekiston Respublikasi Davlat arxivi hujjatlari.
2. Sovet Ittifoqi statistika maʼlumotlari (1945-1990).
3. Ekologiya va suv resurslari boʻyicha ilmiy maqolalar toʻplami.

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TASVIRIY SAN'AT DARSLARIDA MILLIY O'ZLIK VA QADRIYATLARNI SHAKLLANTIRISH

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Annotatsiya: Mazkur maqola tasviriy san'at darslari orqali o'quvchilarda milliy o'zlik va qadriyatlarni shakllantirish jarayonini tahlil qilishga bag'ishlangan. Milliy san'at asarlarini o'rgatish orqali o'quvchilarda estetik did, tarixiy ong va ma'naviy tarbiya shakllanishiga e'tibor qaratilgan. Shuningdek, milliy qadriyatlarni targ'ib qilishda tasviriy san'atning o'rni, uslub va pedagogik yondashuvlar tahlil qilinadi. Maqolada O'zbekistonning boy tasviriy san'at merosi, miniatyura va zamonaviy rassomchilik asarlaridan foydalanish imkoniyatlari, xalq amaliy san'ati ko'rib chiqiladi. Tadqiqot natijalari sifatida, milliy o'zlikni shakllantirish uchun tasviriy san'at darslarida foydalanilishi mumkin bo'lgan samarali metodik tavsiyalar ishlab chiqilgan. Ushbu maqola milliy ong va madaniy merosni saqlab qolishga xizmat qiladigan ta'limiy jarayonlarni boyitishga qaratilgan.

Kalit so'zlar: Amaliy san'at, Tasviriy san'at, milliy qadriyatlar, estetik tarbiya, milliy identitet, san'at pedagogikasi, ranglar va milliylik.

ФОРМИРОВАНИЕ НАЦИОНАЛЬНОЙ ИДЕНТИЧНОСТИ И ЦЕННОСТЕЙ НА УРОКАХ ИЗОБРАЗИТЕЛЬНОГО ИСКУССТВА

Аннотация: Данная статья посвящена анализу процесса формирования национального самосознания и ценностей у учащихся через уроки изобразительного искусства. Особое внимание уделено развитию эстетического вкуса, исторического сознания и духовного воспитания посредством изучения произведений национального искусства. Также рассматриваются роль изобразительного искусства в пропаганде национальных ценностей, методы и педагогические подходы. В статье анализируется богатое наследие изобразительного искусства Узбекистана, включая миниатюры, современные произведения живописи и народное

прикладное искусство. В результате исследования разработаны эффективные методические рекомендации для использования на уроках изобразительного искусства с целью формирования национального самосознания. Статья направлена на обогащение образовательных процессов, способствующих сохранению национального духа и культурного наследия.

Ключевые слова: *изобразительное искусство, национальные ценности, эстетическое воспитание, национальная идентичность, педагогика искусства, прикладное искусство, цвета и национальная самобытность.*

DEVELOPING NATIONAL IDENTITY AND VALUES IN VISUAL ARTS LESSONS

Annotation: *This article is dedicated to analyzing the process of fostering national identity and values among students through visual arts lessons. Particular attention is paid to developing aesthetic taste, historical awareness, and moral education by studying national artworks. The role of visual arts in promoting national values, as well as methods and pedagogical approaches are also examined. The article explores the rich heritage of Uzbekistan's visual arts, including miniatures, contemporary paintings, and traditional folk art. As a result of the research, effective methodological recommendations have been developed for use in visual arts lessons to cultivate national identity. This article aims to enrich educational processes that contribute to preserving national consciousness and cultural heritage.*

Keywords: *Visual arts, national values, aesthetic education, national identity, art pedagogy, applied arts, colors and national character.*

KIRISH: Tasviriy san'at inson tafakkuri va estetik didining yorqin ifodasi sifatida xalqning madaniy-ma'naviy merosini o'zida aks ettiradi. Har bir millatning san'ati uning o'ziga xosligi, tarixi va qadriyatlarining o'ziga xos ramziga aylanadi. Xususan, bugungi globallashuv davrida milliy o'zlikni asrash va rivojlantirish masalasi dolzarb bo'lib qolmoqda. Shu nuqtayi nazardan, ta'lim jarayonida tasviriy san'at fani o'quvchilarda milliy qadriyatlarni anglash, tarixiy merosga hurmat, ijodiy fikrlash va o'z madaniyatiga bo'lgan iftixor tuyg'usini shakllantirishning samarali vositasi bo'lib xizmat qiladi. Mazkur maqolada tasviriy san'at darslari orqali o'quvchilarda milliy o'zlikni shakllantirishning ahamiyati, usullari va pedagogik yondashuvlari tahlil qilinadi. Shuningdek, milliy qadriyatlar tasviriy san'atning rang, kompozitsiya va obrazlilik jihatlarida qanday ifoda topishi masalasi muhokama qilinadi. Ushbu yo'nalishda ta'lim jarayonini tashkil qilish nafaqat ijodiy qobiliyatlarni rivojlantirish, balki yosh avlodning milliy o'zligini anglashga yo'naltirishga yordam beradi. Tasviriy

san'at inson zotini mehnatga, aql-idrokka, tafakkur qilishga, ijod qilishga, go'zallikka intilishga o'rgatib, unda chiroyli, go'zal ma'naviy dunyosini yaratib keldi. Bugungi kunda tasviriy san'at odamlar va uning jamiyati uchun yuksak aql-idrok, chuqur bilim va tafakkur, go'zal turmush va e'tiqod yaratishini hamma yaxshi biladi. Shuningdek, kuzatishlar va ilmiy tadqiqotlar shuni ko'rsatmoqdaki, tasviriy san'at yoshlarga faqat ilm-tafakkur, go'zal estetik ideallar beribgina qolmay, odam zotining eng muhim jihatlari, ya'ni kuzatish, ko'rish, idrok qilish va tafakkur-tasavvurlarini rivojlantiradigan bosh va asosiy vosita ekanligi isbotlanmoqda.

METODLAR: Tasviriy san'at darslarida milliy o'zlik va qadriyatlarni shakllantirishga doir tadqiqotda quyidagi metodlardan foydalanildi. Ushbu metodlar mavzuni o'rganish va o'quv jarayonini samarali tashkil etishga imkon berdi: **Nazariy tahlil metodi**, ushbu metod yordamida ilmiy adabiyotlar, pedagogik va san'atshunoslik manbalari, shuningdek, milliy qadriyatlar va ularning ta'lim jarayonidagi o'rni bilan bog'liq ishlar tahlil qilindi. Bu jarayonda: Milliy o'zlik va qadriyatlar shakllanishining nazariy asoslari o'rganildi. Tasviriy san'at darslari orqali qadriyatlarni shakllantirish imkoniyatlari aniqlandi. Keyingi metod: **Didaktik modellashtirish metodi**, tasviriy san'at darslarida milliy qadriyatlarni shakllantirish jarayonini samarali boshqarish uchun didaktik model yaratildi. Ushbu model quyidagi komponentlarni o'z ichiga oladi: Tarbiyaviy mazmun: Milliy motivlar, naqshlar va ranglar orqali milliy o'zlikni anglashni rivojlantirish. O'quv jarayoni bosqichlari: Qadriyatlarni o'quv dasturiga bosqichma-bosqich joriy etish. Natijalar monitoringi: O'quvchilar bilim, ko'nikma va qadriyatlardagi o'zgarishlarni baholash. **Amaliy kuzatish metodi**, tasviriy san'at darslarida o'quvchilar faoliyati kuzatilib, milliy qadriyatlarni o'zlashtirish jarayonidagi samaradorlik baholandi. Bunda: O'quvchilarning milliy qadriyatlarni aks ettiruvchi ijodiy ishlari kuzatildi. Ularning dars davomida milliy naqsh va ramzlarni tasvirlash ko'nikmalari tahlil qilindi. [1, 105-b.]. **Tajriba-sinov ishlari**, Dars jarayonida eksperiment o'tkazilib, tasviriy san'at orqali milliy qadriyatlarni shakllantirishga qaratilgan innovatsion yondashuvlar sinab ko'rildi. Tajriba davomida: Darslarda milliy qadriyatlarni yorituvchi maxsus mavzular kiritildi. O'quvchilarning qiziqishlari va ijodiy faoliyatida yuzaga kelgan o'zgarishlar baholandi. **Sotsiologik so'rov va intervyu**, o'quvchilar, ota-onalar va o'qituvchilar o'rtasida so'rov va intervyu o'tkazilib, tasviriy san'at darslarida milliy qadriyatlarning qay darajada shakllanayotgani o'rganildi. Bu usul orqali: O'quvchilarning milliy madaniyatga nisbatan qiziqishi va munosabatidagi o'zgarishlar aniqlandi. O'qituvchilar tomonidan foydalanilayotgan metodlarning samaradorligi baholandi.

NATIJALAR: Tasviriy san'at darslarida milliy o'zlik va qadriyatlarni shakllantirish bo'yicha olib borilgan tadqiqot va amaliy ishlanmalarning natijalari umumlashtirildi: Milliy qadriyatlarning shakllanishida tasviriy san'atning o'rni

tasdiqlandi. Tadqiqotlar shuni ko'rsatdiki, tasviriy san'at darslari o'quvchilarning milliy madaniyatga oid bilimlarini kengaytirishda va milliy o'zlikni shakllantirishda muhim vosita hisoblanadi. Darslarda milliy naqshlar, tarixiy yodgorliklar va xalq amaliy san'ati bilan bog'liq materiallardan foydalanish o'quvchilarning milliy o'zlikni anglashini chuqurlashtirdi. Ularning madaniy merosga nisbatan qiziqishi va hurmatini oshirdi. Pedagogik modellar va yondashuvlar samaradorligi isbotlandi. Tadqiqotda ishlab chiqilgan didaktik model va dars metodikasi natijalari o'quvchilarning ijodiy faoliyatida milliy qadriyatlarni aks ettiruvchi elementlardan foydalanish tez-tez uchray boshlaganini ko'rsatdi. O'qitish jarayonida vizual, amaliy va nazariy elementlarni uyg'unlashtirish milliy qadriyatlarni o'zlashtirish jarayonini tezlashtirdi. Milliy naqsh va an'analar ijodiy ishlar orqali namoyon bo'ldi. Tajriba davomida o'quvchilarning ijodiy ishlari tahlil qilindi. Tasviriy san'at darslari milliy o'zlikni anglash va qadriyatlarni shakllantirishda ta'sirchan pedagogik vosita sifatida o'zini namoyon qildi. Tadqiqot natijalari shuni ko'rsatadiki, ushbu darslar o'quvchilarning milliy ongini rivojlantirish va ular qalbida o'z millatiga bo'lgan hurmat va sadoqat tuyg'ularini shakllantirishda keng imkoniyatlar yaratadi [2, 80-b.].

MUHOKAMA: Tasviriy san'at darslari milliy o'zlikni shakllantirish va qadriyatlarni yoshlarga singdirishda muhim pedagogik vosita hisoblanadi. Ushbu jarayonning samaradorligi ko'plab omillarga bog'liq bo'lib, ular orasida o'quvchilarning yoshiga mos keluvchi dars mazmuni, milliy madaniyatni aks ettiruvchi amaliy mashg'ulotlar va o'qituvchining ijodiy yondashuvi alohida o'rin tutadi. Tasviriy san'atning milliy identifikatsiyadagi roli bu tasviriy san'at milliy urf-odatlar, tarixiy voqealar, milliy ramzlar va obrazlar orqali o'quvchilarga o'z milliy madaniyatini anglash va qadrlashga yordam beradi. Masalan, xalq amaliy san'ati (naqshlar, do'ppi bezaklari, gilam naqshlari) namunalaridan foydalanish milliylik tushunchasini bolalarning dunyoqarashiga singdirishda samarali ekanligi kuzatiladi. Buning natijasida o'quvchilar o'z xalqining boy tarixiy-madaniy merosidan faxrlanish hissini shakllantiradi. Milliy qadriyatlarni tasviriy san'at orqali o'rgatish estetik tarbiyani chuqurlashtirishga yordam beradi. Milliy rang-baranglik, naqsh va kompozitsiyalarni o'rganish va tasvirlash jarayonida o'quvchilar ijodiy fikrlashni o'rganadi va estetik didi shakllanadi. Shu bilan birga, milliy qadriyatlarni tasviriy san'at asarlarini yaratishda ifodalash o'quvchilarning ijodkorligini rivojlantirishda ham muhim ahamiyatga ega. Muhokama davomida o'qituvchi tomonidan milliy qadriyatlarni talabalarga singdirishda zamonaviy va interaktiv usullardan foydalanish muhimligi ta'kidlanadi. Masalan, virtual muzeylar, elektron resurslar va tarixiy obrazlarni zamonaviy texnologiyalar yordamida yaratish o'quvchilarda katta qiziqish uyg'otadi [3, 137-b.]. Shu bilan birga, amaliy mashg'ulotlarda xalq hunarmandchiligi usullarini sinf sharoitida qayta tiklash milliy qadriyatlarga amaliy yondashuvni

ta'minlaydi. Tadqiqot natijalari shuni ko'rsatadiki, tasviriy san'at darslarida milliy mavzularni joriy etish o'quvchilarda faqat ijodiy mahoratni rivojlantirish bilan cheklanmay, balki ularning tarixiy xotira va milliy o'zlikni anglashga bo'lgan qiziqishini kuchaytiradi. Bundan tashqari, bunday yondashuv o'quvchilarning jamiyatdagi milliy birlashuv va birdamlik tuyg'ularini mustahkamlashga yordam beradi. Milliy o'zlikni shakllantirish avvalo madaniyat va tarixiy merosni anglashdan boshlanadi. Tasviriy san'at darslarida milliy qadriyatlarni aks ettiruvchi obraz va motivlarni o'rganish orqali o'quvchilar milliylik tushunchasini chuqurroq anglaydi. Masalan: Tarixiy obrazlarga, Amir Temur, Ulug'bek, Alisher Navoiy kabi tarixiy shaxslarning tasvirlari orqali o'quvchilar milliy tarixga qiziqish uyg'otadi va faxr tuyg'usini rivojlantiradi. Tasviriy san'atda xalq amaliy san'ati elementlaridan foydalanish milliylikni tasavvur qilishda muhim ahamiyatga ega. Do'ppi, gilam, keramika naqshlari kabi xalq hunarmandchiligi turlarini o'rgatish nafaqat ijodiy bilimlarni, balki milliy o'zlikni ham mustahkamlaydi. Tasviriy san'atning bunday ta'siri yosh avlodda o'zligini anglash jarayonini osonlashtiradi va ular o'z milliy madaniy merosini qadrlashga o'rganadi. Milliy qadriyatlarni tasvirlash orqali nafaqat o'quvchilarning milliy o'zligi, balki estetik didi ham rivojlanadi. O'quvchilarga milliy naqsh va kompozitsiyalarni chizishni o'rgatish ularning badiiy didini rivojlantirish bilan bir qatorda, ijodkorlik va tasavvur doirasini kengaytiradi. Milliy o'zlikni ifodalovchi asarlar yaratish orqali o'quvchilar o'z qobiliyatlarini sinab ko'radi. Bunda ular milliy rang-baranglik, naqsh va ramziy ma'nolarni tushunishni o'rganadi. Masalan, "Beshik" mavzusida rasm chizish orqali o'quvchilar oilaviy qadriyatlar va urf-odatlarini san'at orqali ifodalashni o'zlashtiradi. Rassomlarning milliy mavzularni yoritgan asarlarini tahlil qilish o'quvchilarda tarixiy ong va madaniy merosga nisbatan hurmat hissini rivojlantiradi. Masalan, Abdulla Qodiriy yoki Qodir Mo'minovning xalq hayoti aks ettirilgan asarlarini tahlil qilish orqali o'quvchilar milliy qadriyatlar mohiyatini anglaydi. Zamonaviy texnologiyalar yordamida tasviriy san'at darslarida milliy o'zlikni targ'ib qilish yangi imkoniyatlar ochadi. Virtual muzeylar, multimedia vositalari va interaktiv dasturlar yordamida o'quvchilar milliy qadriyatlarni o'rganishda yanada faolroq bo'ladi. Masalan: Milliy san'at va hunarmandchilik namunalarini o'quvchilarga taqdim etishda virtual muzeylardan foydalanish ularning qiziqishini oshiradi. Tasviriy san'atni grafik dizayn bilan bog'lash orqali o'quvchilar zamonaviy texnologiyalar yordamida milliy qadriyatlarni ifodalashni o'rganadi. Masalan, milliy naqshlardan foydalanib, logotiplar yoki zamonaviy mahsulot dizaynini yaratish bo'yicha loyihalar. Bunday integratsion yondashuv orqali nafaqat o'quvchilarning san'atga qiziqishi kuchayadi, balki milliy qadriyatlar zamonaviylashtiriladi va kengroq ommaga yetkaziladi.

XULOSA: Tasviriy san'at darslari ta'lim jarayonida milliy o'zlikni anglash va qadriyatlarni shakllantirishda o'ta muhim ahamiyatga ega. San'at o'quvchilar ongida go'zallikni qadrlash, tarixiy xotirani hurmat qilish va o'z xalqining madaniy merosini chuqur anglash kabi sifatlarni rivojlantirishga xizmat qiladi. Aynan tasviriy san'at orqali o'quvchilar o'z tarixlari, milliy an'analari va san'atining beqiyos boyliklari bilan tanishib, ularga nisbatan daxldorlik va g'urur hissini his qila boshlaydilar. Bunday darslar nafaqat ijodiy qobiliyatlarni rivojlantirish, balki yoshlarning ma'naviy-axloqiy tarbiyasida ham muhim o'rin tutadi. Bugungi globallashuv sharoitida milliy o'zlik va qadriyatlarni saqlab qolish dolzarb masala bo'lib qolmoqda. Tasviriy san'at darslarida milliy qadriyatlarni aks ettiruvchi mashg'ulotlar orqali o'quvchilar qalbida vatanparvarlik, o'zlikni anglash va tarixiy merosga sadoqat tuyg'ulari shakllanadi. Milliy san'atning turli yo'nalishlari – naqshinkorlik, miniatyura, amaliy bezak san'ati, haykaltaroshlik va tasviriy ijodiy ishlanmalar yosh avlodning ijodiy tafakkurini boyitib, ularni estetik jihatdan yetuk va ijodkor shaxs sifatida tarbiyalaydi [4, 59-b.]. Bundan tashqari, tasviriy san'at darslarida o'quvchilar nafaqat milliy madaniyatni o'rganadilar, balki san'at asarlari orqali o'z dunyoqarashlarini kengaytirib, xalqaro san'atning o'ziga xos jihatlari bilan ham tanishadilar. Bunda milliy o'zlik va qadriyatlarni saqlab qolgan holda dunyo madaniyati bilan uyg'unlashuv muhimdir. Ushbu yondashuv yosh avlodning milliy va global ongini rivojlantirib, ularni zamonaviy jamiyatda faol ishtirok etuvchi ijodkor va ma'naviy yetuk shaxs sifatida shakllantiradi. Tasviriy san'at darslarining samaradorligini oshirish uchun yondashuvlar zarur: Bularga, amaliy mashg'ulotlar va loyihalarga asoslangan yondashuv - o'quvchilarning bevosita milliy san'at namunalarini yaratishi, ularning ijodiy salohiyatini rivojlantiradi. Keyingisi, mahalliy san'at ustalari va mutaxassislar bilan hamkorlik - o'quvchilarning milliy san'at amaliyoti bilan yaqindan tanishishiga imkon beradi. Muzey va ko'rgazmalarga tashriflar - tarixiy va madaniy boyliklarni o'z ko'zi bilan ko'rish o'quvchilarda milliy merosga nisbatan hurmat tuyg'usini mustahkamlaydi. Umuman olganda, tasviriy san'at darslari milliy ongni shakllantirish, o'quvchilarda ijodiy fikrlash ko'nikmasini rivojlantirish va ularga milliy qadriyatlar negizida ma'naviy tayanch berishda samarali vositadir. Bu jarayon yosh avlodni o'z tarixini biladigan, o'z millati bilan faxrlanadigan, shu bilan birga zamonaviy dunyo bilan hamohang rivojlanadigan ijodiy shaxs sifatida shakllantirishga xizmat qiladi. Tasviriy san'at orqali milliy qadriyatlarni singdirish - kelajak avlodning madaniy saviyasini yuksaltirish va milliy merosni asrab-avaylashning eng samarali yo'llaridan biridir.[5, 7-b.].

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ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ФОРМИРОВАНИЯ ЛИЧНОСТИ УЧЕНИКА

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Аннотация. В статье подчеркивается, что младший школьный возраст является таким этапом, в котором ребенок впитывает, накапливает и усваивает все то, что происходит вокруг него. Учитель начальных классов выступает проводником между детским миром и миром взрослых. Следовательно главная его цель - это воспитать развитую личность.

Развитие личности – это приспособление человека к социальной среде и взаимодействие с ней. Для школьников социальной средой является школа, а именно их класс, в котором они взаимодействуют в процессе обучения, строят коллективные отношения с одноклассниками, проявляя желание общаться на фоне их основной возрастной деятельности – учебы.

Будущее нашего государства и нации неразрывно связано с созданием эффективной системы национального образования, обеспечивающей качественное обучение и воспитание молодежи в соответствии с национальными интересами и требованиями времени. Поддержка молодого поколения с самых ранних лет стала неотъемлемой частью нашей политики, являясь важнейшим приоритетом развития суверенного Узбекистана. Мы стремимся к созданию условий, где каждый молодой человек может раскрыть свой потенциал, получить качественное образование и стать активным участником процесса построения процветающего и сильного государства.

Ключевые слова. Аналитическая и систематическая функция, обучение, учение, авторитет педагога, окружающий мир, дифференция.

THEORETICAL FOUNDATIONS OF STUDENT PERSONALITYFORMATION

Annotation. *The article emphasizes that primary school age is such a stage in which a child absorbs, accumulates and assimilates everything that happens around him. The primary school teacher acts as a guide between the children's world and the adult world. Therefore, its main goal is to educate a developed personality. Personality development is the adaptation of a person to the social environment and interaction with it. For schoolchildren, the social environment is school, namely their class, in which they interact in the learning process, build collective relationships with classmates, showing a desire to communicate against the background of their main age activity - study.*

The future of our state and nation directly and directly depends on whether we will be able to create the most effective system of national education, providing high-quality education and upbringing of younger generations in accordance with national interests and the requirements of the time. The full support of the younger generation from the first years of independence has become an integral part, the most important priority of the policy of sovereign Uzbekistan.

Keywords. *Analytical and systematic function, teaching, teaching, teacher's authority, surrounding world, differentiation.*

Введение. В современной школе приоритет имеет не только обучение школьников, но также и развитие у них общечеловеческих, моральных ценностей и норм, способность контактировать с другими людьми, и кроме того, сохранение психологического и физического здоровья. [1]

Обучение рассматривается не как прямая передача знаний учителя его ученикам, а как коллективная деятельность учителя и учеников по освоению знаниями и решению задач. Поэтому цель учителя - воссоздать условия для становления и развития в процессе воспитания тех качеств личности, которые отвечают потребностям общества.

На торжественной церемонии вступления в должность Президента Шавкат Мирзиёев подчеркнул, что все гордятся будущим нашего государства, которое напрямую зависит от эффективности национальной системы образования. Качественное обучение и воспитание молодежи важны для национальных интересов и требований времени.

Поддержка молодого поколения стала важным приоритетом политики суверенного Узбекистана. Молодежь играет решающую роль в сегодняшнем дне и способна взять на себя ответственность за будущее Родины. Необходимо

завершить широкомасштабную работу, включая программы образования и воспитания.

Важнейшая задача правительства, министерств, наставников и преподавателей - обеспечить молодежи качественное образование и воспитание, чтобы они стали физически здоровыми и духовно зрелыми личностями. [2]

Методология исследования. Младший школьный возраст - очень ответственный период школьного детства, от полноценного проживания которого зависит уровень интеллекта и личности, желание и умение учиться, уверенность в себе.

Учащимися младшего школьного возраста считаются дети возрастом от 7 до 11 лет, что соответствует годам их обучения в начальной школе. Младший школьный возраст характеризуется повышенной впечатлительностью, внушаемостью, произвольностью, внутренним планом действия, самоконтролем и рефлексией.

С поступлением ребенка в школу игра постепенно утрачивает ведущую роль в его жизни, хотя и продолжает занимать в ней важное место. В этом возрасте дети начинают активно осваивать различные учебные навыки и знания, что в свою очередь способствует формированию их личностных качеств и социальных умений. Процесс обучения не просто наполняет их дни новыми знаниями, но и влияет на их восприятие окружающего мира, формируя новые интересы и увлечения.

В результате систематического обучения младший школьник начинает осознавать важность получения знаний для достижения успеха в будущем. Это осознание становится основным мотивом его поведения, заставляя его проявлять активность на уроках, задавать вопросы и участвовать в обсуждениях. Обучение становится не только средством получения информации, но и способом самовыражения, формирования собственных взглядов и мнений.

Кроме того, взаимодействие с одноклассниками и учителями в процессе учебного процесса создает условия для развития коммуникативных навыков, что также влияет на мотивацию ребенка. Умение работать в группе, слушать и учитывать мнение других, а также умение аргументировать свою точку зрения становятся неотъемлемыми элементами его поведения. Таким образом, обучение в младшем школьном возрасте не только развивает интеллектуальные способности, но и формирует социальные навыки, которые в дальнейшем будут способствовать всестороннему развитию личности.

Таким образом, можно с уверенностью утверждать, что главная деятельность младшего школьника — это обучение, которое не только обогащает его знаниями, но и в значительной степени трансформирует его

внутренние мотивы, поведение и отношение к окружающему миру. Это создает основу для дальнейшего обучения и социализации, что является важным этапом в его развитии.

Младший школьный возраст называют вершиной детства. Ребенок сохраняет множество характерных детских качеств, таких как легкомыслие, наивность и восхищение взрослыми, что проявляется в его взгляде на окружающий мир. Эти черты делают его уникальным и неповторимым в своей непосредственности и искренности. Однако, на определенном этапе своего развития, он начинает терять эту детскую непосредственность, что связано с процессами формирования личности и социального статуса.

С началом учебы в школе ребенок сталкивается с новыми вызовами и требованиями, которые требуют от него адаптации и изменения в поведении. Он начинает осваивать более сложные формы социального взаимодействия, что приводит к изменению его логики мышления. Вместо легкомысленного восприятия жизни, у него возникает необходимость анализировать ситуации, учитывать мнения сверстников и взрослых, а также принимать во внимание социальные нормы и правила.

Как в начале сказали в школе ребенок не только осваивает новые знания и умения, но и начинает формировать свою идентичность, что становится важным этапом на пути к взрослой жизни. Он развивает навыки коммуникации, учится работать в команде, а также справляться с конкуренцией. Эти изменения, хоть и могут показаться сложными, способствуют его общему развитию и социальной интеграции. Ребенок учится понимать ценности и нормы общества, что помогает ему более успешно взаимодействовать с окружающими и строить отношения с другими людьми.

С каждым годом он становится все более осознанным и ответственным, и хотя детские качества все еще присутствуют в его характере, новые знания и опыт начинают формировать его как личность, готовую к вызовам взрослой жизни. Таким образом, переходный период от детства к юности становится важной вехой в его развитии, где сочетаются как детские черты, так и новые, более сложные аспекты мышления и поведения. [3]

Также это возраст относительно спокойного и ровного физического развития. У ребенка увеличивается рост и вес, повышается выносливость, развивается аналитическая и систематическая функции, но школьники все еще очень возбудимы и импульсивны.

Костная система младшего школьника представляет собой сложную и динамичную структуру, которая все еще находится на стадии активного формирования. В этом возрасте процессы окостенения позвоночника, грудной

клетки, таза и конечностей еще не завершены, что связано с продолжающимся ростом и развитием организма. В костной системе сохраняется значительное количество хрящевой ткани, которая выполняет важные функции, включая обеспечение гибкости и амортизации.

Особое внимание следует уделить процессу окостенения верхних конечностей, включая руки и пальцы. На ранних стадиях школьного возраста этот процесс не завершается полностью, что приводит к определенным особенностям в движениях младших школьников. Тонкие и точные движения, требуемые для выполнения множества школьных заданий, таких как письмо, рисование или работа с мелкими предметами, могут вызывать трудности и быстрое утомление. Это объясняется тем, что мышцы и суставы еще не достигли полной зрелости, а координация движений остается на низком уровне.

Таким образом, важно учитывать особенности развития костной системы младших школьников при организации учебного процесса и выборе подходящих видов деятельности. Необходимость в адаптации методов обучения и предоставлении физической активности, направленной на развитие моторики, координации и силы, становится очевидной. Понимание этих аспектов позволяет не только предотвратить травмы и переутомление, но и способствует гармоничному физическому и психологическому развитию детей в этот критически важный период их жизни.

Процесс окостенения руки и пальцев в раннем школьном возрасте не заканчивается полностью, поэтому тонкие и точные движения пальцев и руки являются трудными и утомительными.

Поступление в школу вносит немаловажные изменения в жизнь ребенка. Весь уклад его жизни, его социальное состояние в коллективе, семье резко меняются. Теперь главным и основным занятием становится обучение, важнейшей обязанностью становится обязанность учиться, овладевать знаниями. А обучение - это ответственная работа, требующая организации, дисциплины, волевых усилий ребенка. Ученик вступает в новый для него коллектив, в котором он будет жить, обучаться и развиваться до 11 лет.

Главной деятельностью, ее первой и важной обязанностью становится обучение - приобретение новых знаний, умений и навыков, накопление систематичной информации об окружающем мире, природе и обществе.

Конечно, не сразу у учеников младших классов создается правильное отношение к учителю. Они еще не совсем понимают, для чего нужно учиться. Но вскоре выясняется, что учение - это работа, требующая больших усилий, концентрации внимания, умственной деятельности, самоограничения. Если ребенок не привык к этому, то у него появляется разочарование, начинается

отрицательное отношение к обучению. Для того чтобы этого не произошло, учитель обязан пробудить у ребенка мысль, что обучение - это не праздник, не игра, а ответственная и тяжелая работа, но очень интересная, так как она даст возможность познать много нового, занимательного, важного и необходимого. Важно, чтобы сама организация воспитательной деятельности поддерживала слова учителя.

Вначале обучения в школе ученики начальных классов стараются хорошо учиться, руководясь отношением в своей семье, порой ребенок начинает хорошо учиться благодаря приятной атмосфере в школьном коллективе. Личная мотивация играет большую роль в обучении, она повышает стремление получить хорошую оценку на уроке, одобрение и похвалу учителей и родителей. [4]

Первоначально он выражает интерес к самому воспитательному процессу без осознания своей важности. Лишь после проявления заинтересованности к результатам своей воспитательной деятельности складывается интерес к содержанию воспитательной работы, приобретению новых знаний. Эта основа представляется благоприятной почвой для формирования мотивов преподавания высокого социального порядка, связанных с, несомненно, ответственным отношением к образовательной деятельности. [5]

Создание заинтересованности к процессу образовательной деятельности, получение знаний связано с переживанием учениками чувства удовлетворенности своими достижениями. И это чувство усиливается одобрением, похвалой учителя, который подчеркивает все, даже самый небольшой успех, самый маленький прогресс. Младшие школьники ощущают чувство гордости, особый прилив сил, когда учитель валит их.

Благодаря тому, что учитель становится неоспоримым авторитетом для детей с самого начала нахождения их в школе, педагог имеет большое воспитательное воздействие на учеников.

Авторитет педагога — это главнейшее качество личности учителя, сильнейший инструмент косвенного влияния на школьников, образец для подражания. Чем выше авторитет педагога, тем более положительны, эмоционально насыщены и окрашены его взаимоотношения с одноклассниками, тем справедливее представляются требования, предъявляемые к ним.

Воспитательная работа в начальной школе стимулирует, прежде всего, развитие психических процессов конкретного познания окружающего мира - чувств и восприятий. Молодые школьники отличаются остротой и свежестью восприятия, необыкновенным любопытством.

Ученики начальных классов с огромным любопытством воспринимают окружающую атмосферу, которая каждый день открывает перед ними все новые и новые стороны.

Преимущественно отличительной особенностью восприятия таких учащихся является его небольшая дифференциация, где в восприятии похожих объектов делаются неточности и дифференцирующие ошибки. Следующей особенностью восприятия учеников в младшем школьном возрасте является его тесная связь с действиями школьника. Понимание на этом этапе психического развития связано с практической деятельностью ребенка. Воспринимать предмет для ребенка, значит как-то воздействовать с ним, что-то изменять, выполнять действия, брать его, прикасаться к нему. Свойственной особенностью учеников является проявленная эмоциональность восприятия. [6]

Обсуждения и результаты. В процессе обучения происходит модификация восприятия, оно приобретает более высокий уровень развития, принимает характер целенаправленной, управляемой деятельности. Во время обучения восприятие углубляется, становится более анализирующим, дифференцирующим, принимает характер организованного наблюдения.

Вниманию учеников начальных классов присущи некоторые возрастные особенности. Главная из особенностей - слабость произвольного внимания.

Некоторые возрастные особенности присущи вниманию учащихся начальной школы. Главная из них - слабость произвольного внимания. Способности волевой концентрации внимания, управления в младшем школьном возрасте ограничены. Произвольное внимание ученика начальных классов требует так называемой близкой мотивации. Если у старшеклассников сохраняется произвольное внимание и есть далекая мотивация (они могут сконцентрироваться на неинтересном и трудном занятии ради ожидаемого результата в будущем), то младшеклассники обычно могут сконцентрироваться на работе исключительно при наличии близкой мотивации (возможность заработать хорошую оценку, получить похвалу учителя, лучше справиться с заданием и т.д.).

Выводы и предложения. В теоретической работе было отмечено, что поступление в школу вносит немаловажные изменения в жизнь ребенка. Весь уклад его жизни, его социальное состояние в коллективе, семье резко меняются. Главным и основным занятием теперь становится обучение, важнейшей обязанностью становится обязанность учиться, овладевать знаниями. А обучение - это ответственная работа, требующая организации, дисциплины, волевых усилий ребенка.

В результате обучения ребенка в начальной школе у него возникают определенные психические новообразования. К ним относится произвольность психических процессов, личностная и интеллектуальная рефлексия, то есть обращение внимания младшего школьника на самого себя и на свою деятельность, а также планирование своих действий и умение их анализировать.

Учителю в процессе педагогического взаимодействия с учащимися необходимо уметь воссоздать целостное видение человека, сформировать обоснованные представления об условиях жизни, своеобразии духовного мира, перспективах развития личности школьника и оказывать ему максимальное содействие в формировании смысложизненных ориентаций.

На уроке следует систематически создавать для учащихся ситуации, способствующие самоанализу, самовыражению, самостимулированию, проектированию собственного будущего, выделив разговор с учителем в доверительной обстановке в качестве важнейшего личностно воспитательно-развивающего процесса.

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ILMIY-TEXNIK MATNLARNING PRAGMATIK OMILLARI

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Annotatsiya: Ushbu maqolada ilmiy-texnik matnlarning lisoniy va pragmatik xususiyatlari tahlili keltirilgan. Ilmiy-texnik matnlarning pragmatik potentsiali uchta omil bilan ya'ni: shakl, xabar mazmuni va xabarni qabul qiluvchi omillari bilan belgilanishi muhokama etilgan. Qabul qiluvchining ma'lum bir matnga pragmatik munosabatlari nafaqat matn pragmatikasiga, balki qabul qiluvchining shaxsiyati, ularning dastlabki bilimlari, oldingi tajribasi, ruhiy holati, yoshi va holati xususiyatlariga bog'liqligi tahlil etilgan.

So'nggi yillarda fan va texnika atamallari, ularning roli, shuningdek, ahamiyati, texnologik yutuqlari va inson faoliyatining rivojlanishi ilmiy aloqalarni to'plash, uzatish va kognitiv funksiyalarni bajarishga qaratilgan zarur ma'lumotlar taqdimoti muhim ahamiyatga ega. Bugungi kunda zamonaviy globallashtirish va madaniyatlararo aloqalarning jadal rivojlanishi, xalqaro aloqalarning kengayib borishi, davlatlar o'rtasidagi savdo-iqtisodiy, siyosiy va moliyaviy aloqalarning rivojlanishi, Yevropa mamlakatlari va butun dunyoning integrallashtirish jarayonining kuchayib borishi, fan va texnologiyaning rivojlanishi, ilmiy-texnikaviy ma'lumotlarning doimiy ravishda uzviy almashib borishining samarali omillari sifatida hozirgi kunda chet tillarining ahamiyati katta e'tiborga sazovordir. Shuningdek, ilmiy-texnikaviy, iqtisodiy va madaniy taraqqiyot bosqichida chet tili dunyoning turli xalqlar vakillari o'rtasidagi og'zaki va yozma aloqa vositasi sifatida keng qo'llanilib kelmoqda.

Ilmiy- texnikaviy matnlarni lingvistik, kognitiv, kommunikativ va pragmatik jihatlar nuqtai nazaridan qo'shimcha o'rganish zarurati, shuningdek, ilmiy-texnikaviy inqilob sharoitida ilmiy matnlarning pragmatik xususiyatlarini tahlil qilish milliy va xorijiy olimlar o'rtasida axborot almashish bilan birga yangi atamalar, tushunchalar, mavzular va hodisalarning kirib kelishi bilan muhimligi ko'zda tutilgan.

Matnlarning pragmatik asoslariga e'tibor berishda qo'yiladigan asosiy vazifalar:

- Matn pragmatikasining nazariy asoslarini tahlil qilish;
- Matn pragmatikasining asosiy kategoriyalarini ko'rib chiqish;
- Ilmiy-texnikaviy matnlarning pragmatik funksiyalarini belgilash va tavsiflash;
- Ilmiy va texnik matnlarning pragmatik jihatlarini o'rganish.

Bu shuni ko'rsatadiki, pragmatika tilshunoslikning nisbatan yangi yo'nalishlaridan biri bo'lib, u ritorika, stilistika, sotsiolingvistika va psixolingvistika yutuqlarini o'z ichiga oladi; u nutqiy harakatlar nazariyasi va kommunikativ texnologiyalar bilan ham chambarchas bog'liq. Ya'ni, lingvistik pragmatika nutq subyektlarining yoshi, jinsi, ijtimoiy mavqei va kasbiy xususiyatlarini, shuningdek nutq harakatlarining alohida shartlari, maqsad va vazifalarini hisobga olgan holda tilning amalga oshirilishini o'rganadi. Charlz Pirs pragmatikaning asoschisi bo'lib, bu atamaning o'zi birinchi marta XX asrning 30-yillari oxirida Charlz Morris tomonidan ilmiy ma'noda qo'llanilgan.

Charlz Pirsning fikriga ko'ra, pragmatika nutq jarayonida amalga oshiriladigan barcha psixologik, biologik va ijtimoiy hodisalar bilan shug'ullanadi. Shuni ta'kidlash kerakki, muloqotning pragmatik jihati, ayniqsa, tarjima jarayonida katta ahamiyatga ega, chunki til murojaat qiluvchining niyatlarini ifodalashga va muayyan kommunikativ yoki pragmatik ta'sir ko'rsatishga qaratilgan. V.N.Komissarovning fikricha, matnning pragmatik jihati yoki pragmatik salohiyati "matnning muayyan kommunikativ ta'sir ko'rsatishi, muloqot mazmuniga pragmatik munosabatlarni uyg'otishi, boshqacha aytganda, adresatga pragmatik ta'sir ko'rsatishidir". Shuni ta'kidlash joizki, pragmatikaning fan sifatidagi qiziqish doiralari quyidagilardan iborat: gapning aniq (oshkora) va yashirin maqsadlarini tahlil qilish; qabul qiluvchining xabar mazmunini tushunish qobiliyati; kommunikativ xatti-harakatlar turlarini o'rganish: aloqa strategiyasi va taktikasi, dialog qoidalari, "bilvosita" nutq harakatlarini qo'llash.

Matnning pragmatik potentsiali uchta omil bilan belgilanadi: shakl, xabar mazmuni va xabarni qabul qiluvchi. Shuni ta'kidlash joizki, qabul qiluvchining ma'lum bir matnga pragmatik munosabatlari nafaqat matn pragmatikasiga, balki qabul qiluvchining shaxsiyati, ularning dastlabki bilimlari, oldingi tajribasi, ruhiy holati, yoshi va holati xususiyatlariga bog'liq. Matn pragmatikasining eng muhim omillaridan biri nutq faoliyati ishtirokchilari, ya'ni muloqot subyektlari va kommunikativ rollardir. I. P. Susov fikricha, ikkita asosiy rol ajralib turadi xabarni jo'natuvchi (adresant) va qabul qiluvchi (adresat). Shuni ta'kidlash kerakki, nutq faoliyati jarayonida kommunikativ rollar o'z maqomiga ko'ra teng emas; ular, adresant boshchiligidagi nutq iyerarxiasini yaratadilar. Murojaat qiluvchi ushbu iyerarxiyada pastroq darajaga ega. Muloqot jarayonida murojaat qiluvchi asosiy element sifatida muallif va ularning kommunikativ maqsadlari bilan kommunikativ va pragmatik muhit yaratadi.

Ilmiy-texnik yo'nalish matni qabul qiluvchiga pragmatik ta'sir ko'rsatishga qaratilgan dominant funksiyasini ajratib ko'rsatish kerak. Ushbu funksiya matn muallifi tomonidan uni yaratish jarayonida e'tiborga olinadi, chunki ommaviy va texnikaga yo'naltirilganligi uning asosiy funksiyasi bilan auditoriyaga ta'sir qilish hisoblanadi.

Taniqli olimlarning ilmiy yutuqlarini hisobga olgan holda shuni aytishimiz mumkinki, har qanday matn, uning uslubidan qat'iy nazar, muayyan kommunikativ vazifani bajarishdan iborat. Har qanday matnning kommunikativ tuzilishi, o'z navbatida, tashqi lingvistik omillarga, ya'ni xabarning mazmuni va maqsadiga, aloqa harakatining turi va usuliga, murojaat qiluvchiga va ularning obyektiv voqelikni individual qabul qilishiga bog'liq. Ilmiy-texnik sohalar qiyinligi sababli uni tinglovchiga yetkazish va o'z maqsadiga erishish uchun pragmatikaning roli katta hisoblanadi. Ilmiy va texnik sohalar terminologiyaga boyligi sababli uni anglash va tushunish faqatgina ayrim soha vakillariga tegishli bo'lishi mumkin. Texnika va taraqqiyot inson hayotining eng asosiy mazmuniga aylanayotganligi sababli uni ommaga yetkazishda tushunarli va oson iboralardan foydalanish muhim ahamiyatga ega hisoblanadi.

Ushbu mavzuni davom ettirish uchun tilshunos E. S. Aznaurovaning nuqtai nazariga murojaat qilish kerak, u matnni pragmatik amalga oshirishning uchta asosiy darajasini ajratadi: niyat, kompozitsiya va uslubni ta'kidlaydi.

Ilmiy-texnikaviy matnlarning kompozitsion tuzilishi doirasida pragmatikada asosiy e'tibor mazmunni va shaxsiy bildirilgan fikr sifatida xabarning maqsadini hisobga olishga qaratilgan. Boshqa tadqiqotchilar, xususan, N. Pilgviy fikricha, ilmiy-texnikaviy adabiyotlar matnlari ilmiy-texnikaviy uslubning rasmiy xususiyatlari bilan bog'liq bo'lib, ular aniqlik, izchillik, texnik atamalar, qat'iy iboralar va stereotip lug'atlarining keng qo'llanilishi kabi o'ziga xoslik bilan ajralib turadi. Ilmiy va texnik matnlar takliflarning to'g'riligi, xulosalar va gipotezalarning ishonchliligi, shuningdek adresantlarning o'zlarining maqsadi va qabul qiluvchini ishontirishga tayyorligi bilan ajralib turadi. Bu ilmiy-texnikaviy matnlarning quyidagi xususiyatlarini nazarda tutadi: strukturaviy to'liqlik va aniqlik; rasmiy qisqalik va izchillik; individual muallif uslubi; standart til qoidalari. Strukturaviy to'liq, aniq va tushunarli gaplardan foydalanib, qisqa va izchil gaplarning ishlatilishi ilmiy-texnik matnlarni tinglovchiga yetkazishda asosiy rol o'ynaydi.

O'z tadqiqotlarida G.G.Matveyeva yutuqlariga murojaat qilgan A.D.Oliinnikning fikricha, ilmiy-texnikaviy matnlarning asosiy formal parametri matn kompozitsiyasini rejalashtirish bo'lib, uning retrosipatsiyasi (oldingi jihatlariga qaytish) va kutish (realizatsiya)da amalga oshiriladi. Lingvistik tadqiqotlar shuni ko'rsatadiki, ilmiy-texnikaviy matnlar, shuningdek, boshqa matnlar ham pragmatikadan xoli emas, chunki ilmiy matn muallifi o'quvchi tushunadigan maqsadni qo'yadi; maqsadga erishilmagan taqdirda, ilmiy-texnik matn to'g'ri yetkazilmaydi.

Ilmiy-texnikaviy matnlar bu ilmiy va texnik funksional uslublarning xususiyatlarini o'z ichiga olgan matnlar bo'lib, ular orasida ma'lumotlilik, mantiqiylik, izchillik, aniqlik, obyektivlik va ravshanlikni qayd etish mumkin. Leksik va grammatik

xususiyatlarga kelsak, quyidagilarni ta'kidlash kerak: terminologiyadan foydalanish va maxsus grammatika (atribut guruhlari, nominativ va elliptik konstruksiyalar)dan foydalanish muhim o'rinda turadi. Ilmiy-texnikaviy matnlarning stilistik xususiyatlaridan quyidagilarni ta'kidlash mumkin: shaxssiz bayon qilish, xolislik, mantiq, klishelardan foydalanish. Ilmiy va texnik matnlarning maqsadi ma'lum ma'lumot yoki manbalarni taqdim etishdir. Ma'lumotni taqdim etish hissiy emas, balki mantiqiy idrok etishga qaratilgan. Ilmiy va texnik tarjima muammolari til tuzilmalaridagi farqlar, terminologik bo'shliqlar, manba matnlar va tarjima qilingan matnlarning stilistik xususiyatlari, manba til va tarjima tildagi mavzu va sharh munosabatlaridagi farqlar va boshqalar bilan bog'liq uch xil daraja - leksik, grammatik va stilistik farqlar bilan bog'liq.

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THE TENSIONS BETWEEN THE USA AND IRAN

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Annotation. Throughout all international relations, the United States has been trying to interact with all the countries except one nation called the Islamic Republic of Iran and the tensions between these two countries were very harsh because of the fact that there was a situation that took place known as the infamous Iran Hostage Crisis the United States has decided not to open a single U.S. Embassy in that country. After all of these years, the conflict remains the same strained. But why is this the case? Is it all necessary? Although, historically the US had an awful relationship with Iran because of the deceit, and covert operations, the US now has a great chance to ease the harsh ties between these two nations. If both nations reconcile the past, it could provide a fruitful future.

Keywords: the United States, Islamic Republic of Iran, Mohammed Mosaddegh, British authorities, Iranian Revolution, Oil.

НАПРЯЖЕННОСТЬ МЕЖДУ США И ИРАНОМ

Аннотация. На протяжении всех международных отношений Соединенные Штаты пытались взаимодействовать со всеми странами, кроме одной страны, называемой Исламской Республикой Иран, и напряженность между этими двумя странами была очень жесткой из-за того, что произошла ситуация, известная как печально известный Иранский кризис с заложниками, Соединенные Штаты решили не открывать ни одного посольства США в этой стране. После всех этих лет конфликт остается таким же напряженным. Но почему это так? Необходимо ли все это? Хотя исторически у США были ужасные отношения с Ираном из-за обмана и тайных операций, у США теперь

есть отличный шанс смягчить жесткие связи между этими двумя странами. Если обе страны примирят прошлое, это может обеспечить плодотворное будущее.

Ключевые слова: США, Исламская Республика Иран, Мохаммед Мосаддык, британские власти, Иранская революция, нефть.

Introduction. As mentioned above, the relations between the United States and the Islamic Republic of Iran have been noted as strained through the years. The first conflict happened in 1953 and this does not mean that these two countries had relations before it means that the first covert operation took place in 1953. This trend marked a turning point in the balance of the nation's affairs and the nature of the country's relationships. The former correspondent of The Boston Globe and the New York Times magazine Stephen Kinzer in his book named "Overthrow" mentions the currents of nationalism and anti-colonialism moved to Asia, Africa, and South America. Idealistic Iranian leader Mohammad Mosaddegh came into power in 1951. Mohammad Mosaddegh's main goal was to achieve modernization and democracy within the country and for that reason, the main goals of the new prime minister and the nation's monarch Mohammad Reza Shah were significantly different from each other. Then he started to focus on British oil giant BP WITH natural resources whose revenues were under another country and he chose to nationalize it. Seeing that the country's oil is run by foreign institutions he declared that he would nationalize the country's oil and keep it for its population. The law that would help to nationalize countries' oil was declared unanimously by both houses of the Iranian Parliament. Without a doubt, the BP and even the British government were furious with these currents. Persian oil is so vital to our economy said British Foreign Secretary Herbert Morrison. He believes that we try to do our best to keep the contract intake and prevent it from breaching. Over the next few months, the British authorities decided that Mohammad Mosaddegh had to go and start to think about how to overthrow him from his current profession by brainstorming ideas. They tried several times to get back to the Islamic Republic of Iran but after the failed attempts the British agent Christopher Woodhouse reached Washington for help. Christopher Woodhouse made another plan to overthrow Mosaddegh since he knew that American authorities would not take an interest in this current because Time magazine had just named Mosaddegh "Man of the Year". Secretary of State John Dulles and Woodhouse figured out that they could present Mosaddegh's rule as Communist infiltration. This, however, could not have been true. Mohammad Mosaddegh was not really interested in Communist doctrine and did not allow them in his government. With the help of CIA agents such as Kermit Roosevelt and John Dulles, covert operations began in order to overthrow the prime

minister Mohammad Mosaddegh. For weeks the riots had continued in Tehran by local gangs that were paid money by American CIA. Because of the hard situation that had been going on in the streets of Iran, many people claimed Mosaddegh's resignation. Then General Zahedi claimed that he was the new prime minister that had been selected by monarch Shah and he was the new prime minister while Mosaddegh was sitting in jail as all his supporters and himself could not stand a chance against Zahedi's troops. After successfully ousting Mosaddegh the Shah returned to his throne and his new prime minister felt safe. And now the Shah was free to rule the country how he wanted because after the period that he returned to his throne he even created a secret police known as "Savak" to ensure his safety. Through the next three periods It was the times when Iran and US started to interact closely even being the close ally of US in Cold War.

Literature review. The topic known as US and Iran relations the searchers tried to mention the history of these two nations and what was the reason for not having that official diplomatic relations in most cases. The historians write a lot about the bravery of the former prime minister Mohammed Mosaddegh and their efforts to nationalize the country's biggest profitable oil revenue which belonged to BP British institution. He served as prime minister two years In 1951-1953 in the government but in these years he was able to nationalize Iran's oil industry over the British monopoly. However, this article focuses more on the famous Iran Hostage Crisis. Under **Ayatollah Ruhollah Khomeini** the Shah of Iran had to flee to the US since the situation was very escalating. On November 4 a group of students got to the embassy and smashed everything holding 52 hostages captive. That situation obviously, had a negative impact on the United States, and the population of the US was also a little shocked. After the intervention of the Iranian military, the situation was eased and those 52 hostage returned safely to their home country after being captives for 444 days.

Methodology. This study mainly investigates the political and economic conflict between the United States and The Islamic Republic of Iran that arose from 1951 to 1979. As mentioned before one of the closest allies of the United States was Iran during the Cold War and these periods. So, thus, this research contains primary and secondary historical sources. "All The Shah's Men", "Going to Tehran", and "The Twilight War" are considered the main historical sources for the negative relationships of these two. Historical sources such as "The Iranian Revolution", "The Unthinkable Revolution in Iran", and "Roots of Revolution" give us political social, and economic ideas about the Iranian Revolution in 1979.



BP British oil company was the first Iranian oil revenue since the discovery of oil and the company was using the south of the country for producing the oil. Since the BP was in the south of Iran the city named Abadan which is located in Khuzestan Province was the main city for producing that oil for both countries. Sadly, a bigger proportion of the profit from oil was given to the British institution and the rest 15 percent was dedicated to Iran. Obviously, this was so unfair to the Iranian Republic because they were getting paid 10-15 million pounds sterling. There is not enough open information on the Iran Hostage Crisis as it is said that during the revolution Americans did not experience very severe situations such as death. The most notable thing that included the Americans was the American hostages that were taken from Iranian students. In total, there were 52 employees who had to survive 444 days until they were rescued. None of them was dead at that time and were returned home safely by Iranian police officers but that hostage was itself a nightmare for the Americans.

Discussion. The information that has been found so far shows that these two nations could have been the greatest allies in history unless they broke the relationship because of the intervention of the British authorities. This research figured out that if it was not the intervention of the two big characters the global situation might seem quite stable at present. With the help of legal and trustworthy sources, the research found out that if it was not for the British institution that did not want to share its profit with Iran it is more likely that the Iranian revolution also might not have happened. However, it is still possible that these two big characters can begin having diplomatic

relationships again. First and foremost this study concluded that the recent sanctions imposed by the US have to be eased by the government such as reducing Iran's oil export capability and preventing its economy from growing simultaneously. And all individuals should learn to forget about the past as with these memories there is not a single reasonable action to take. After that, for the population to start contact with each other getting a visa for both countries should be at a quite normal level then it is really difficult.

Conclusion. As mentioned above this research mainly focused on two main issues that changed the two superpowers historical relations. In short via such kind of covert operations and tensions, the countries had to experience severe political, economic, and social problems at the time. This article concluded that the two main characters that are United States of America and the Islamic Republic of Iran can not be blamed for their actions. Because the Iranian population itself and the government just desired to nationalize their own natural resources and as for the US the British authorities made them start having an interest in other nations' natural materials. In the long run, it is possible that research might be conducted about the role of the US and Iran in the Israel and Palestine war since in the Middle East except Iran none of the other countries dare to claim war against Israel knowing that the US is the main supporter and ally of this country.

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